

الجمهورية الجزائرية الديمقراطية الشعبية

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الديوان الوطني للامتحانات والمسابقات

المفتشية العامة للبيداغوجيا

دليل بناء اختبار

مادة اللغة الإنجليزية

لامتحان شهادة البكالوريا

أكتوبر 2017

## بسم الله الرحمن الرحيم

في إطار الإصلاحات التي تقوم بها وزارة التربية الوطنية، لاسيما ما تعلق بنظام التقويم، وتجسيديا لما تنصّ عليه المرجعيّات الرسميّة في ضرورة أن يكتسي التقويم المكانة المعتمدة في العملية التعليمية التعلمية باعتباره جزءا من عملية التعلم ومواكبا لها؛ ولأجل إعطاء معنى للممارسات التقويمية ضمانا للملاءمة والانسجام كانت الحاجة ملحة لتحيين دليل إنجاز وبناء الاختبارات في مختلف مواد امتحان شهادة البكالوريا.

إن الهدف من هذا الدليل هو مصاحبة الفاعلين والممارسين لتكييف الممارسات التقويمية وفق ما تنصّ عليه السندات الرسمية ، وتوفير رؤية مشتركة وممارسات متقاربة مع تقديم توضيحات منهجية تسعى لتطوير الممارسات المعمول بها، فهو وثيقة منهجية وأداة عمل يستعين بها أعضاء لجان إعداد المواضيع في إنجاز مواضيع امتحان شهادة البكالوريا، لجعلها أكثر فعالية وانسجام، زيادة على أنه أداة تكوينية تساهم في تكوين الأساتذة على كيفية بناء الاختبارات وطريقة هيكلتها.

إن تحيين الدليل يقتضي من الأساتذة بناء الاختبارات الفصلية المنظمة لتلاميذ السنة الثالثة من التعليم الثانوي وفق المعايير والشروط المذكورة فيه.

مدير  
الديوان الوطني  
للإمتحانات  
والمسابقات

م. بنه هوان



## INTRODUCTION

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

### DURATION AND COEFFICIENT

Streams	Coefficient	Duration
Foreign Languages	05	03h
Literature and Philosophy	03	02h
Exp.Sc / Math/ TM/ GE	02	02h

#### 1. Recommendations

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

##### *a- Congruency with...*

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

##### *b- Test Elaboration*

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

Stream	Part1: Reading		Part 2: Written Expression
	A) Comprehension	B)Text Exploration	
Foreign Languages	07 points	07 points	06 points
Literature and Philosophy	07 points	08 points	05 points
Exp.Sc / Math/ TM/ GE	08 points	07 points	05 points

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

#### It is recommended that:

- Key answers and scoring scales are to be prepared beforehand by the test designers.
- The activities should respect gradation (according to Bloom's taxonomy).

## Objectives of the examination paper

### *The English examination paper aims to evaluate*

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

## Organization of the examination paper.

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

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

### **Part One : Reading**

This part consists of

#### **A. Comprehension**

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

#### **B .Text Exploration**

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

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

### **Part two: Written Expression**

This part presents two different topics to the candidates to choose:

Either **Topic 1:** Guided

Or **Topic 2:** Free

## **Content of the Exam**

### **I. Foreign Languages**

#### **Part 1 : Reading**

		<b>Foreign Languages</b>
	<b>Reading passage</b>	150-200 words
<b>A. Comprehension</b>	<b>Number of activities</b>	5 activities
<b>B. Text Exploration</b>	<b>Number of activities</b>	5 activities

#### **A) Comprehension**

##### **Types of suggested activities**

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

**B) Text Exploration**

Type of activities		Number of activities
1	OR	<b><u>Lexis</u></b>
		*Find in the text words or phrases that are closest in meaning to the following.
		* Find in the text words or phrases that are opposite in meaning to
		*Match the following words with the corresponding synonyms/opposites/definitions.
		* Find words in the text whose definitions follow.
2	OR	<b><u>Morphology</u></b>
		*Complete the chart as shown in the example.
		*Divide the following words into roots and affixes.
		*Give the opposites of the following words keeping the same root.
3	OR	<b><u>Grammar</u></b>
		*Rewrite sentence <b>B</b> so that it means the same as sentence <b>A</b> .
		* Combine each pair of sentences with <b>one</b> of the connectors provided. Make changes where necessary.
		*Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.
		*Give the correct form of the verbs in brackets.
		*Ask questions which the underlined words answer.
4	OR	<b><u>Phonology</u></b>
		*Classify the following words according to the pronunciation of the final /S/.
		*Classify the following words according to the pronunciation of the final /ed/.
		*Classify the following words according to the stressed syllable.
		*Classify the following words according to the number of the syllables.
		*Circle or write the silent letter in each of the following words.
		*Match pairs that rhyme.

