

العلامة		عناصر الإجابة (الموضوع الأول Tipaza : Topic)																														
مجموعة	مجزأة																															
14pts 07pts 01.5 01 03 01 00.5 07pts 01 01.5 01.5 02 01 06pts	0.5x3 0.25x4 1 1 1 0.5x2 0.5 0.5x2 0.25x6 0.5x3 0.5x4 0.25x4	Part One: Reading A/ Comprehension 1) a- trading post b- different civilizations c- human carelessness. 2) 1-b 2-d 3-a 4-c 3) a- because it comprises a group of Phoenician, Roman and Byzantine ruins alongside indigenous monuments. b- in 531 A.D or after it had been reconquered by the Byzantines or after it had been reconquered by the Byzantines in 531 A.D. c- urban development, unregulated tourism, lack of conservation and uncontrolled visitor access. (0.25 for each answer) 4) a- this period = from the 6th century B.C. to the 6th century A.D. b- the latter = the site. 5) Title: Tipasa, an Ancient Strategic Base for Conquerors / Tipasa, a Historical Site. / Tipasa, a World Cultural Heritage Site..... (accept any other suitable title) B/ Text exploration 1) a- temporary ≠ definitive b- rejected ≠ approved 2) <table><tr><th>verb</th><th>noun</th><th>adjective</th></tr><tr><td>To conserve</td><td>conservation</td><td>conserved /conservable/ conservative</td></tr><tr><td>To differ / differentiate</td><td>difference / differentiation</td><td>different</td></tr><tr><td>To exchange</td><td>exchange</td><td>Exchangeable exchanged</td></tr></table> (Accept any other correct form) 3) a- Tipasa had such a strategic location that it attracted many conquerors. b- After the Byzantines <u>had invaded</u> Tipasa, it <u>fell</u> into decay. / - Tipasa fell into decay after the Byzantines had invaded it. c- Although the site of Tipaza is classified as a World Heritage Site, little effort is made to preserve it. - Little effort is made to preserve the site of Tipaza although it is classified as a World Heritage Site. 4) <table><tr><th>/t/</th><th>/d/</th><th>/ɪd/</th></tr><tr><td>marked</td><td>conquered/ played</td><td>included</td></tr></table> 5) example - mountainous - military - Rome. Part Two : Written Expression • The following grid is used for scoring both topics. <table><tr><th>Criteria</th><th>Relevance</th><th>Semantic coherence</th><th>Correct use of English</th><th>Excellence (vocabulary and creativity)</th><th>Final score</th></tr><tr><td>L.E</td><td>1.5</td><td>1</td><td>2</td><td>1.5</td><td>(06 pts)</td></tr></table>	verb	noun	adjective	To conserve	conservation	conserved /conservable/ conservative	To differ / differentiate	difference / differentiation	different	To exchange	exchange	Exchangeable exchanged	/t/	/d/	/ɪd/	marked	conquered/ played	included	Criteria	Relevance	Semantic coherence	Correct use of English	Excellence (vocabulary and creativity)	Final score	L.E	1.5	1	2	1.5	(06 pts)
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العلامة		عناصر الإجابة															
مجموعة	مجزأة	(الموضوع الثاني : corruption in education)															
14pts		Part One: Reading															
07pts		A/ Comprehension:															
02	0.5x4	1) a. F b. F c. T d. T															
01	0.5x2	2) a §1 or§2. b.§ 2															
	1	3) a. The social investment in future citizens fails or the number of incompetent future leaders and professionals increases or society and human life are endangered.															
03	1	b. The poor and disadvantaged (women and minorities) / vulnerable members of society.															
	1	c. They lose the opportunity to realise their dreams, and social inequality is maintained.															
00.5	0.25x2	4) a. this (§1) → The young are the first victims of corruption in education.															
00.5	0.5	b. their (§2) → vulnerable members of society															
		5) Corruption in education is harmful for both the young and society. (accept any relevant answer)															
07pts		B/ Text Exploration:															
1.5	0.5x3	1) a. self- respect §1 =dignity b. occasion §2 = opportunity c. adopt §3 = internalise															
1.5	0.5x3	2) <table><tr><td>prefix</td><td>root</td><td>suffix</td></tr><tr><td>in</td><td>equal</td><td>ity</td></tr><tr><td>un</td><td>able</td><td>////////</td></tr><tr><td>////////</td><td>accept</td><td>ance</td></tr></table>		prefix	root	suffix	in	equal	ity	un	able	////////	////////	accept	ance		
prefix	root	suffix															
in	equal	ity															
un	able	////////															
////////	accept	ance															
1	0.5x2	3) a. Why is corruption in education dangerous? b. How can we fight corruption?															
1	0.25x4	4) <table><tr><td>/s/</td><td>/z/</td><td>/ɪz/</td></tr><tr><td>students</td><td>fails - minorities</td><td>encourages</td></tr></table>		/s/	/z/	/ɪz/	students	fails - minorities	encourages								
/s/	/z/	/ɪz/															
students	fails - minorities	encourages															
2	0.5x4	5) 1- b 2- d 3- c 4- a (0.5 for opening sentence. 0.5 each correct link).															
06pts		Part Two : Written Expression															
		• The following grid is used for scoring both topics.															
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