مذكرة رقم : **066X18**

2018 مارس 08

إلى السيدات والسادة

مديرة ومديري الأكاديميات الجهوية للتربية والتكوين

المديرات والمديرين الإقليميين

المفتشات والمفتشين التربويين للتعليم الثانوي

مديرات ومديري الثانويات التأهيلية المحتضنة لمسالك البكالوريا المهنية

أستاذات وأساتذة التعليم الثانوي التأهيلي

**الموضوع** : المسالك المهنية للبكالوريا ـ الإطار المرجعي لاختبار الامتحان الوطني الموحد للبكالوريا

ـ مادة اللغة الأنجليزية: جميع مسالك الشعب المهنية ـ

**المرجـع** : قرار وزير التربية الوطنية والتكوين المهني رقم 16.52 صادر في 23 ربيع الأول (4 يناير 2016) بتغيير وتتميم قرار وزير التربية الوطنية والتعليم العالي وتكوين الأطر والبحث العلمي رقم 2385.06 بتاريخ 23 رمضان 1427 (16 أكتوبر 2006) في شأن تنظيم امتحانات نيل شهادة البكالوريا؛

**سلام تام بوجود مولانا الإمام،**

وبعد، فمواصلة للجهود الرامية إلى الرفع من جودة التعلمات المدرسية، وانسجاما مع التوجهات الهادفة إلى تحسين الممارسة التقويمية والرفع من مصداقيتها، عملت الوزارة على إعداد الإطار المرجعي للامتحان الوطني الموحد للبكالوريا الخاص بمادة اللغة الأنجليزية لجميع مسالك الشعب المهنية، لاعتماده في بناء مواضيع اختبارات المادة المذكورة بالامتحان المذكور ابتداء من الموسم الدراسي الحالي 2017-2018.

وقد تم إعداد هذا الإطار المرجعي والمصادقة عليه من طرف لجن وطنية تخصصية بتمثيلية الأكاديميات الجهوية للتربية والتكوين.

# 1. الأهداف

وتتحدد الأهداف من اعتماد الأطر المرجعية في:

1.1. التحديد الأدق لما يجب أن يستهدفه الامتحان الموحد الجهوي للبكالوريا من كفايات ومهارات ومضامين وذلك بهدف التوجيه الأنجع لتدخلات مختلف الفئات المعنية بإعداد المترشحين والمترشحات لاجتياز هذا الامتحان؛

1.2. الرفع من درجة صلاحية مواضيع الامتحانات الإشهادية بجعلها أكثر تغطية وتمثيلية للمنهاج الدراسي الرسمي؛

1.3. تدقيق الأساس التعاقدي للامتحان بالنسبة لجميع الأطراف المعنية من مدرسات ومدرسين وتلميذات وتلاميذ و لجن إعداد المواضيع؛

1.4. اعتماد معيار وطني موحد لتقويم مواضيع الامتحانات الإشهادية؛

1.5. توفير موجهات لبناء فروض المراقبة المستمرة واستثمار نتائجها في وضع الآليات الممكنة من ضمان تحكم المتعلمات والمتعلمين في الموارد والكفايات الأساسية للمناهج الدراسية.

# 2. بنية الإطار المرجعي

يستند وضع الأطر المرجعية لمواضيع الامتحانات الإشهادية على التحديد الدقيق والإجرائي لمعالم التحصيل النموذجي للمتعلمين وللمتعلمات عند نهاية السلك التعليمي وذلك من خلال:

1.1. ضبط الموارد الدراسية المقررة في السنة النهائية لسلك البكالوريا مع حصر درجة الأهمية النسبية لكل مجال من مجالاتها داخل المنهاج الرسمي لكل مادة دراسية؛

2.2. تعريف الكفايات والمهارات والقدرات المسطرة لهذا المستوى التعليمي تعريفا إجرائيا، مع تحديد درجة الأهمية بالنسبة لكل مستوى مهاري داخل المنهاج الرسمي للمادة الدراسية المعنية؛

2.3. تحديد شروط الإنجاز.

