

MARKING GUIDE

MINISTERIAL EXAMINATION OF COLLEGE ENGLISH LANGUAGE OF INSTRUCTION AND LITERATURE

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MARKING GUIDE

NATURE AND PURPOSE OF THE EXAM

CEGEP students are eligible to take the Ministerial Examination in English once they have passed two and are presently completing the third of the common English courses (101, 102, 103). The exam is designed to confirm that students have mastered the competencies (see Appendix A) that these courses require. This four-hour exam takes place three times each year, in May, August and December. Dates are set five years in advance.

EXAM DOCUMENTS

Several documents are produced for each exam. Some of these are presented to students as part of the exam package; others are intended for markers of the exam. Markers are expected to be thoroughly familiar with both student and marker documents.

STUDENT DOCUMENTS

Instructions to Students: The instructions to students, which appear on the cover page of Booklet 1 of the exam (see Appendix B), provide students with a step-by-step procedure for completing the exam. They include a description of the task, as well as stipulations regarding length and suggestions for planning, organizing, and writing the required essay.

Marking Criteria: The Marking Criteria, provided for students in Booklet 1, are reproduced on page 4 of this Marking Guide. These criteria reflect the standards and objectives of the three common English courses (see Appendix A), and form the basis for evaluation of a student essay.

Readings: Booklet 3, the Readings booklet, contains three readings, including at least one work of fiction and one of non-fiction. Students must respond to one of the three readings.

Writing Guidelines: Included in the Readings booklet is a set of Writing Guidelines intended as an aid to students as they plan their essay. The Guidelines include suggestions for approaching each reading.

MARKER DOCUMENTS

Marking Guide: This guide, specifically designed for the marking of this exam, is intended to promote a uniform interpretation of the marking criteria. It contains details regarding each of the marking criteria, along with a description of the marking procedure and instructions for recording student grades.

Correctors' Key: Produced for each exam, the Correctors' Key contains notes on possible student responses to each of the readings. These notes usually include suggested themes or main ideas, potential student errors, and possible problems in student interpretations of the readings.

Assessment sheet: This form for recording a student's grades on the exam is reproduced on page 8 of this guide. A completed copy of the form is inserted into each student paper after evaluation and reflects the grades agreed upon after marker consultation. This sheet is used to record the official grade.

EXAM REQUIREMENTS

The student must write an essay of at least 750 words about one of the readings in the Readings booklet.

In order to pass this exam, a student should be able to demonstrate at least minimal competence in comprehension, organization of an essay, and expression, as defined in this Marking Guide. If a student fails in one criterion, the student fails the exam and will not be granted a diploma until the exam has been taken again and passed. There is no limit to the number of times a student may rewrite a failed exam. However, the student cannot rewrite the exam to improve a grade.

The student CEGEP grade report lists pass/fail results for this exam. All failing results remain on the student record, even after the student has succeeded. The grades earned on each criterion are not recorded on the student transcript and these results are not available to any one but the student.

MARKING AND CONSULTATION PROCEDURE

Markers work in teams under a supervisor who is responsible for distributing and collecting papers, recording grades, ensuring adherence to marking standards, and resolving problems.

Each paper is graded by two markers. Markers are expected to keep notes about each paper for accurate recall during consultation.

In the marking process, each marker **usually** receives a yellow folder containing between **5 and 7** papers for grading. *The marker should check to make sure that all exams listed on the yellow post-it on the inside of the folder are present and that the numbers correspond.* The marker then grades the papers and fills out an Assessment Sheet for each one. The individual assessment sheets are put into blue folders. Once the papers are graded, both the yellow and blue folders are returned to the team leader. On completion of the grading by one marker, the yellow folder is then assigned to a second marker.

The first marker's blue folder, with his or her assessment sheets, **must** remain with the supervisor until the markers are both ready to consult. At this time, and **only** at this time, should markers compare their assessments.

Markers discuss papers showing a discrepancy of more than one grade in more than one criterion (See Figure 1) and disagreements between pass and fail on any paper. They must agree on two of three grades and be no more than one grade apart on the third. This includes both passing and failing papers. They must also resolve pass/fail discrepancies. In exceptional circumstances, if agreement is not reached, the supervisor resolves the discrepancy. Supervisors reread all failing papers.

