



الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية



الديوان الوطني للامتحانات والمسابقات  
امتحان بكالوريا التعليم الثانوي  
الشعبة: لغات أجنبية

دورة: 2020

المدة: 03 سا و 30 د

اختبار في مادة: اللغة الإنجليزية

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الأول

Part one: Reading  
A/ Comprehension

(14 points)  
(07 pts)

Read the text carefully then do the following activities.

The Athenians made great educational advances in ancient times. They were the first to renounce education oriented towards the future duties of the soldier. The evolution of Athenian education reflected that of the city itself which was moving towards increasing democratization.

Schools had begun to appear in those early centuries, probably on eastern Mediterranean models run by private teachers dating from 496 B.C. There was no single institution; rather, each activity was carried out in a separate place by different tutors. The elements of literacy were taught by the writing master, known as the “grammatistēs”. The child used to learn his letters and numbers by scratching them on a wax-coated wooden tablet with a stylus.

The moral aspect of education was not neglected. The teachers were as much preoccupied with overseeing the child’s good conduct and the formation of his character as with directing his progress in the various subjects taught to him. Poetry served to transmit all the traditional wisdom, combining the ethic of the citizen, the ideal of the value of competition and heroic exploit.

This ideal equilibrium between the education of the body and that of the mind was interrupted as a result of the development of professional sports, the exigencies of its specialization and also of the strictly intellectual disciplines.

*Adapted from www.britannica.com*

1. Choose the answer to complete each statement.

- A. Athens was the first to..... military education.  
a- encourage    b- introduce    c- abandon
- B. Children were taught by...  
a- different teachers in various places.    b- the same teacher in a single place.  
c- different teachers in the same place.
- C. Teachers’ main focus was on developing the child’s....  
a- personality    b- body    c- wealth
- D. The message conveyed by poetry was....  
a- scientific    b- moral    c- artistic

2. Read the text and put the following ideas in the order they appear in the text.

- a. Teachers’ concern with moral education.  
b. The breaking of educational balance in Athens  
c. The emergence of the first forms of schools.

3. Answer the following questions according to the text.

- a- Did political evolution in ancient Athens influence educational tendency? Justify.
- b- How did poetry contribute to the education of the individual?
- c- Why was the educational balance interrupted in Athenian schools?

4. Find who or what the underlined words refer to in the text.

- a- that (§1)
- b- them (§2)

5. The text is.... a- descriptive b- narrative c- argumentative

B/ Text Exploration

(07 pts)

1. Find words in the text whose definitions follow.

- a. gradual change, especially one leading to more advanced or complex form (§1)
- b. the ability to read and write (§2)
- c. requiring the use of mental abilities (§4)

2. Complete the chart as shown in the example.

|         | Verb       | Noun      | Adjective   |
|---------|------------|-----------|-------------|
| Example | to educate | education | educational |
|         |            | evolution |             |
|         | to value   |           |             |
|         |            |           | different   |

3. Combine each pair of sentences with one of the connectors given between brackets. Make changes where necessary.

- a. The Athenian society moved forward. Athens renounced military oriented education. (after)
- b. The teachers were preoccupied with other subjects. The moral aspect was not neglected. (although)

4. Classify the following words according to the pronunciation of the final "ed".

neglected - privileged - used - renounced

| /t/ | /d/ | /id/ |
|-----|-----|------|
|     |     |      |

5. Reorder the following sentences to get a coherent passage.

- a. Their system was patterned after that of ancient Athens.
- b. However, they surpassed the Greeks in some fields like agriculture, law and engineering.
- c. By about 100 B.C., the Romans had built the most extensive educational system to that time.
- d. They adopted many Greek educational traditions.

Part two: written expression

Choose ONE of the following topics.

(06 points)

Topic One:

You recently read an article in a blog. Its author denied any contribution of the Muslims for human civilization. You felt very disappointed and decided to react.

Write an article as a response to the author in which you highlight the major contributions of Muslim civilization to the modern one.

The following notes may help you:

- Translate/Greek writings
- Important medical discoveries (Ibn Sina)
- Advances in mathematics ( al-Khwarizmi)
- Architecture (Alhambra palace)

Topic Two:

Your close friend has decided to drop out of school and find a job instead. You feel deeply worried about his future life. Write him an email of about 80 to 120 words to convince him on the importance of continuing his studies.

