

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE
MINISTERE DE L'EDUCATION NATIONALE
INSPECTION GENERALE DE LA PEDAGOGIE

دليل بناء مواضيع إمتحان شهادة البكالوريا
لمادة اللغة الإنجليزية

Le Guide de l'examineur

Matière : Anglais

Novembre 2016

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

في إطار الإصلاحات الجوهرية التي تقوم بها وزارة التربية الوطنية، والتي كرّسها القانون التوجيهي للتربية الوطنية، ونتيجة لما عرفه امتحان شهادة البكالوريا من تطورات على مختلف المستويات، ومن أجل ربط وظيفية التدريس بتكوين التلميذ تكويناً سليماً، خاصة وأنّ عملية التقويم تحتل مكانة هامة في الفعل التعليمي والتعلمي الذي يعتبر جزءاً لا يتجزأ منه، بل أضحي الأساس الذي تقوم عليه كل حركة تكوينية في ظل فلسفة النجاعة والنوعية والتي لا تتجسّد إلا بتثمين عملية التقويم بشتى أنواعه، كانت الحاجة ماسة لتقويم طريقة إعداد المواضيع وكيفية بنائها ومن ثمة تحيين دليل كيفية إنجاز وبناء الاختبارات في مختلف مواد البكالوريا وهذا ما يجعل عملية التقويم هادفة.

إن هذا الدليل المحيّن يُعد وثيقة منهجية يستعين بها من جهة أعضاء لجان إعداد المواضيع في إنجاز مواضيع البكالوريا، ومن جهة أخرى الأساتذة في بناء الاختبارات، وفق قواعد علمية صحيحة تمكنهم من تقويم الأهداف المسطرة في البرامج الرسمية وكذا المهارات والقدرات التي يكتسبها التلاميذ، زيادة على أنها وثيقة تكوينية تساهم في تكوين الأساتذة على كيفية بناء الاختبارات واكتساب القدرة على ذلك.

أما بالنسبة للتلاميذ فهي تساعدهم على التدرّب في أقسامهم على نماذج من هذه المواضيع، حتى لا يفاجؤوا في امتحان شهادة البكالوريا بنماذج تختلف عما تعودوا عليه في مؤسساتهم، بل سيجدون أنفسهم أمام وضع مألوف ومنهجية مطروحة وواضحة.

وعليه نضع بين يدي الأستاذ هذا الدليل المحيّن بغرض الالتزام به والعمل بما جاء فيه ميدانياً والسهر على بناء الاختبارات الفصلية وفق ما جاء فيه، ما يستوجب دراسته دراسة جادة ودقيقة وتطبيق ما جاء فيه من منهجية في بناء أدوات التقويم (الفروض والاختبارات الفصلية) التي ينظمها لتلامذته في السنة الثالثة ثانوي حتى يتعودوا عليها ويكتسبوا القدرة والمهارة اللازمة.

وفي الأخير أطلب من الجميع الحرص كل الحرص على أن تكون المواضيع المنجزة مطابقة للمعايير والشروط المذكورة في هذا الدليل.

مدير الديوان الوطني للامتحانات والمسابقات

مدير
الديوان الوطني
للامتحانات
والمسابقات

م. بن زمران



INTRODUCTION

This Examiner's guide aims at supplying the teachers with some information and recommendations to help them prepare their pupils for the Baccalaureate English paper. It also provides useful guidelines for building Baccalaureate exam. The various types of tasks are introduced and illustrated with examples.

As far as the Competency Based Approach is concerned, the guide provides practitioners with a frame work containing the disciplinary (target) competencies, namely interacting: (Dialogue completion if suggested), interpreting, and producing.

DURATION AND COEFFICIENT

Streams	Coefficient	Duration
Langues Etrangères	05	2h30 minutes
Lettres et Philosophie	03	1h30 minutes
Sc . Exp/ Math/ TM/ GE	02	1h30 minutes

1. Recommendations

Test the examinees ONLY on what they have actually learnt during the academic year.

a- Congruency with...