Returning folders to the supervisor

After consultation, the Assessment Sheet with the higher grade is inserted into the student paper and includes both codes. This sheet becomes the official record of the student's marks on the exam.

For any case of **unresolved** assessment, and/or for **failing papers**, both assessment sheets are placed sideways in the exam booklet.

Note: An Assessment Sheet with both marker codes indicates agreement on the grades and on the checkmarks for each criterion. The checkmarks on the discarded assessment sheet(s) do not have to match those on the official Assessment Sheet.

FIGURE 1 : HOW TO CHOOSE THE OFFICIAL ASSESSMENT SHEET

BEFORE CONSULTATION		AFTER CONSULTATION	
Marker 1	Marker 2	Marker 1	Marker 2
A	B	B	B
B	C	B	C
B	C	B	B

In this case, after consultation, the Assessment Sheet of marker 1 (the higher grade) is inserted into the student's paper as the official record of the student's mark.

Markers are given the opportunity, during a training session at the beginning of each marking period, to apply these criteria to a set of sample student papers. Additional marked sample papers are available from the supervisor for consultation.

The following pages present a chart showing the criteria and corresponding objectives students are required to meet and a conversion table which indicates the way in which results are converted to letter grades.

Markers are reminded that a student should not be penalized on the basis of criteria that are not specified in this guide or explicitly approved by the supervisors.

CRITERIA AND OBJECTIVES

CRITERION	OBJECTIVES TO BE MET
COMPREHENSION AND INSIGHT	1. recognition of a main idea from the selected reading 2. identification of techniques and/or devices as employed by the author 3. evidence of critical or analytical interpretation of the selection 4. references which demonstrate understanding of the reading
ORGANIZATION OF RESPONSE	1. statement of a thesis about the text 2. structured development of the essay 3. use of supporting detail 4. unified paragraph structure
EXPRESSION	1. appropriate use of words 2. varied and correct sentence structures 3. correct grammar 4. conventional spelling, punctuation, and mechanics

Three determinations are possible for each objective:

- ◆ well met (M+) the student has clearly met and surpassed the objective
- ◆ met (M) the student has adequately met the objective
- ◆ not met (M-) the student has not met the objective

A scale from A (high) to F (low) is applied to each of the three marking criteria. A grade of C or better is considered a passing grade. A grade of D, E, or F in any criterion means that the student has failed the examination.

PASS

A	B	C
---	---	---

FAIL

D	E	F
---	---	---

CONVERSION TABLE

The assessment of the student's performance for the objectives in each criterion is converted to a letter grade according to the following table. *Note shaded counter-intuitive patterns below.*

							GRADE SHEET COMMENT
The 2 ways to earn an A	A	M+	M+	M+	M+	most well met	VERY GOOD
		M+	M+	M+	M		
The 4 ways to earn a B	B	M+	M+	M+	M-	some well met	GOOD
		M+	M+	M	M		
		M+	M	M	M		
		M+	M+	M	M-		
The 4 ways to earn a C	C	M+	M	M	M-	met on average	ADEQUATE
		M+	M+	M-	M-		
		M	M	M	M		
		M	M	M	M-		
The 2 ways to earn a D	D	M+	M	M-	M-	two not met	WEAK
		M	M	M-	M-		
The 2 ways to earn an E	E	M+	M-	M-	M-	most not met	VERY POOR
		M	M-	M-	M-		
1 way to earn an F	F	M-	M-	M-	M-	none met	UNACCEPTABLE

Note: The letter grade system shown here is designed for use on this exam. It is not intended to correspond to letter grade systems used elsewhere. Please note, for example, that A does not require 4 M+'s and B and C cover a range of possibilities.

INSTRUCTIONS FOR FILLING OUT THE ASSESSMENT SHEET

GENERAL GUIDELINES

Use dark pencil to fill out the Assessment Sheet.

CHECKLIST OF OBJECTIVES

Place a checkmark (✓) in the space provided for your assessment of how the paper addresses each of the objectives in each of the criteria. Use the conversion table to assign a grade. See page 5.