# 3. توظيف الإطار المرجعي

توظف الأطر المرجعية في بناء مواضيع الاختبارات المتعلقة بمختلف المواد المعنية بالامتحان وذلك بالاستناد إلى المعايير التالية:

1. **التغطية** : أن يغطي موضوع الامتحان كل المجالات المحددة في الإطار المرجعي الخاص بكل مادة دراسية.

2. **التمثيلية** : أن تعتمد درجة الأهمية المحددة في الإطار المرجعي لكل مجال من مجالات الموارد الدراسية ولكل كفاية أو مستوى مهاري في بناء موضوع الاختبار وذلك لضمان تمثيلية هذا الأخير للمنهاج الرسمي المقرر.

**3. المطابقة :** أن يتم التحقق من مطابقة الوضعيات الاختبارية للمحددات الواردة في الإطار المرجعي على ثلاث مستويات:

- الكفايات والمهارات؛
- الموارد الدراسية ومجالاتها؛
- شروط الإنجاز.

هذا، وحتى يحقق هذا الإجراء الأهداف المتوخاة منه، باعتباره خطوة أساسية للرفع من صلاحية وموثوقية الامتحانات الإشهادية، يشرفني أن أطلب منكم الحرص على تنفيذ ما يلي:

✔ استنساخ هذه المذكرة وتوزيعها على المعنيين بالموضوع من مفتشات ومفتشين تربويين وأستاذات وأساتذة مع العمل على إطلاع مختلف المترشحين والمترشحات لامتحانات البكالوريا على فحواها؛

✔ تمكين السيدات والسادة المفتشات والمفتشين التربويين للمواد المعنية بالامتحان من عقد اجتماعات ولقاءات تربوية لإطلاع المتدخلين المعنيين على مضامين هذا الإطر المرجعي؛

✔ دعوة السيدات والسادة المفتشات والمفتشين التربويين إلى تنظيم لقاءات تربوية مع السيدات والسادة الأستاذات والأساتذة لاعتماد هذه الأداة في التخطيط للتدريس وتوظيفها في إعداد فروض المراقبة المستمرة.

واعتبارا للأهمية البالغة التي يكتسيها هذا الموضوع، فإني أهيب بالجميع، كل من موقعه، إيلاءه كل الاهتمام والعناية اللازمتين.

<div align="center">

**والسلام.**

عـن الـوزيـر وبتفـويـض منـه
الـكـاتب العـام
لقطـاع التربيـة الوطنيـة
يوسـف بلقاسمـي

</div>

المسالك المهنية للبكالوريا

الأطر المرجعية لاختبارات الامتحان الوطني الموحد للبكالوريا

مادة اللغة الإنجليزية

جميع مسالك الشعب المهنية

The National Baccalaureate Exam Specifications

English Subject - All Vocational Streams

Janvier 2018

# INTRODUCTION

The Baccalaureate English exam is a summative written achievement test produced by the Moroccan National Centre of Evaluation and Exams. It is taken for certification purposes at the end of the secondary school education. It is administered to all eligible candidates. The content of the exam paper is directly based on the national curriculum and aims at assessing testees' knowledge and skills in reading, vocabulary, grammar, language functions and writing. The test paper comprises three sections:

**Section One**: Comprehension     **Section Two**: Language     **Section Three**: Writing

## 1. SYLLABUS

| Streams | Syllabus and Textbooks | Syllabus coverage |
|---|---|---|
| **All Vocational Streams** | • The syllabus specified in the guidelines for vocational streams.<br>• The textbook(s) adopted by the Ministry of Education for the second year Baccalaureate and supplementary material related to the themes specified in the guidelines for vocational streams. | All learners must cover:<br>• The topics/themes and related vocabulary specified in the guidelines for vocational streams.<br>• Functions and grammar specified in the guidelines for vocational streams.<br>• Writing competencies and tasks specified in the guidelines for vocational streams. |

## 2. COMPLETION TIME AND WEIGHTING

| Streams | Weighting | Completion time |
|---|---|---|
| All Industry and Agriculture Streams | 2 | 2 hours |
| Commerce and Accounting Streams | 2 | 3 hours |
| Culinary, Catering, Logistics and Fashion Design Streams | 4 | 3 hours |