الموضوع الثاني

Part One: Reading  
A/ Comprehension

(14 points)  
(07 pts)

Read the text carefully and do the activities below:

Whistleblowing is the act of telling the authorities or the public that the company you are working for is doing something immoral or illegal. **This** represents a positive reaction towards all kinds of malpractices.

One of the most valuable whistleblowing benefits is that it enables organisations to access hard-to-reach information that can help leaders to minimize a wide range of risks. In many cases, whistleblowing has also a preventive impact. The presence of a whistleblowing system will make potential wrong-doers think twice.

According to the Association of Certified Fraud Examiners (ACFE), whistleblowing benefits organisations through significant loss savings. The ACFE's Report to the Nations showed that organisations which did not have a whistleblowing system in place suffered more losses than **those** who had it.

To gain greater whistleblowing benefits, organisations should implement a secure whistleblowing system that allows for anonymous reporting. An anonymous reporting channel gives people more self-confidence to speak up. This will increase the chances of leaders to receive critical reports and thus will enable them to take action against the offenders.

Globally, there is a trend towards stricter anti-corruption and whistle-blower protection laws. **Such a system** in place for whistleblowing benefits organisations by reducing compliance risks.

*Adapted from [www.whistleb.com](http://www.whistleb.com) / March 21- 2019 Whistle B Blog.*

1. Say whether the following statements are True or False..

- a- Whistleblowing consists in revealing companies' misconduct.
- b- It is difficult to access the information that shows unethical behaviours.
- c- Denunciation of malpractices causes great losses.
- d- Whistle-blowers should be protected.

2. Identify the paragraphs in which the following ideas are mentioned.

- a- Stringent regulations should be passed to safeguard the whistle-blowers' lives.
- b- Whistleblowing saves money.

3. Answer the following questions according to the text.

- a- Is whistleblowing an immoral practice?
- b- What are the benefits of whistleblowing?
- c- How can we encourage whistle-blowing?

4. Find what or who the underlined words in the text refer to.

- a- this (§1)
- b- those (§3)
- c- such a system (§5)

5. Give a title to the text.

**B/ Text Exploration**

**(07 pts)**

**1. Find in the text words or phrases that are closest in meaning to the following.**

**a-** reduce (§2) = ..... **b-** profits (§3) = ..... **c-** submission (§5) = .....

**2. Divide the following words into roots and affixes.**

*immoral preventive compliance*

| <i>prefix</i> | <i>root</i> | <i>suffix</i> |
|---------------|-------------|---------------|
|               |             |               |

**3. Combine each pair of sentences with one of the connectors provided. Make changes where necessary.**

*unless - so that - despite - after*

**a-** Whistleblowing is necessary. A lot of companies are not in favour of whistleblowing.

**b-** Companies apply whistleblowing rules. Companies suffer great financial losses.

**4. Classify the following words according to the stressed syllable.**

*Information - protect - authorities - minimize*

| <i>1st syllable</i> | <i>2nd syllable</i> | <i>3rd syllable</i> |
|---------------------|---------------------|---------------------|
|                     |                     |                     |

**5. Fill in the gaps with words from the list given.**

*preventive - law - benefits - public - denounce - their*

Some employees think they are blowing the whistle when their complaint is a personal grievance. Workers who ...(1)... their employers' abuses should believe that they are acting in the ...(2)...interest. They should not act for ...(3)...own benefits. This means that personal grievances and complaints are not usually covered by whistleblowing ...(4)... .

**Part two: written expression**

**Choose ONE of the following topics.**

**(06 points)**

**Topic One:**

You work for a company whose manager does not respect labour standards.

Write a letter of about 80 to 120 words to the authorities in which you denounce his wrongdoings.

The following notes may help you:

- Break the regulations
- Precarious working conditions/ low salaries
- Disrespect the code of ethics

**Topic Two:**

Your English key pal is conducting a research on historical sites in Algeria. He/ she asked you to supply him/her with information about these places.