CONTROL CODE

Two, sometimes three Assessment Sheets are prepared for each paper. Identify the paper by recording folder number and paper number in the box at the top right of the Assessment Sheet.

SESSION BOX

Place a checkmark (✓) in the box corresponding to the session (see below) and add the year.
Fall : December exam Winter : May exam Summer : August exam

GRADES

Circle the grade and record it on the line to the right. Make sure that the letter grade on the line corresponds to the circled grade and accurately reflects the Conversion Table.

FAIL BOX

If the paper has failed, put a checkmark (✓) in the box.

MARKER CODE

Record your marker code on the Final Assessment Sheet in the appropriate space.

NOTES ON THE ASSESSMENT SHEET

Record only notes regarding excessive borrowing from the language of the text, summaries, and word count on the front of the Assessment Sheet. Make any notes regarding the quality of a student's paper on the reverse side or on a separate sheet of paper.

FINAL SUBMISSION OF FOLDERS

Before returning a folder to the supervisor, make sure that the student papers are in order according to the numerical list inside the folder.

Verify that the clean, official, copy of the final Assessment Sheet is placed inside each student paper and includes both markers' codes.

Note: For any case of unresolved assessment, and/or for failing papers, place both Assessment Sheets sideways in the exam booklet.

THE FINAL ASSESSMENT SHEET

Students may request copies of their exams and Final Assessment Sheets; therefore, please ensure that the Final Assessment Sheet looks professional. It must be clean, clear and legible.

If the sheet has erasures or cross-outs or can in any way be misinterpreted or questioned by a student, a new sheet must be completed for inclusion with the paper. The codes of both markers should appear on the Final Assessment Sheet.

Year : _____

Session : Fall

Winter

Summer

ASSESSMENT SHEET MINISTERIAL EXAMINATION OF COLLEGE ENGLISH, LANGUAGE OF INSTRUCTION AND LITERATURE

CRITERION	OBJECTIVES TO BE MET	PLACE A CHECKMARK (✓) WHERE APPROPRIATE		
		M+	M	M-
COMPREHENSION AND INSIGHT	1. recognition of a main idea from the selected reading	✓		
	2. identification of techniques and/or devices as employed by the author		✓	
	3. evidence of critical or analytical interpretation of the selection		✓	
	4. references which demonstrate understanding of the reading		✓	
ORGANIZATION OF RESPONSE	1. statement of a thesis about the text		✓	
	2. structured development of the essay	✓		
	3. use of supporting detail	✓		
	4. unified paragraph structure		✓	
EXPRESSION	1. appropriate use of words		✓	
	2. varied and correct sentence structures		✓	
	3. correct grammar	✓		
	4. conventional spelling, punctuation, and mechanics	✓		
<p>M : signifies that the objective has been met</p> <p>M+ : signifies that the objective has been well and clearly met</p> <p>M- : signifies that the objective has not been met</p>				

Folder number **Student paper**

Control Code : **12-2** **0234**

COMPREHENSION AND INSIGHT:

A	B	C	D	E	F
---	---	---	---	---	---

B

ORGANIZATION OF RESPONSE:

A	B	C	D	E	F
---	---	---	---	---	---

B

EXPRESSION:

A	B	C	D	E	F
---	---	---	---	---	---

B

Failure:

Supervisor:

PASSING GRADE:

C is a passing grade.

Papers graded **D** or **E** or **F** in any category fail.

Marker's Code: 500

Marker's Code: 1100

Year : _____

Session : Fall

Winter

Summer

ASSESSMENT SHEET MINISTERIAL EXAMINATION OF COLLEGE ENGLISH, LANGUAGE OF INSTRUCTION AND LITERATURE

CRITERION	OBJECTIVES TO BE MET	PLACE A CHECKMARK (✓) WHERE APPROPRIATE		
		M+	M	M-
COMPREHENSION AND INSIGHT	1. recognition of a main idea from the selected reading		✓	
	2. identification of techniques and/or devices as employed by the author			✓
	3. evidence of critical or analytical interpretation of the selection		✓	
	4. references which demonstrate understanding of the reading		✓	
ORGANIZATION OF RESPONSE	1. statement of a thesis about the text			
	2. structured development of the essay			
	3. use of supporting detail			
	4. unified paragraph structure			
<i>Too short 575 words</i>				
EXPRESSION	1. appropriate use of words		✓	
	2. varied and correct sentence structures		✓	
	3. correct grammar	✓		
	4. conventional spelling, punctuation, and mechanics		✓	
M : signifies that the objective has been met M+ : signifies that the objective has been well and clearly met M- : signifies that the objective has not been met				