## 3. EXAM SECTIONS AND WEIGHTING

The weighting for each exam section is specified as follows:

| Stream | Comprehension | Language | Writing |
|---|---|---|---|
| All Industry and Agriculture Streams | 15/40 | 15/40 | 10/40 |
| Commerce and Accounting Streams | 15/40 | 15/40 | 10/40 |
| Culinary, Catering, Logistics and Fashion Design Streams | 15/40 | 15/40 | 10/40 |

**N.B. There may be partial similarities in exam content between two or more streams. Test papers may share parts of (or whole) sections.**

## 4. SECTIONS, TEST TECHNIQUES AND RUBRICS

## 4.1. THE COMPREHENSION SECTION

- The reading tasks must aim at testing comprehension and not word recognition *per se*.
- Questions must appear in textual order within the rubrics.
- For word meaning or reference, the relevant paragraph must be indicated.

## 4.1.1. READING SUBSKILLS

Testees should be able to:

- Identify main idea and details,
- Identify specific information,
- Make inferences,
- Infer word meaning from the context,
- Identify referents,
- Identify discourse markers and their functions in the text,
- Distinguish fact from opinion,
- Identify the author's attitude,
- Identify the author's purpose,
- Transfer information from text to chart, diagram or table,
- Identify the logical order of ideas in the text,
- Evaluate ideas expressed in a text,
- Draw conclusions from the text,
- Extract information.

## 4.1.2. TEXT TYPES AND TOPICS

The comprehension section can include one or more texts. Texts need to be of an appropriate level of difficulty, and should preferably target issues related to the topics and themes in the syllabus. They should also relate to testees' interests, age, background knowledge and experience.

Reading texts could be in the form of articles, letters, poems, emails, biographies, reviews, reports, advertisements, and may include charts, pictures, maps, diagrams, etc. They can be narrative, informative, descriptive, expository, or argumentative.

## 4.1.3. LENGTH OF TEXTS

The total number of words in the reading material should observe the following:

| Stream | Total number of words (± *10%*) |
|---|---|
| All Industry and Agriculture Streams | 250 – 350 |
| Commerce and Accounting Streams | 300 – 400 |
| Culinary, Catering, Logistics and Fashion Design Streams | 350 – 450 |

## 4.1.4. TEST TECHNIQUES

The following techniques are designed to test various reading sub-skills. They should be varied so that no particular technique would become so predictable. They should also lead to clear and reliable scoring.

- Chart filling
- Gap filling
- Information transfer
- Sentence completion
- Listing
- Matching
- Multiple choice
- Ordering
- Summary cloze
- True/false with justification
- True/false without justification
- Wh-questions

Three to six of the above techniques must appear in the reading comprehension section to guarantee appropriate coverage of the reading sub-skills.

## 4.1.5. DISTRIBUTION OF BITS

The comprehension section should contain 10 to 24 bits. The bits should sample the reading sub-skills listed above. Over-testing one or two reading sub-skills at the expense of others should be avoided.

## 4.1.6. RUBRICS

Rubrics are instructions that inform test-takers on how to perform test tasks. They also inform them about the scores. Three to six rubrics from the list below must be used to test reading comprehension:

