

الإجابة النموذجية لموضوع امتحان البكالوريا دورة: 2016  
اختبار مادة: اللغة الانجليزية الشعبة: آداب و فلسفة المدة: 02 سا و 30 د

| العلامة                   |                         | عناصر الإجابة<br>Sujet 1: The single decisive factor that ...                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |      |           |           |                         |          |            |          |                       |
|---------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|-----------|-----------|-------------------------|----------|------------|----------|-----------------------|
| مجموع                     | مجزأة                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |      |      |           |           |                         |          |            |          |                       |
| 15 pts<br>7 pts<br>1.5pts | (3x0.5)                 | <b>Part One:</b><br><b>A) Comprehension</b><br><b>1- True / false statements</b><br>a- True<br>b- False<br>c- True                                                                                                                                                                                                                                                                                                                                                                                                     |      |      |           |           |                         |          |            |          |                       |
| 1pt                       | (2x0.5)                 | <b>2- Locating paragraphs</b><br>a- § 1                      b- § 2                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |      |           |           |                         |          |            |          |                       |
| 3pts                      | (3x1)                   | <b>3- Answering comprehension questions</b><br>a- It made settlement possible. ... made available reliable food supply. More people could be fed. Population increased. ...development of more complex structures and science. ...could support a variety of workers.<br>b- To take advantage of the rainy seasons. To keep rain water. To stop river's flow and collect water. To conserve water for future use / Not to be dependable on irregular rainfall (accept any relevant answer)<br>c- No, they didn't / No. |      |      |           |           |                         |          |            |          |                       |
| 1pt                       | (4x0.25)                | <b>4- Reference words</b><br>it (§1): food - It (§2): farming - who (§3): workers - They (§4): people                                                                                                                                                                                                                                                                                                                                                                                                                  |      |      |           |           |                         |          |            |          |                       |
| 0.5pt                     | 0.5                     | <b>5- Title: c. Agriculture: the Basis of Civilization</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |      |      |           |           |                         |          |            |          |                       |
| 8 pts                     |                         | <b>B) Text exploration</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |      |      |           |           |                         |          |            |          |                       |
| 2pts                      | (4x0.5)                 | <b>1- Definitions</b><br>a- settle<br>b- revolutionary<br>c- dams<br>d- calendars                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |      |           |           |                         |          |            |          |                       |
| 1pt                       | (4x0.25)                | <b>2- Chart completion</b> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Verb</th><th>Noun</th><th>Adjective</th></tr> </thead> <tbody> <tr> <td>to decide</td><td>decision / decisiveness</td><td>////////</td></tr> <tr> <td>to measure</td><td>////////</td><td>measurable / measured</td></tr> </tbody> </table>                                                                                                                                                                    | Verb | Noun | Adjective | to decide | decision / decisiveness | //////// | to measure | //////// | measurable / measured |
| Verb                      | Noun                    | Adjective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |      |           |           |                         |          |            |          |                       |
| to decide                 | decision / decisiveness | ////////                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |      |           |           |                         |          |            |          |                       |
| to measure                | ////////                | measurable / measured                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |      |           |           |                         |          |            |          |                       |
| 2pts                      | (2x1)                   | <b>3- Connecting pairs of sentences</b><br>a- <b>Although</b> all the ancient civilizations had different regional and climatic conditions, they developed in similar ways.<br>b- Ancient people created the first calendar <b>as a result</b> they were able to calculate the arrival of growing seasons.                                                                                                                                                                                                             |      |      |           |           |                         |          |            |          |                       |
| 2pts                      | (4x0.5)                 | <b>4- Reordering sentences</b><br><b>c - b - d - a</b> (0.5 pt for the topic sentence.)                                                                                                                                                                                                                                                                                                                                                                                                                                |      |      |           |           |                         |          |            |          |                       |
| 1pt                       | (4x0.25)                | <b>5- sound system</b> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>/t/</td><td>/d/</td><td>/id/</td></tr> <tr> <td>developed</td><td>relied - controlled</td><td>created</td></tr> </tbody> </table>                                                                                                                                                                                                                                                                                  | /t/  | /d/  | /id/      | developed | relied - controlled     | created  |            |          |                       |
| /t/                       | /d/                     | /id/                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |      |           |           |                         |          |            |          |                       |
| developed                 | relied - controlled     | created                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |      |           |           |                         |          |            |          |                       |
| 5pts                      |                         | <b>Part two: Written expression</b><br><b>Topic one:</b> Form: 3pts Content: 2pts<br><b>Topic two:</b> Form: 2.5pts Content: 2.5pts                                                                                                                                                                                                                                                                                                                                                                                    |      |      |           |           |                         |          |            |          |                       |