Control Code :
16-2 **5223**

COMPREHENSION AND INSIGHT:

A	B	C	D	E	F
---	---	---	---	---	---

C

ORGANIZATION OF RESPONSE:

A	B	C	D	E	F
---	---	---	---	---	---

D

EXPRESSION:

A	B	C	D	E	F
---	---	---	---	---	---

B

Failure:

PASSING GRADE:

Supervisor: **SW**

C is a passing grade.

Papers graded **D** or **E** or **F** in any category fail.

Marker's Code: 1100

Marker's Code: 900

CRITERION 1 — COMPREHENSION AND INSIGHT

Four elements are addressed:

1. recognition of a main idea from the selected reading
2. identification of techniques and/or devices as employed by the author
3. evidence of critical or analytical interpretation of the selection
4. references which demonstrate understanding of the reading

1. Main idea (a main idea of the author)

(Please refer to the Correctors' Key for a list of acceptable main ideas for each reading)

M+ the student recognizes a significant, central, and unifying idea from the selection

M the student recognizes an acceptable idea* from the selection

M– the student does not recognize an acceptable main idea or presents an idea that is a clear misreading of the text

The student may select “a main idea” and not necessarily “*the* main idea.” Students who are granted an **M+** in this category usually recognize and sustain a focus on a significant, central, and unifying idea or theme in the reading. Students who earn an **M** in this sub-criterion may make simple, general, and obvious statements about an acceptable idea to meet the criterion. Clearly, some ideas that some students select will be tangential, too narrow and limited, or totally unrelated to the author’s argument, main idea, or theme and so the student will earn an **M–** here.

* The Correctors' Key for each reading suggests a range of acceptable main ideas and comments on some possible problematic approaches to the texts. Additional ideas often emerge during the marking session.

Examples of statements of main ideas

A. This is the student’s statement of a main idea in a short story.

“Flight” is a short story about intergenerational struggles with coming of age.

B. This is the student’s statement of a main idea in an essay.

“Seven Wonders”, a sobering essay by Lewis Thomas, provides a whole new approach to defining the wonders of the world.

Note that sometimes students combine a statement of a main idea and their thesis statement. Refer to page 13 for examples of combined sentences.

2. Techniques and devices as employed by the author

M+ the student shows a clear understanding of the way in which the author uses techniques and devices to develop a main idea

M the student shows a basic awareness of the role of techniques and devices in the text

M– the student fails to identify any techniques and devices, names or explains them incorrectly, or merely mentions them without showing an awareness of their role

In the Writing Guidelines, it is suggested to students that techniques and devices might include the following: allusion, analogy, appeal to authority, cause and effect, characterization, comparison, contrast, definition, description, dialogue, diction, empirical evidence, enumeration, example, flashback, foreshadowing, imagery, irony, level of language, metaphor, narration, narrative point of view, refutation of opposing views, repetition, rhetorical questions, setting, symbolism, and tone. They may discuss others. Occasionally a student will satisfy this criterion, and even earn an M+, by providing a thorough analysis of the author's use of **one** technique. In some exceptional cases, a student may demonstrate an awareness of the author's use of techniques and devices but not use formal terminology. In these cases, markers may credit the student with having met the objectives of this criterion.

For special considerations, please see the note on page 17.

3. Critical or analytical interpretation

M+ the student presents an insightful analysis of the text

M the student provides an acceptable analysis that takes some distance from the text

M– the student writes a straightforward, unquestioning summary that lacks distance from the text, provides an illogical or incomprehensible analysis, no analysis at all, or, for the most part, misreads or shows no awareness of the text.