- official syllabus regarding topic, content, cognitive and learning objectives
- official instructions (types of activities, number of activities, timing , length)
- **Formulation of instructions:** the wording of instructions is to be similar to the ones suggested in the examiner's guide.

b- Test Elaboration

- **Secrecy:** The suggested paper is to be kept secret.
- **Originality:** It should not have been given previously in any form.
- **Correctness:** It should be mistake-free.
- **Acceptance by all:** The text should not deliberately hurt or insult anyone.
- **Meaning:** In spite of its size, the paper should be meaningful, relevant and coherent.
- **Sources:** Use complete source: author, title, publishing house, place, year.
- **Global Scoring Scale:** indicate the global scoring scale in the exam paper according to each stream.

Stream	Part1: Reading		Part 2: Written Expression
	A) Comprehension	B)Text Exploration	
Langues Etrangères	07 points	07 points	06 points
Lettres et Philosophie	07 points	08 points	05 points
Sc, M, TM, GE	08 points	07 points	05 points

- **Key answers :** -1) include all sections.
2) include global and detailed marking scales.

It is recommended that:

- Key answers and scoring scales are to be prepared beforehand by the test designers.
- The activities should respect gradation.

Objectives of the examination paper

The English examination paper aims to evaluate

- 1) the candidates' ability to understand and to do tasks in connection with a reading passage, either adapted or authentic, based on a topic strongly related to the syllabus.
- 2) the candidates' ability to mobilize the appropriate resources to express themselves reasonably and correctly.

Organization of the examination paper.

IMPORTANT: It is advisable that the paper should revolve around the same theme, to be in accordance with the philosophy of the competency-based approach, i.e., tests provide examinees with opportunities to learn and re-use even while taking the test.

The examination paper is made up of the two following parts:

Part One : Reading

This part consists of

A. Comprehension

This sub-part focuses on the global and detailed understanding of a reading passage through a number of comprehension-type tasks.
(see table).

B. Text Exploration

This sub-part, through different types of activities related to the reading passage, deals with the knowledge and use of the language.

It contains tasks on:

1.	Vocabulary
2.	morphology
3.	Grammar
4.	Sound system
5.	Discourse

Part two: Written Expression

This part presents two different topics to the candidates to choose:
Either **Topic 1:** Guided Or **Topic 2:** Free

Contenu de l'épreuve

I. Langues Etrangères

Part 1 : Reading

		Langues Etrangères
	Reading passage	150-200 words
A. Comprehension	Number of activities	5 activities
B. Text Exploration	Number of activities	5 activities

A) Comprehension

a- Recommandations

Les textes proposés doivent être authentiques et de sources fiables.

- La source des textes supports doit être mentionnée.
- Les textes adaptés doivent être accompagnés d'une copie de la version originale.
- Les textes doivent faire appel à l'implication du candidat par rapport à la compréhension du texte et à la production écrite.
- Les textes doivent véhiculer des valeurs nationales et universelles et être en adéquation avec les finalités de l'éducation nationale telles que stipulées dans la loi d'orientation.

b- Ajustements proposés

Type of activities		Number of activities		
1	OR	<p align="center"><u>Type of text</u></p> <p>*The text is a... a) letter b) conversation...</p>	(Not more than 04 statements)	
		<p align="center"><u>T / F statements</u></p> <p>*Are the following statements true or false? Write T or F next to the letter corresponding to the statement.</p> <p>* Are the following statements true or false? Write T or F next to the letter corresponding to the statement and correct the false one(s).</p>		
		<p align="center"><u>MCQ</u></p> <p>*Write the letter that corresponds to the right answer.</p>		
2	OR	<p align="center"><u>Paragraph identification</u></p> <p>*In which paragraph is it mentioned that...? OR *In which paragraph is.....mentioned?</p>	Identifying <u>2</u> paragraphs	
		<p align="center"><u>Sentence order</u></p> <p>* Read the text and put the following ideas in the order they appear in the text.</p>	3 to 4 ideas	
		<p align="center"><u>Table completion</u></p> <p>*Fill in the following table with information from the text.</p>	4 items to be included in the table	
3		<p align="center"><u>Answering comprehension questions</u></p> <p>*Answer the following questions according to the text.</p>	* include ONE inference question (Opinion question, for example)	3 to 4 questions
4		<p align="center"><u>Cohesive markers</u></p> <p>*Who or what do the underlined words refer to in the text?</p>	*Avoid explicit cohesive markers	2 to 4 words
5	OR	<p align="center"><u>Title</u></p> <p>*Copy the title you think is the most appropriate. Or Give a title to the text.</p>		Not more than three choice titles
		<p align="center"><u>General idea</u></p> <p>*Choose the general idea of the text. Or Give the general idea of the text.</p>		Not more than three choice general ideas
		<p align="center"><u>Type of discourse</u></p> <p>*The text is... a) descriptive b) narrative c) argumentative d) prescriptive.</p>		To be given if there is only one type of discourse in the text.