Write an email of about 80 to 120 words telling him/her about one of these historic places.

| العلامة                       |                               | عناصر الإجابة (الموضوع الأول: Athenians)                                                                                                                                                                                                                                                                                                                                                                                                                           |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
|-------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------|--|-----------|--------------------|------------------------|----------------------------------------|-------------------|----------------------------------------------------------------------|-----|-------|-------------------------|-------------------------------|-------------------------------|------|
| مجموعة                        | مجزأة                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| 15pts<br>07pts<br>02          | 0.5x4                         | <b>Part one : Reading</b><br><b>A- Comprehension</b><br>1- A/ c. (abandon)      B/ a. (different teachers in various places)<br>C/ a. (personality)    D/ b.(moral).                                                                                                                                                                                                                                                                                               |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| 0.75                          | 0.25x3                        | 2- c - a - b.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
|                               | 1                             | 3- a. Yes, it did. The evolution of the Athenian education<br>.....increasing democratization                                                                                                                                                                                                                                                                                                                                                                      |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| 02.75                         | 0.75<br>1                     | b. ...transmit traditional wisdom.....heroic exploits.<br>c. ...because of the development of professional sports...disciplines.                                                                                                                                                                                                                                                                                                                                   |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| 01                            | 0.5x2                         | 4- a. The evolution of Athenian education / The evolution.<br>b. letters and numbers                                                                                                                                                                                                                                                                                                                                                                               |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| 0.5<br>07pts                  | 0.5                           | 5- The text is descriptive / the text is narrative.                                                                                                                                                                                                                                                                                                                                                                                                                |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| 01.5                          | 0.5X3                         | <b>B- Text Exploration</b><br>1- a. evolution      b. literacy      c. intellectual                                                                                                                                                                                                                                                                                                                                                                                |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| 01.5                          | 0.25x6                        | 2- <table><tr><td>Verb</td><td>Noun</td><td>Adjective</td></tr><tr><td>to evolve</td><td>///</td><td>evolutionary/ evolved /-ing<br/>evolutional, evolvable,<br/>evolutive.</td></tr><tr><td>///</td><td>value</td><td>valuable /valued /-less</td></tr><tr><td>To differ<br/>To differentiate</td><td>difference<br/>differenciation</td><td>////</td></tr></table>                                                                                               |                                        |             |  | Verb      | Noun               | Adjective              | to evolve                              | ///               | evolutionary/ evolved /-ing<br>evolutional, evolvable,<br>evolutive. | /// | value | valuable /valued /-less | To differ<br>To differentiate | difference<br>differenciation | //// |
| Verb                          | Noun                          | Adjective                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| to evolve                     | ///                           | evolutionary/ evolved /-ing<br>evolutional, evolvable,<br>evolutive.                                                                                                                                                                                                                                                                                                                                                                                               |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| ///                           | value                         | valuable /valued /-less                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| To differ<br>To differentiate | difference<br>differenciation | ////                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| 02                            | 1x2                           | 3- a. <b>After</b> Athens <b>had renounced</b> military oriented education, the Athenian society <b>moved</b> forward.<br>- The Athenian society <b>moved</b> forward <b>after</b> Athens <b>had renounced</b> military oriented education<br>b. <b>Although</b> the teachers were preoccupied with other subjects, the moral aspect was not neglected.<br>- The moral aspect was not neglected <b>although</b> the teachers were preoccupied with other subjects. |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| 01                            | 0.25x4                        | 4- <table><tr><td>/t/</td><td>/d/</td><td>/id/</td></tr><tr><td>Renounced</td><td>privileged – used</td><td>neglected</td></tr></table>                                                                                                                                                                                                                                                                                                                            |                                        |             |  | /t/       | /d/                | /id/                   | Renounced                              | privileged – used | neglected                                                            |     |       |                         |                               |                               |      |
| /t/                           | /d/                           | /id/                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| Renounced                     | privileged – used             | neglected                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| 01                            | 0.25x4                        | 5- c - a - d - b.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                        |             |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| 06pts                         |                               | <b>NB: 0.25 for topic sentence.0.25 for each logical pair.</b><br><b>Part two: Written Expression</b> <table><tr><td>Relevance</td><td>Semantic coherence</td><td>Correct use of English</td><td>Excellence (vocabulary and creativity)</td><td>Final score</td></tr><tr><td>1.5</td><td>1</td><td>2</td><td>1.5</td><td>6</td></tr></table>                                                                                                                       |                                        |             |  | Relevance | Semantic coherence | Correct use of English | Excellence (vocabulary and creativity) | Final score       | 1.5                                                                  | 1   | 2     | 1.5                     | 6                             |                               |      |
| Relevance                     | Semantic coherence            | Correct use of English                                                                                                                                                                                                                                                                                                                                                                                                                                             | Excellence (vocabulary and creativity) | Final score |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |
| 1.5                           | 1                             | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1.5                                    | 6           |  |           |                    |                        |                                        |                   |                                                                      |     |       |                         |                               |                               |      |