Certain types of student papers require especially careful reading for this objective. For example, students who write a **summary** do not take a critical distance from the text and usually fail to discuss techniques and devices. Students who provide an illogical or incomprehensible analysis are often also unable to identify an acceptable main idea and/or make appropriate references to the reading. This type of paper may fail under Criterion 1: Comprehension and Insight in two or more objectives.

4. References which demonstrate understanding of the reading

Please note that this criterion differs from that regarding the use of detail in Organization. This criterion is about demonstrating an understanding of the reading; the other is about using detail to support the student's response: see 2, 3. See page 13.

M+the student's pertinent references or relevant analogies demonstrate an understanding of the reading as a whole

M the student's references or relevant analogies demonstrate a basic understanding of the reading

M– the student's irrelevant, inappropriate, inaccurate or insufficient references or examples from the reading, or the student's unrelated analogies, demonstrate a lack of understanding of the reading

References need not be direct quotations. References to such aspects of a reading as character, event, attitude, argument, and support for an argument can be quite specific without the use of quotation marks. This criterion does not ask for a specific number of citations; it does ask that the student use references to the reading and to life in general that clearly demonstrate an understanding of the text.

Note: Some students may discuss ideas, take positions, or present analogies related to the contents of the reading, and/or use direct quotations, without making a direct link to the author's ideas. Papers based on the topic but without reference to the reading itself *may* be marked down in critical and analytical interpretation, in references, and in techniques and devices. Students must make a clear connection between the author's ideas contained in the reading and their own analogies, arguments, or philosophical approaches.

CRITERION 2 — ORGANIZATION OF RESPONSE

Four elements are addressed:

1. statement of a thesis about the selection
2. structured development of the essay
3. use of supporting detail
4. unified paragraph structure

1. Thesis: the thesis is the idea about the reading that the student has chosen to focus on and develop.

M+ the thesis provides a clear, insightful, and sustained focus for the essay

M the thesis provides a sensible focus for the essay

M– a valid thesis cannot be found

A thesis may be an expression of a point of view, or a controlling idea, or a reflection of how the student intends to demonstrate an understanding of a reading. The thesis idea may be expressed in one or more sentences, and it may appear only in the essay's conclusion. However, a simple organizing statement, without any reference to a main idea, is not adequate as a thesis. *e.g. In this essay, I will discuss symbolism, characterization, and setting.*

Note the following examples adapted from student essays. (See page 10 for examples of statements of an author's main idea.)

Thesis

The student's thesis should provide a focus for the student's essay, a reaction to the author's ideas, or an interpretation of the reading.

A. This is an example of a student's thesis about the short story "Flight".

The author has chosen to draw an analogy that shows the old man's parallel relationships with his granddaughter and his birds.

B. This is an example of a student's thesis for an essay based on the text "Seven Wonders".

Using an academic yet personal writing style, Thomas explains to the reader how one can find wonder in the most unexpected places.

Combined main idea and thesis

In some student essays, the identification of a main idea and the thesis may overlap. This is acceptable.

A. The following combined statement appeared in an essay about the short story "Flight".

We see how the grandfather struggles with the coming of age of his granddaughter through the author's presentation of his attitude toward his family and his birds.

B. The following combined statement is based on the essay “Seven Wonders”.

In his essay “Seven Wonders”, through description of life forms as minute as bacteria to those as complex as human beings, Lewis Thomas explains that the most precious and miraculous elements in the world are to be found everywhere around us.

2. Structured development

M+ the essay is consistently well structured around the thesis

M the essay contains a basic structure

M– the essay is disjointed or an organizational pattern cannot be discerned

The well-structured essay (M+) develops the thesis using a consistent and coherent organizational pattern.

The basic essay (M) has, at the very least, an introduction, body paragraphs, and a conclusion that are interrelated.

Markers should give credit to alternative patterns of development if they are effective.

3. Use of supporting detail

Please note that this criterion differs from that regarding references to the reading in comprehension and insight. This criterion is about using detail to support the student’s response; the other is about demonstrating an understanding of the reading: see 1, 4. See page 11.