B) Text Exploration

a- Recommendations

- Favoriser la dimension communicative par rapport à la compétence linguistique.
- La nécessité de contextualiser les outils de langues.
- Les activités doivent être revues en termes de complexité et de gradation.

- Présenter les outils langagiers visés dans des contextes et situations de communication appropriées.
- Varier les types de formes de discours (dialogue ; cloze passage ; ordering sentences) par rapport aux activités précédentes.

Type of activities		Number of activities		
1	OR	<u>Lexis</u>	2 to 3 words to be found Specify the paragraph for each word.	
		*Find in the text words or phrases that are closest in meaning to the following.		
		* Find in the text words or phrases that are opposite in meaning to the following.		
		*Match the following words with the corresponding synonyms/opposites/definitions.		
		* Find words in the text whose definitions follow.		
2	OR	<u>Morphology</u>	3 to 4 words(from the text) to be derived/divided into roots and affixes	
		*Complete the chart as shown in the example.		
		*Divide the following words into roots and affixes.		
		*Give the opposites of the following words keeping the same root.		
3	OR	<u>Grammar</u>	2 to 3 sentences	
		*Rewrite sentence B so that it means the same as sentence A .		
		* Combine each pair of sentences with one of the connectors provided. Make changes where necessary.		
		*Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.	A passage with 4 verbs in brackets	
		*Give the correct form of the verbs in brackets.		
		*Ask questions which the underlined words answer.	2 questions	
4	OR	<u>Phonology</u>	4 words/pairs	
		*Classify the following words according to the pronunciation of the final /S/.		
		*Classify the following words according to the pronunciation of the final /ed/.		
		*Classify the following words according to the stressed syllable.		
		*Classify the following words according to the number of the syllables.		
		*Circle or write the silent letter in each of the following words.		
		*Match pairs that rhyme.		
5	OR	<u>Discourse</u>	4 gaps	
		The activities suggested in discourse should be conducive to the written expression.		
		*Fill in the gaps with words from the list given.		Provide more words than gaps.(6 words)
		*Fill in the gaps with only 4 words from the list given.		No words given
		*Fill in the gaps so that the text makes sense.		4 statements
		*Reorder the following sentences to get a coherent passage.	3 utterances	
		*Imagine what A or B says, and complete the following dialogue.		

Part II Written Expression

Choose one of the following topics

Either Topic 1: (Guided & related to the theme of the reading passage)

***Using the following notes, write a composition of about 80-100 words.**

Or Topic 2: (free & related to one of the other themes of the curriculum)

***Write a composition of about 80-100 words on the following topic.**

Criteria	relevance	Semantic coherence	Correct use of English	Excellence (vocabulary and creativity)	Final score
LE	1.5	1	2	1.5	6 pts

Recommandations concernant « Part 2 »

- La formulation de l'énoncé doit être en termes de situation de communication qui fait appel au réinvestissement et à l'intégration des ressources appropriées acquises. (apprentissage et réponses formulées par le candidat)
- Quelle soit guidée ou libre, la formulation de l'énoncé doit comporter la mise en situation problème, la visée communicative, l'audience ciblée, la tâche à réaliser et la longueur de la production.
- La nécessité d'établir une grille d'évaluation de la production écrite avec critères et indicateurs, ceci en vue de parer à la subjectivité du correcteur.

Recommandations Générales

- L'épreuve devra :
- viser à répondre à un profil de sortie et être en adéquation avec l'approche préconisée.
- faire appel à l'implication du candidat par rapport à la compréhension du texte et à la production écrite.
- amener le candidat à travers les activités proposées à formuler ses propres conclusions.