<b>5</b>	<b>OR</b>	<b><u>Discourse</u></b>		
		*Fill in the gaps with words from the list given.		4 gaps
		*Fill in the gaps with only 4 words from the list given.		Provide more words than gaps. <b>(6 words)</b>
		*Fill in the gaps so that the text makes sense.		No words given
		*Reorder the following sentences to get a coherent passage.		4 statements
		*Imagine what <b>A</b> or <b>B</b> says, and complete the following dialogue.		3 utterances

**Part II Written Expression**

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

**PART 2 – WRITTEN EXPRESSION**

**Both topics should be stated in terms of a situation of communication in which the candidates reinvest and make use of the appropriate resources.**

**Whether guided or free, the statement of the communication situation should comprise the following aspects :**

- A statement of the problem situation.
- The target audience
- The objective
- The task
- The length of the composition

**Example:**

**Choose one of the following topics:**

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

In your city, statistics show that most consumers are unaware of the negative effects of the fake goods they buy. As a member of a consumers' association write a newspaper article of about 80 to 120 words in which you sensitise your fellow citizens about the dangers of fake goods on their health, security, welfare and environment.

**Make the best use of the following notes : (...)**



**Or topic 2: ( free and related to one of the other themes in the curriculum)**

In your city, statistics show that most consumers are unaware of the negative effects of the fake goods they buy. As a member of a consumers' association write a newspaper article of about 80 to 120 words in which you sensitise your fellow citizens about the dangers of fake goods on their health, security, welfare and environment.

<b>The situation problem</b>	In your city, statistics show that most consumers are unaware of the negative effects of the fake goods they buy
<b>The target audience</b>	fellow citizens
<b>The objective</b>	sensitise fellow citizens / consumers about the dangers of fake goods on their health, security, welfare and environment.
<b>The task</b>	write a newspaper article
<b>The length of the article</b>	about 80 to 100 words

**ASSESSMENT GRID:**

<b>CRITERIA</b>	<b>INDICATORS</b>
<b>1. RELEVANCE</b>	Testee's production aligns with the situation requirements : <ul style="list-style-type: none"> <li>• format: letter / e-mail / invitation / instructions / newspaper article</li> <li>• objective: to inform/ to describe/to complain / to sensitise / to advise / to warn ...</li> <li>• target audience: fellow citizens / consumers</li> <li>• target language: functional language and vocabulary related to the topic</li> </ul>
<b>2. COHERENCE</b>	- Use of meaningful sentences. - Use of appropriate connectors, time indicators etc. - Logical organisation and development of ideas.
<b>3. USE OF LINGUISTIC RESOURCES</b>	- Correct use of grammar: tenses , word-order, subject-verb agreement etc . - Use of simple, compound and complex sentences. - Correct use of mechanics: spelling, capitalization and punctuation.
<b>4.EXCELLENCE ( creativity + vocabulary wealth)</b>	- Originality and creativity: New ideas, varied vocabulary items, absence of redundancy.

**NB: Topic 1: Guided : Notes are provided**  
**Topic 2: Free: Notes are not provided**

## II. Literature and Philosophy

### Part 1 : Reading

		Literature and Philosophy
	Reading passage	120- 150 words
A. Comprehension	Number of activities	4 activities
B. Text Exploration	Number of activities	4 activities