M+ details are specific, germane, insightful, or original, and are appropriate to the student’s response

M the response provides detail to support ideas and the support is relevant and appropriate to the student’s response

M– the response consists of excessive generalization, overuse of direct quotation, needless repetition, irrelevant evidence, factual errors or insufficient detail

Even though a student’s essay may not contain a thesis that meets the requirements described in M+ or M under 2.1, the details included in the essay may be appropriate to the overall development of the student’s response.

The support for the student’s response can be drawn from the student’s own learning or experience as well as from the text. If the evidence a student presents is not relevant or is simply repetitive and general, the objective has not been met.

4. Unified paragraphs

M+ paragraphs are all focused, well-structured, and coherent

M paragraphs are for the most part focused and coherent

M– paragraphs lack focus and coherence or paragraphing is faulty or absent

Each paragraph should relate to one main idea and demonstrate strategies of paragraph development and coherence, such as topic sentences and appropriate transitions.

LENGTH ISSUES

The exam task instructs students to write an essay of 750 words. Students who write fewer than 600 words automatically fail in criterion 2.

- ◆ For papers in which the number of words is insufficient, both markers must give an **exact word count** on the Assessment Sheet. Please count **every** word.
- ◆ Hyphenated words, except for syllable breaks, count as separate words.
- ◆ All quotations, the student's essay title, abbreviations, and units of measurement are included in the word count. Parenthetical in-text citations are **not** included in the word count, e.g. (Laurence 4).
- ◆ Papers of **fewer than 600 words** are marked **D** in Criterion 2, Organization of Response.
- ◆ Papers of **fewer than 500 words** are marked **E** in Criterion 2, Organization of Response.

In both cases, a comment indicating that the paper is too short and the **exact word count** should be recorded on the Assessment Sheet beside Criterion 2. Do not check off the 4 objectives. Please refer to the sample Assessment Sheet on page 9 for guidance in indicating problems of length.

- **Note:** Essays under 500 words generally contain a limited number of references and do not recognize a significant, central, and unifying idea from the selection. In most cases, it is unlikely that a student writing a short essay would receive an "A" in Comprehension and Insight.
- ◆ Papers of **fewer than 300 words** are **not** graded; they should be referred to the supervisor. If a college has recorded an "H" in box B at the top of the first page, the paper should not be corrected.
- ◆ If the word count for the student's essay seems inflated because of excessive use of quotations, please grade the paper but note the problem on the Assessment Sheet. Refer the paper to the supervisor.

CRITERION 3 — EXPRESSION

Four elements are addressed:

1. appropriate use of words
2. varied and correct sentence structures
3. correct grammar
4. conventional spelling, punctuation and mechanics

1. Appropriate use of words

M+ there is a broad range and control of vocabulary

M the word choice is adequate to communicate the student's meaning

M- there is a pervasive use of inaccurate/inappropriate words, or needless repetition, or an over-reliance on the language of the text (without quotation marks)

COMMON EXAMPLES OF INAPPROPRIATE USE OF WORDS

Use of idioms	<i>Open a light</i> <i>Take a decision</i> <i>Make the good choice</i> <i>Assist at</i> (meaning attend) <i>Accept to</i>
Prepositions	<i>Go at my house</i> <i>Enter in the room</i> <i>Ask to the teacher</i> <i>A story from the author</i>
Word form	<i>Interested instead of interesting</i> <i>Relation instead of relationship</i> <i>Worse instead of worst</i> <i>Good instead of well</i>
Word confusion	<i>His instead of is</i> <i>Has instead of as</i> <i>Where instead of were</i> <i>Should of instead of should have</i>
Homonyms	<i>It's instead of its</i> <i>Wear instead of where</i> <i>Hear instead of here</i> <i>Principal instead of principle</i> <i>Any misuse of they're/their/there</i>

Papers that contain excessive wordiness or an inappropriate level of language (eg. limited or overly informal diction) should be marked down in this objective.

Spelling is not graded here, but under objective 4 in this category. Under objective 4, we note confusion between English and French spelling of words.

2. Varied and correct sentence structures

M+ sentences are consistently correct and varied

M sentence structure is adequate to communicate the student's meaning

M– incorrect structures are pervasive or interfere with the student's articulation of meaning

Students who earn an M+ will correctly use a variety of sentence forms (simple, compound, complex, and compound-complex).