| العلامة                    |                       | عناصر الإجابة (الموضوع الثاني: Whistleblowing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |               |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
|----------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------|--------|----|-------|----------|----------|---------|-----|----------|--------|------|--------------|---------------|---------------|----------|-----------------------|-------------|
| مجموعة                     | مجزأة                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| 15pts<br>07pts<br>02<br>01 | 0.5x4<br>0.5x2        | <b>Part one : Reading</b><br><b>A-Comprehension</b><br>1- a- true                      b- true                      c- false                      d- true<br>2- a-§ 5                              b- § 3<br>3-<br>a- No, it isn't.<br>b-The benefits of whistleblowing are :<br>- It enables organisations to access hard-to- reach information that can help leaders to minimize a wide range of risks. It has a preventive impact.<br>- It benefits organisations through significant loss savings.<br>c-We can protect whistle-blowers by passing stricter anti-corruption and whistleblowing protection laws.<br>-Organisations should implement a secure whistleblowing system that allows for anonymous reporting.<br>4- a-This (§1) : whistleblowing   b- Those (§3) : organisations   c-such a system(§5): stricter anti- corruption and whistle-blower protection laws, a trend towards stricter anti-corruption and whistle-blower protection laws.<br>5- The suggested title :<br>- The Benefits of Whistleblowing (Accept any logical possibility)<br><br><b>B- Text Exploration</b><br>1- Lexis: a-minimize                      b- benefits                      c- compliance<br>2- Morphology. <table><tr><th>prefix</th><th>root</th><th>suffix</th></tr><tr><td>im</td><td>moral</td><td>////////</td></tr><tr><td>////////</td><td>prevent</td><td>ive</td></tr><tr><td>////////</td><td>comply</td><td>ance</td></tr></table><br>3- a- Despite the necessity of whistleblowing, a lot of companies are not in favour of it.<br>-Despite being necessary, a lot of companies are not in favour of whistleblowing.<br>-A lot of companies are not in favour of whistleblowing despite its necessity.<br>b-Unless companies apply whistleblowing rules, they will suffer great financial losses.<br>-Companies will suffer great financial losses unless they apply whistleblowing rules.<br><br>4- <table><tr><td>1st syllable</td><td>2 nd syllable</td><td>3 rd syllable</td></tr><tr><td>Minimize</td><td>Authorities / Protect</td><td>Information</td></tr></table><br>5- 1 . denounce                      2. public                      3. their                      4. law | prefix        | root | suffix | im | moral | //////// | //////// | prevent | ive | //////// | comply | ance | 1st syllable | 2 nd syllable | 3 rd syllable | Minimize | Authorities / Protect | Information |
| prefix                     | root                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | suffix        |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| im                         | moral                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ////////      |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| ////////                   | prevent               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ive           |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| ////////                   | comply                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | ance          |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| 1st syllable               | 2 nd syllable         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3 rd syllable |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| Minimize                   | Authorities / Protect |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Information   |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| 02.5                       | 0.5<br>1              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| 0.75                       | 0.25x3                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| 0.75                       | 0.75                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| 07pts<br>1.5               | 0.5x3                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| 1.5                        | 0.25x6                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| 2                          | 1x2                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| 01                         | 0.25x4                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |
| 01                         | 0.25x4                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |      |        |    |       |          |          |         |     |          |        |      |              |               |               |          |                       |             |

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

| 06pts |  |  |