| العلامة الكاملة | العلامات الجزئية | عناصر الإجابة<br>Sujet 2: There is so much that ....                                                                                                                                                                                                                                                                                                                                   |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
|-----------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|--------|----------|----------------|---------|-------|-----|-----|---|-----|------|-----|---------|-----|
| 15pts<br>7 pts  |                  | <b>Part One : Reading.</b><br><b>A/ Comprehension.</b>                                                                                                                                                                                                                                                                                                                                 |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| 1pt             | 1                | 1-b. an article                                                                                                                                                                                                                                                                                                                                                                        |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| 2pts            | (0.5×4)          | 2- a: T b: F c: T d: F                                                                                                                                                                                                                                                                                                                                                                 |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| 1pt             | 1                | 3- § 2                                                                                                                                                                                                                                                                                                                                                                                 |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| 1pt             | (0.25×4)         | 4. a. <b>students</b> b. <b>teachers</b><br>c. <b>spend less time on administration and recordkeeping</b> d. <b>the Internet</b>                                                                                                                                                                                                                                                       |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| 2pts            | (1×2)            | 5- a... communicate with international students, gain from others' knowledge and experiences, participate in chat rooms, share ideas and solutions learn about the many diverse culture, relate their interests on a personal level, encourage students independence, motivate to do better at school.<br>b. ... by connecting the school with homes, libraries or other access ports. |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| 8 pts.          |                  | <b>B/ Text Exploration.</b>                                                                                                                                                                                                                                                                                                                                                            |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| 2pts            | (0.5×4)          | 1- a: <b>endless</b> b: <b>benefits</b> c: <b>linked</b> d: <b>wealth</b>                                                                                                                                                                                                                                                                                                              |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| 1pt             | (0.25×4)         | 2-<br><table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>Prefix</th><th>Root</th><th>Suffix</th></tr> <tr> <td>down</td><td>load</td><td>/</td></tr> <tr> <td>inter</td><td>act</td><td>ive</td></tr> <tr> <td>/</td><td>end</td><td>less</td></tr> <tr> <td>dis</td><td>connect</td><td>ion</td></tr> </table>                                                | Prefix | Root | Suffix | down     | load           | /       | inter | act | ive | / | end | less | dis | connect | ion |
| Prefix          | Root             | Suffix                                                                                                                                                                                                                                                                                                                                                                                 |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| down            | load             | /                                                                                                                                                                                                                                                                                                                                                                                      |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| inter           | act              | ive                                                                                                                                                                                                                                                                                                                                                                                    |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| /               | end              | less                                                                                                                                                                                                                                                                                                                                                                                   |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| dis             | connect          | ion                                                                                                                                                                                                                                                                                                                                                                                    |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| 3pts            | (1 x 3)          | 3- 1b. <b>Because of</b> some dangerous sites, parents have to control their children's use of the Internet.<br>-2b. <b>It's high time</b> the authorities <b>banned</b> hazardous sites.<br>-3b. <b>He said that</b> the Internet offered limitless amounts of information.                                                                                                           |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| 1pt             | (0.25×4)         | 4-<br><table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>/s/</td><td>/z/</td><td>/iz/</td></tr> <tr> <td>students</td><td>enables allows</td><td>chances</td></tr> </table>                                                                                                                                                                                    | /s/    | /z/  | /iz/   | students | enables allows | chances |       |     |     |   |     |      |     |         |     |
| /s/             | /z/              | /iz/                                                                                                                                                                                                                                                                                                                                                                                   |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| students        | enables allows   | chances                                                                                                                                                                                                                                                                                                                                                                                |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| 1pt             | (0.25×4)         | 5- 1- <b>students</b> 2- <b>better</b> 3- <b>shown</b> 4- <b>access</b>                                                                                                                                                                                                                                                                                                                |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |
| 5 pts           |                  | <b>Part Two : Written Expression.</b><br><b>Topic One :</b><br>Form: 3pts<br>Content: 2pts<br><b>Topic Two :</b><br>Form: 2.5pts<br>Content: 2.5pts                                                                                                                                                                                                                                    |        |      |        |          |                |         |       |     |     |   |     |      |     |         |     |