Sentence errors, on the other hand, may include incorrect word order, fragments, comma splices, run-on/fused sentences, incomplete construction, dangling/misplaced modifiers, or faulty parallelism, subordination and coordination. Tangled sentences (e.g. faulty predication, illogical construction) should be marked down here. Incorrectly integrated quotations may also affect sentence structure. It is possible for students who write correct but simplistic sentences to earn a met (M).

Note: Errors in subject-verb agreement are errors in grammar (objective 3), not sentence structure.

3. Correct grammar

M+ grammatical forms are well controlled

M errors are infrequent, unobtrusive, and do not interfere with understanding

M– incorrect grammatical forms are pervasive or interfere with the student's articulation of meaning.

Subject-verb disagreement, incorrect pronoun form or reference, pronoun case problems, incorrect plurals, inappropriate tense shifts, incorrect tense constructions, incorrect verb forms, misuse of articles or possessive forms, and word omissions are examples of grammatical errors.

Students should not be penalized in objectives 1, 2, and 3 for the same errors (do not double-grade or triple-grade). It is important to distinguish among errors of word use (e.g. *then* vs *than*, *assist at* vs *attend*) which are penalized under objective 1, sentence errors (e.g. fragments, comma splices or fused sentences, or an inability to subordinate) which are penalized under objective 2, and grammatical errors (e.g. misuse of articles or tense markers or possessive forms – *the boy hat/ the student book*, which are penalized under objective 3.)

4. Conventional spelling, punctuation, and mechanics

M+ the conventions of written English are well controlled

M errors are infrequent, unobtrusive, and do not interfere with understanding

M– errors are pervasive or interfere with the student's articulation of meaning

Errors in this category include errors in capitalization and abbreviations, the use of the French spelling of common English words (*responsable/responsible*) and the misuse of the apostrophe (e.g. missing apostrophe for possessives, incorrect use for verbs, as in *he want's* or *lets*). Pervasive errors in either spelling or punctuation may result in an M-.

The inappropriate use of symbols and abbreviations common in email and text-messaging is also graded here.

For cases of over-reliance on the language of the text, refer to the Special Cases on the next page.

Students are expected to acknowledge references to the reading (by mentioning the author or using quotation marks), but are not required to provide page references.

The term “**pervasive**” in each of the above criteria suggests that the student has little control or mastery of the objectives listed under Expression. While individual errors are not counted and repetitions of the same error are not penalized, markers assess the effect of errors on the meaning and smooth reading of the student’s essay.

SPECIAL CASES

- ◆ Papers that are **off topic** should be referred to the supervisor.
- ◆ Papers that are **too short** should be treated under Organization of Response. See page 14.
- ◆ Use of the **first person** is acceptable.
- ◆ Discussion of **unconventional choices of techniques and devices** or **genre confusion** should not be penalized if the explanation is convincing and for the most part does not interfere with the student’s understanding of the reading.
- ◆ Failure to apply the **convention of using the present tense** to discuss literary works may be considered under “Conventional Spelling, Punctuation and Mechanics”; it is not a grammar error.
- ◆ **Over-reliance on the language of the text** without quotation marks fails (M–) objectives 1 and 4 under Expression.

Note: For essays with an over-reliance on the language of the text, please indicate the page references from the reading lightly, in pencil, in brackets in the margin of the student’s essay (e.g. “page 11, para. 3”). Please refer the paper to the supervisor.

- ◆ **Overuse of quotations** from the reading should be dealt with under Criterion 2. Please refer to the description under “Use of supporting detail.”
- ◆ Suspected cases of **plagiarism** or cheating should be referred to the supervisor.
- ◆ **Poor handwriting** should not be penalized. Refer extreme cases of illegible writing to your supervisor.
- ◆ For guidance in marking papers in which students write a **position paper on the topic** of the reading without any direct reference to the text, refer to the note at the bottom of page 11, at the end of the discussion of the objectives for Comprehension and Insight.

APPENDIX A

MINISTERIAL OBJECTIVES AND STANDARDS FOR ENGLISH LANGUAGE OF INSTRUCTION AND LITERATURE COURSES CORRESPONDING TO ASSESSMENT CRITERIA ON THE ENGLISH EXIT EXAM

Statements of Competency

To carry out the analysis and production of various forms of discourse (101); to apply a critical approach to literary genres (102); and to a literary theme (103).