Contenu de l'épreuve

II. Lettres et Philosophie

Part 1 : Reading

		Lettres et Philosophie
	Reading passage	120-150 words
A. Comprehension	Number of activities	4 activities
B. Text Exploration	Number of activities	4 activities

A) Comprehension

a- Recommandations

Les textes proposés doivent être authentiques et de sources fiables.

- La source des textes supports doit être mentionnée.
- Les textes adaptés doivent être accompagnés d'une copie de la version originale.
- Les textes doivent faire appel à l'implication du candidat par rapport à la compréhension du texte et à la production écrite.
- Les textes doivent véhiculer des valeurs nationales et universelles et être en adéquation avec les finalités de l'éducation nationale telles que stipulées dans la loi d'orientation.

b- Ajustements proposés

		Type of activities		Number of activities
1	OR	Type of text *The text is a... a) letter b) conversation...		
		T / F statements *Are the following statements true or false? Write T or F next to the letter corresponding to the statement.		4 statements
		* Are the following statements true or false? Write T or F next to the letter corresponding to the statement and correct the false one(s).		(3 to 4 statements)
		MCQ *Write the letter that corresponds to the right answer.		3 statements
2	OR	Paragraph identification *In which paragraph is it mentioned that...? OR *In which paragraph is.....mentioned?		Identifying 2 paragraphs
		Sentence order * Read the text and put the following ideas in the order they appear in the text.		3 to 4 ideas
		Table completion *Fill in the following table with information from the text.		4 items to be included in the table
3		Answering comprehension questions *Answer the following questions according to the text.	* include ONE inference question (Opinion question, for example)	3 questions
4		Cohesive markers *Who or what do the underlined words refer to in the text?	*Avoid explicit cohesive markers	3 to 4 words
5		Title *Copy the title you think is the most appropriate.		Not more than three choice titles
		General idea *Choose the general idea of the text.		Not more than three choice General ideas
		Type of discourse *The text is... a) descriptive b) narrative c) argumentative d) prescriptive.		To be given if there is only one type of discourse in the text.

B)Text Exploration

a- Recommandations

- Favoriser la dimension communicative par rapport à la compétence linguistique.
- La nécessité de contextualiser les outils de langues.

- Les activités doivent être revues en termes de complexité et de gradation.
- Présenter les outils langagiers visés dans des contextes et situations de communication appropriées.
- Varier les types de formes de discours (dialogue ; cloze passage ; ordering sentences) par rapport aux activités précédentes.

Type of activities		Number of activities		
1	OR	<u>Lexis</u>	2 to 3 words to be found Specify the paragraph for each word.	
		*Find in the text words or phrases that are closest in meaning to the following.		
		* Find in the text words or phrases that are opposite in meaning to the following.		
		*Match the following words with the corresponding synonyms/opposites/definitions.		
		* Find words in the text whose definitions follow.		
2	OR	<u>Morphology</u>	2 to 3 words(from the text) to be derived/divided into roots and affixes	
		*Complete the chart as shown in the example.		
		*Divide the following words into roots and affixes.		
		*Give the opposites of the following words keeping the same root.		
3	OR	<u>Grammar</u>	2 sentences	
		*Rewrite sentence B so that it means the same as sentence A .		
		* Combine each pair of sentences with one of the connectors provided. Make changes where necessary.		
		*Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.		
		*Give the correct form of the verbs in brackets.	A passage with 3 to 4 verbs in brackets	
		*Ask questions which the underlined words answer.	2 questions	
4	OR	<u>Phonology</u>	4 words/pairs	
		*Classify the following words according to the pronunciation of the final /S/.		
		*Classify the following words according to the pronunciation of the final /ed/.		
		*Classify the following words according to the stressed syllable.		
		*Classify the following words according to the number of the syllables.		
		*Circle or write the silent letter in each of the following words.		
		*Match pairs that rhyme.		
5	OR	<u>Discourse</u>	The activities suggested in discourse should be conducive to the written expression.	
		*Fill in the gaps with words from the list given.		4 gaps
		*Fill in the gaps with only 4 words from the list given.		Provide more words than gaps.(6 words)
		*Reorder the following sentences to get a coherent passage.		4 statements
		*Imagine what A or B says, and complete the following dialogue.	3 utterances	

Part II Written Expression

Choose one of the following topics.