- **ANSWER THESE QUESTIONS.**
- **ARE THESE STATEMENTS TRUE OR FALSE?**
- **ARE THESE STATEMENTS TRUE OR FALSE? CORRECT THE FALSE ONES.**
- **ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY.**
- **ARE THESE STATEMENTS TRUE OR FALSE? TICK (√) THE RIGHT BOX.**
- **ARE THESE STATEMENTS TRUE, FALSE OR NOT MENTIONED IN THE TEXT? WRITE T, F OR N.**
- **CHOOSE THE BEST TITLE FOR THE PASSAGE.**
- **CHOOSE THE RIGHT ANSWER FROM THE LIST GIVEN.**
- **COMPLETE THE FOLLOWING PARAGRAPH WITH WORDS FROM THE TEXT.**
- **COMPLETE THE FOLLOWING SENTENCES WITH INFORMATION FROM THE TEXT.**
- **DEFINE THE FOLLOWING WORDS/PHRASES USING YOUR OWN WORDS.**
- **FILL IN THE BLANKS WITH WORDS, PHRASES OR EXPRESSIONS FROM THE TEXT.**
- **FILL IN THE CHART WITH THE RIGHT INFORMATION FROM THE TEXT.**
- **FIND IN THE TEXT WORDS, PHRASES OR EXPRESSIONS THAT MEAN THE SAME AS**
- **FIND IN THE TEXT WORDS, PHRASES OR EXPRESSIONS THAT MEAN THE OPPOSITE OF**
- **GIVE THE MAIN IDEA OF PARAGRAPH(S) X.**
- **MATCH EACH IDEA WITH THE CORRESPONDING PARAGRAPH.**
- **MATCH THE WORD(S)/PHRASE(S)/EXPRESSION(S) WITH THE RIGHT EXPLANATION(S)/DEFINITION(S) ACCORDING TO THE TEXT.**
- **PICK OUT FROM THE TEXT A SENTENCE OR A PHRASE WHICH SHOWS THAT**
- **PUT THE FOLLOWING IDEAS/ARGUMENTS/SENTENCES/EVENTS ...IN THE CORRECT ORDER IN WHICH THEY APPEAR IN THE TEXT.**
- **THESE STATEMENTS ARE FALSE. CORRECT THEM ACCORDING TO THE TEXT.**
- **TICK (√) THE QUESTIONS THAT THE TEXT ANSWERS.**
- **TICK (√) THE QUESTIONS THAT THE TEXT DOES NOT ANSWER.**
- **TICK (√) THE RIGHT ANSWER.**
- **WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO?**
- **WHAT DOES THE PICTURE SHOW/MEAN/SAY/REFER TO...?**
- **WHAT IS THE WRITER'S OPINION/ ATTITUDE/ PURPOSE ...?**

## 4.1.7. SCORING

Responses may get a score of 0, 0.5, 1, 1.5 or 2 points.
When scoring reading comprehension, students must not be penalised for grammar and/or spelling mistakes.

## 4.2. THE LANGUAGE SECTION

- This section includes vocabulary, grammar and functions, and aims at testing students' ability to use language accurately and appropriately.
- Items testing vocabulary, grammar and functions should be contextualised.
- Items testing grammar may include affirmative, negative and interrogative forms.
- Items must be receptive and productive.
- Receptive gap-filling items must have the following number of alternatives:

> 1 gap: 3 alternatives
> 2 gaps: 5 alternatives
> 3 gaps: 6 alternatives

## 4.2.1. DISTRIBUTION AND WEIGHTING

| VOCABULARY | GRAMMAR | FUNCTIONS |
|---|---|---|
| 4 points | 7 points | 4 points |

## 4.2.2. VOCABULARY

Items testing vocabulary should be related to the topics and themes in the syllabus. They should particularly focus on the following lexical elements:

- collocations
- word associations
- definitions of key terms
- synonyms/ antonyms
- poly-words
- word formation

- word meaning
- suffixes, prefixes and their meanings
- phrasal verbs
- idiomatic expressions.

## 4.2.3. GRAMMAR

Grammar items test students' ability to recognise and use language accurately and appropriately. The items should be contextualised. They should target the grammar structures covered in the syllabus for common core, first year and second year Baccalaureate.

- tenses and tense aspects,
- wishes (present and past), if only (past), and conditionals,
- reported speech,
- modals,
- linking words,
- infinitive vs. gerund,
- passive with different tenses,
- passive with modals,
- restrictive and non-restrictive clauses.