	Elements of the Competency	Performance Criteria
ENG. 101	1. To identify the characteristics and functions of the components of literary texts	Accurate explanation of the denotation of words Adequate recognition of the appropriate connotation of words Accurate definition of the characteristics and function of each component
	2. To determine the organization of facts and arguments in a given literary text	Clear and accurate recognition of the main idea and structure Clear presentation of the strategies employed to develop an argument or thesis
	3. To prepare ideas and strategies for a projected discourse	Appropriate identification of topics and ideas Adequate gathering of pertinent information Clear formulation of a thesis Coherent ordering of supporting material
	4. To explicate a discourse	Appropriate choice of tone and diction Correct development of sentences Clear and coherent development of paragraphs Explication of a 750-word discourse
	5. To edit the discourse	Appropriate use of revision strategies Accurate correction of the discourse

ENG. 102	1. To distinguish genres of literary texts	Clear recognition of the formal characteristics of a literary genre
	2. To recognize the use of literary conventions within a specific genre	Accurate recognition of the figurative communication of meaning Adequate explanation of the effects of significant literary and rhetorical devices
	3. To situate a work within its historical and literary period	Appropriate recognition of the relationship of a text to its period
	4. To explicate a discourse representative of a literary genre	Appropriate choice and use of terminology Effective presentation of a 1000-word integrated response to a text
	5. To edit the discourse	Appropriate use of revision strategies Accurate correction of the discourse

	Elements of the Competency	Performance Criteria
ENG. 103	1. To recognize the treatment of a theme within a literary text	Clear recognition of elements within the text, which define and reinforce a theme and its development Adequate demonstration of the effects of significant literary and rhetorical devices
	2. To situate a literary text within its cultural context	Appropriate recognition of a text as an expression of cultural context Adequate demonstration of the effects of significant literary and rhetorical devices
	3. To detect the value system inherent in a literary text	Appropriate identification of expression (explicit/implicit) of a value system in a text
	4. To explicate a discourse from a thematic perspective	Appropriate choice and use of terminology Effective presentation of a 1000-word integrated response to a text
	5. To edit the discourse	Appropriate use of revision strategies Accurate correction of the discourse

APPENDIX B

INSTRUCTIONS TO STUDENTS

MINISTERIAL EXAMINATION OF COLLEGE ENGLISH LANGUAGE OF INSTRUCTION AND LITERATURE

BOOKLET 1 — INSTRUCTIONS AND ROUGH WORK

Read the selections in **BOOKLET 3—READINGS** and then write an essay of at least 750 words about one of the three readings.

NOTE: PAPERS OF FEWER THAN 700 WORDS MAY BE PENALIZED; PAPERS OF FEWER THAN 600 WORDS WILL FAIL.

➔ INSTRUCTIONS

1. **Print your name and sign** this booklet in the spaces at the bottom of this page.

2. **Before writing**

- ✦ Read the selections in **Booklet 3— Readings**.
- ✦ Choose one reading on which to write.
- ✦ **Follow the Writing Guidelines** for the reading **you have selected**.

3. **Marking criteria**

- ✦ Read the marking criteria on the following page. Your paper will be graded according to these criteria, so consider them carefully.

4. **Planning your essay**

- ✦ Prepare and organize ideas for your essay in this Booklet: **Booklet 1 — Instructions and Rough Work**.

5. **Using reference material**

You may use unilingual and bilingual dictionaries. You are **not permitted** to use electronic dictionaries, a thesaurus, personal notes, course notes, handbooks, and books on essay writing.

6. **Writing your essay**

- ✦ Write your essay in **Booklet 2 — Final Copy**.
- ✦ Proofread your final copy.
- ✦ Hand in both your rough work booklet and final copy at the end of the exam.

➔ **Only BOOKLET 2 — FINAL COPY will be graded.**

TIME ALLOWED: 4 HOURS

Student's name:

Student's signature:

*Enseignement supérieur,
Recherche, Science
et Technologie*

Québec 