Either Topic 1: (Guided & related to the theme of the reading passage)

***Using the following notes, write a composition of about 70-80 words.**

Or Topic 2: (free & related to one of the other themes of the curriculum)

***Write a composition of about 70-80 words on the following topic.**

Criteria	relevance	Semantic coherence	Correct use of English	Excellence (vocabulary and creativity)	Final score
L Ph	1	1	2	1	5pts

Recommandations concernant « Part 2 »

- La formulation de l'énoncé doit être en termes de situation de communication qui fait appel au réinvestissement et à l'intégration des ressources appropriées acquises. (apprentissage et réponses formulées par le candidat)
- Quelle soit guidée ou libre, la formulation de l'énoncé doit comporter la mise en situation problème, la visée communicative, l'audience ciblée, la tâche à réaliser et la longueur de la production.
- La nécessité d'établir une grille d'évaluation de la production écrite avec critères et indicateurs, ceci en vue de parer à la subjectivité du correcteur.

Recommandations Générales

- L'épreuve devra :
- viser à répondre à un profil de sortie et être en adéquation avec l'approche préconisée.
- faire appel à l'implication du candidat par rapport à la compréhension du texte et à la production écrite.
- amener le candidat à travers les activités proposées à formuler ses propres conclusions.

III. Contenu de l'épreuve

Sc Exp, TM, M et GE

Part 1 : Reading

		Sc Exp-TM-M-GE
	Reading passage	120-150 words
A. Comprehension	Number of activities	4 activities
B. Text Exploration	Number of activities	4 activities

A) Comprehension

a- Recommandations

Les textes proposés doivent être authentiques et de sources fiables.

- La source des textes supports doit être mentionnée.
- Les textes adaptés doivent être accompagnés d'une copie de la version originale.
- Les textes doivent faire appel à l'implication du candidat par rapport à la compréhension du texte et à la production écrite.
- Les textes doivent véhiculer des valeurs nationales et universelles et être en adéquation avec les finalités de l'éducation nationale telles que stipulées dans la loi d'orientation.

b- Ajustements proposés

Type of activities		Number of activities
1	<p><u>Type of text</u> *The text is a... a) letter b) conversation...</p>	
	<p><u>T / F statements</u> *Are the following statements true or false? Write T or F next to the letter corresponding to the statement.</p>	4 statements
	<p>* Are the following statements true or false? Write T or F next to the letter corresponding to the statement and correct the false one(s).</p>	3 to 4 statements
	<p><u>MCQ</u> *Write the letter that corresponds to the right answer.</p>	3 statements
2	<p><u>Paragraph identification</u> *In which paragraph is it mentioned that...? OR* In which paragraph is.....mentioned?</p>	Identifying <u>2</u> paragraphs
	<p><u>Sentence order</u> * Read the text and put the following ideas in the order they appear in the text.</p>	3 to 4 ideas
	<p><u>Table completion</u> *Fill in the following table with information from the text.</p>	4 items to be included in the table
3	<p><u>Answering comprehension questions</u> *Answer the following questions according to the text.</p>	include one inference question (opinion question)
4	<p><u>Cohesive markers</u> *Who or what do the underlined words refer to in the text?</p>	Avoid explicit cohesive markers
OR	<p><u>Title</u> *Copy the title you think is the most appropriate.</p>	Not more than three choice titles
	<p><u>General idea</u> *Choose the general idea of the text.</p>	Not more than three choice general ideas
	<p>*The text is... a) descriptive b) narrative c) argumentative d) prescriptive.</p>	* To be given only if there is only one type of discourse in the text.

B)Text Exploration

a- Recommendations

- Favoriser la dimension communicative par rapport à la compétence linguistique.
- La nécessité de contextualiser les outils de langues.
- Les activités doivent être revues en termes de complexité et de gradation.

- Présenter les outils langagiers visés dans des contextes et situations de communication appropriées.
- Varier les types de formes de discours (dialogue ; cloze passage ; ordering sentences) par rapport aux activités précédentes.