## 4.2.4. FUNCTIONS

The test should cover some of the following functions and may include functions covered in the common core and first year vocational Baccalaureate:

| Social Functions |
|---|
| • Making and responding to requests |
| • Responding to good and bad news |
| • Expressing regret |
| • Complaining |
| • Apologising |
| • Asking for and giving advice |
| • Asking for and giving opinion |
| • Agreeing and disagreeing |
| • Expressing certainty and uncertainty |
| • Expressing lack of understanding and asking for clarification |

## 4.2.5. TEST TECHNIQUES FOR THE LANGUAGE SECTION

A variety of test techniques from the list suggested should be included in the language section. The overuse of some of these techniques at the expense of others must be avoided.

- providing the correct verb tense/ form
- rewriting sentences
- joining sentences
- completing sentences
- gap filling
- matching
- multiple choice
- cloze procedure with list or with first letter given
- defining key terms
- classifying/categorising
- correcting errors
- responding to situations
- completing dialogues

## 4.2.6. RUBRICS

Some of the rubrics below are to be used when testing grammar, vocabulary and functions.

- **CHOOSE THE RIGHT ANSWER.**
- **COMPLETE THE FOLLOWING SENTENCES CORRECTLY.**
- **COMPLETE THE FOLLOWING DIALOGUE(S)/EXCHANGE(S) APPROPRIATELY.**
- **CORRECT THE ERRORS IN THESE SENTENCES. THERE IS ONE ERROR IN EACH SENTENCE.**
- **CORRECT THE UNDERLINED MISTAKE(S).**
- **CORRECT THE RESPONSES IN THE FOLLOWING SITUATIONS TO MAKE THEM APPROPRIATE.**
- **FILL IN THE GAPS WITH APPROPRIATE COLLOCATIONS.**
- **FILL IN THE GAPS WITH APPROPRIATE PHRASAL VERBS.**
- **FILL IN THE GAPS WITH APPROPRIATE WORDS OR EXPRESSIONS FROM THE LIST.**
- **FILL IN THE GAPS WITH APPROPRIATE WORDS OR EXPRESSIONS.**
- **GIVE AN APPROPRIATE DEFINITION TO EACH OF THE FOLLOWING WORDS.**
- **GIVE THE CORRECT FORMS OF THE WORDS IN BRACKETS.**
- **JOIN THE PAIRS OF SENTENCES WITH THE LINKING WORDS GIVEN.**
- **JOIN THE SENTENCES USING APPROPRIATE RELATIVE PRONOUNS.**

- JOIN THE SENTENCES USING APPROPRIATE RELATIVE PRONOUNS FROM THE LIST.
- MATCH EACH EXPRESSION WITH ITS APPRORIATE FUNCTION/RESPONSE.
- MATCH THE EXCHANGE(S) WITH THE APPROPRIATE FUNCTION(S).
- MATCH THE WORDS THAT GO TOGETHER TO MAKE APPROPRIATE COLLOCATIONS.
- MATCH THE WORDS WITH THE CORRESPONDING DEFINITIONS/ SYNONYMS/ ANTONYMS.
- PROVIDE THE APPROPRIATE WORD FOR EACH OF THE FOLLOWING DEFINITIONS.
- PUT THE FOLLOWING EXCHANGES IN THE CORRECT ORDER.
- PUT THE FOLLOWING WORDS/PHRASES/SENTENCES IN THE CORRECT ORDER.
- PUT THE VERBS IN BRACKETS IN THE CORRECT FORM.
- PUT THE VERBS IN BRACKETS IN THE RIGHT TENSE.
- REPLACE EACH UNDERLINED VERB WITH AN APPROPRIATE PHRASAL VERB.
- REPLACE EACH UNDERLINED VERB WITH THE APPROPRIATE PHRASAL VERB FROM THE LIST.
- REPLACE THE UNDERLINED WORDS WITH APPROPRIATE SYNONYMS.
- REWRITE THE SENTENCES AS INDICATED.
- REWRITE THE SENTENCES BEGINNING WITH THE WORDS GIVEN.
- THERE ARE X ERRORS IN THIS PARAGRAPH. CORRECT THEM.
- TICK (V) THE CORRECT SENTENCE(S).
- TICK (V) THE RIGHT ANSWER.
- WHAT DOES EACH SENTENCE EXPRESS?
- WRITE AN APPROPRIATE RESPONSE TO THE FOLLOWING SITUATION.