Type of activities		Number of activities			
1	OR	<u>Lexis</u>	Specify the paragraph for each word.	2 to 3 words to be found	
		*Find in the text words or phrases that are closest in meaning to the following.			
		* Find in the text words or phrases that are opposite in meaning to the following.			
		*Match the following words with the corresponding synonyms/opposites/definitions.			
		* Find words in the text whose definitions follow.			
2	OR	<u>Morphology</u>		2 to 3 words(from the text) to be found/derived/divided into roots and affixes	
		*Complete the chart as shown in the example.			
		*Divide the following words into roots and affixes.			
		*Give the opposites of the following words keeping the same root.			
3	OR	<u>Grammar</u>		2 sentences	
		*Rewrite sentence B so that it means the same as sentence A .			
		* Combine each pair of sentences with one of the connectors provided. Make changes where necessary.			
		*Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.		A passage with 3 to 4 verbs in brackets	
		*Give the correct form of the verbs in brackets.			
		*Ask questions that the underlined words answer.		2 sentences	
4	OR	<u>Phonology</u>		4 words/pairs	
		*Classify the following words according to the pronunciation of the final /S/.			
		*Classify the following words according to the pronunciation of the final /ed/.			
		*Classify the following words according to the stressed syllable.			
		*Classify the following words according to the number of the syllables.			
		*Circle or write the silent letter in each of the following words.			
		*Match pairs that rhyme.			
5	OR	<u>Discourse</u>			
		The activities suggested in discourse should be conducive to the written expression.			
		*Fill in the gaps with words from the list given.			4 gaps
		*Fill in the gaps with only 4 words from the list given.			Provide more words (6 words) than gaps.
		*Reorder the following sentences to get a coherent passage.			4 statements
		*Imagine what A or B says and complete the following dialogue.		3 utterances	

Part II Written Expression

Choose one of the following topics.

Either Topic 1: (Guided & related to the theme of the reading passage)

***Using the following notes, write a composition of about 70-80 words.**

Or Topic 2: (free & related to one of the other themes of the curriculum)

***Write a composition of about 70-80 words on the following topic.**

Criteria	relevance	Semantic coherence	Correct use of English	Excellence (vocabulary and creativity)	Final score
Sc.Exp, M, T.M, G.E,	1	1	2	1	5pts

Recommandations

- La formulation de l'énoncé doit être en termes de situation de communication qui fait appel au réinvestissement et à l'intégration des ressources appropriées acquises. (apprentissage et réponses formulées par le candidat)
- Quelle soit guidée ou libre, la formulation de l'énoncé doit comporter la mise en situation problème, la visée communicative, l'audience ciblée, la tâche à réaliser et la longueur de la production.
- La nécessité d'établir une grille d'évaluation de la production écrite avec critères et indicateurs, ceci en vue de parer à la subjectivité du correcteur.

Recommandations Générales

- L'épreuve devra :
- viser à répondre à un profil de sortie et être en adéquation avec l'approche préconisée.
- faire appel à l'implication du candidat par rapport à la compréhension du texte et à la production écrite.
- amener le candidat à travers les activités proposées à formuler ses propres conclusions.

La nature de l'épreuve de la langue anglaise

Les objectifs :

- L'épreuve de la langue anglaise vise à répondre à un profil de sortie et en adéquation avec l'approche préconisée.
- L'épreuve de la langue anglaise véhicule des valeurs nationales et universelles en adéquation avec les finalités de l'éducation nationale telle que stipulées dans la loi d'orientation.
- L'épreuve de la langue anglaise implique le candidat dans la compréhension du texte et dans la production écrite.
- L'épreuve de la langue anglaise amène le candidat à diverses activités de réflexion, à trouver des solutions et à formuler ses propres conclusions.

Les compétences visées :

1. **L'interprétation** : le candidat est appelé à comprendre et interpréter un texte pour s'informer et répondre à des questions de réflexion dans des situations de communication dans la partie « compréhension du texte et fonctionnement de la langue. »
2. **Production** : le candidat doit être capable de produire un énoncé écrit en utilisant le type de discours: descriptif, narratif, expositif, ou argumentatif correspondant à une situation de communication donnée.