## 4.2.7. DISTRIBUTION OF BITS

The language section must contain 10 to 24 bits. The bits must sample the language components (grammar, vocabulary and functions) included in the syllabus. A minimum of four rubrics must be used in the language section.

## 4.2.8. SCORING

Responses may be scored 0, 0.5, 1, 1.5 or 2 point(s).

## 4.3. THE WRITING SECTION

## 4.3.1. WRITING SUB-SKILLS AND TASKS

The writing section measures the ability to write in English. It includes (i) the ability to generate, organise, and develop ideas, (ii) support ideas with examples, arguments or evidence and (iii) recognise text organisation. This section may include one or two writing tasks. In case there are two writing tasks, one will be guided or semi-guided and the other free. The writing tasks must be related to the topics specified in the guidelines (common core, first year and second year vocational Baccalaureate).
The target writing sub-skills may include the use of

- adequate and relevant content,
- appropriate text structure according to the targeted format,
- appropriate style according to audience,
- cohesive devices and transitions to organise writing,
- correct use of mechanics (spelling, punctuation, capitalisation),
- appropriate structures and vocabulary to get the message across,
- variety of sentence structures; simple and complex ones.

Tasks related to writing may include:

- developing a topic sentence,
- writing a topic sentence,
- transferring information,
- completing a paragraph,
- punctuating a paragraph,
- rewriting a paragraph,
- writing a paragraph from a given list of words,
- completing a dialogue,
- describing a picture,
- describing a process,
- drawing an outline
- filling a diagram,
- writing an article,
- writing an ad,
- transforming a graph/ chart into text.
- telling a story,
- joining sentences,
- filling in forms,
- writing a CV,
- writing a memo,
- writing a report,
- writing an email,
- writing a blog,
- writing an online post,
- reordering sentences.

The following table shows different formats/genres and types of writing to be tested:

| Format/Genre of Writing | | Types of Writing |
|---|---|---|
| • formal/informal letters<br>• film/book reviews<br>• articles<br>• e-mails<br>• reports<br>• CVs | • memos<br>• paragraphs<br>• multi-paragraph essays<br>• biographies<br>• blogs | • narrative<br>• descriptive<br>• argumentative<br>• expository<br>• persuasive |

## 4.3.2 LENTGH OF THE WRITTEN PRODUCT

The required length of the written product varies according to the number of tasks set. When only one writing task is assigned (a free writing task), the required length should approximate the number of words indicated in the table below:

| Stream | Total number of words (± 20%) |
|---|---|
| All Industry and Agriculture Streams | 150 |
| Commerce and Accounting Streams | 200 |
| Culinary, Catering, Logistics and Fashion Design Streams | 250 |

When two writing tasks (one free and the other guided or semi-guided) are set, the number of words for the free writing task is indicated in the table below:

| Stream | Total number of words (± 20%) |
|---|---|
| All Industry and Agriculture Streams | 80 |
| Commerce and Accounting Streams | 100 |
| Culinary, Catering, Logistics and Fashion Design Streams | 150 |

## 4.3.3. SCORING AND CRITERIA

Criteria for scoring must be specified in the marking scale.

| Scoring criteria |
| --- |
| Relevance to the task(s) |
| Appropriate paragraphing and organisation |
| Appropriateness and variety of vocabulary |
| Accurate use of grammar |
| Accurate use of mechanics (spelling, punctuation and capitalisation) |

The rating scale for scoring the writing section will vary according to the number of tasks set. When only one free writing task is assigned, it will be graded out of 10 points. When two writing tasks are set (one free and the other guided or semi-guided) the mark for the free task will then be graded out of 6 points, and the one for the guided or semi-guided task out of 4. A score of 0 is given when:

- the candidate does not write anything,
- the candidate only copies the prompts or the topic,
- the candidate writes in a language other than English,
- the candidate writes about a topic different from the one assigned.

Scorers should reduce the overall mark if the writing product is too short to respond to the number of words recommended above (4.3.2)

## END OF SPECIFICATIONS