### A) Comprehension

Type of activities			Number of activities
1	OR	<p align="center"><b><u>Type of text</u></b></p> <p>*The text is a... a) letter b) conversation...</p>	<p align="center"><b>04 statements</b></p> <p align="center"><b>03 to 04 statements</b></p> <p align="center"><b>03 statements</b></p>
		<p align="center"><b><u>T / F statements</u></b></p> <p>*Are the following statements true or false? Write <b>T</b> or <b>F</b> next to the letter corresponding to the statement.</p> <p>* Are the following statements true or false? Write T or F next to the letter corresponding to the statement and correct the false one(s).</p>	
		<p align="center"><b><u>MCQ</u></b></p> <p>*Write the letter that corresponds to the right answer.</p>	
2	OR	<p align="center"><b><u>Paragraph identification</u></b></p> <p>*In which paragraph is it mentioned that...?</p> <p><b>OR</b> *In which paragraph is.....mentioned?</p>	Identifying <b>2</b> paragraphs
		<p align="center"><b><u>Sentence order</u></b></p> <p>* Read the text and put the following ideas in the order they appear in the text.</p>	3 to 4 ideas
		<p align="center"><b><u>Table completion</u></b></p> <p>*Fill in the following table with information from the text.</p>	4 items to be included in the table
3		<p align="center"><b><u>Answering comprehension questions</u></b></p> <p>*Answer the following questions according to the text.</p>	* include <b>ONE inference</b> question 3 questions
4		<p align="center"><b><u>Cohesive markers</u></b></p> <p>*Who or what do the underlined words refer to in the text?</p>	Not to limit the selection to referents that immediately follow their references 3 to 4 words
5	OR	<p align="center"><b><u>Title</u></b></p> <p>*Copy the title you think is the most appropriate.</p>	Not more than three titles suggested
		<p align="center"><b><u>General idea</u></b></p> <p>*Choose the general idea of the text.</p>	Not more than three general ideas suggested
		<p align="center"><b><u>Type of discourse</u></b></p> <p>*The text is... <b>a)</b> descriptive <b>b)</b> narrative <b>c)</b> argumentative <b>d)</b> prescriptive.</p>	To be given if there is <b>only one</b> type of discourse in the text.

**B) Text Exploration**

Type of activities		Number of activities
1	OR	<b><u>Lexis</u></b>
		*Find in the text words or phrases that are closest in meaning to the following.
		* Find in the text words or phrases that are opposite in meaning to
		*Match the following words with the corresponding synonyms/opposites/definitions.
		* Find words in the text whose definitions follow.
		2 to 3 words to be found  Specify the paragraph for each word.
2	OR	<b><u>Morphology</u></b>
		*Complete the chart as shown in the example.
		*Divide the following words into roots and affixes.
		*Give the opposites of the following words keeping the same root.
		2 to 3 words( <b>from the text</b> ) to be derived/divided into roots and affixes
3	OR	<b><u>Grammar</u></b>
		*Rewrite sentence <b>B</b> so that it means the same as sentence <b>A</b> .
		* Combine each pair of sentences with <b>one</b> of the connectors provided. Make changes where necessary.
		*Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.
		*Give the correct form of the verbs in brackets.
		*Ask questions which the underlined words answer.
		2 to 3 sentences  A passage with 3 to 4 verbs in brackets  not more than 2 questions
4	OR	<b><u>Phonology</u></b>
		*Classify the following words according to the pronunciation of the final /S/.
		*Classify the following words according to the pronunciation of the final /ed/.
		*Classify the following words according to the stressed syllable
		*Classify the following words according to the number of the syllables.
		*Circle or write the silent letter in each of the following words.
		*Match pairs that rhyme.
		4 words          2 pairs

<b>5 OR</b>	<b><u>Discourse</u></b>		
	*Fill in the gaps with words from the list given.		4 gaps
	*Fill in the gaps with only 4 words from the list given.		Provide more words than gaps. <b>(6 words)</b>
	*Reorder the following sentences to get a coherent passage.		4 statements
	*Imagine what <b>A</b> or <b>B</b> says, and complete the following dialogue.		3 utterances

**Part II Written Expression**

Criteria	relevance	Semantic coherence	Correct use of English	Excellence ( vocabulary and creativity)	Final score
<b>LPh</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>5 pts</b>

**PART 2 – WRITTEN EXPRESSION**

**Both topics should be stated in terms of a situation of communication in which the candidates reinvest and make use of the appropriate resources.**

**Whether guided or free, the statement of the communication situation should comprise the following aspects :**

- A statement of the problem situation.
- The target audience
- The objective
- The task
- The length of the composition

**Example:**

**Choose one of the following topics:**

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

In your city, statistics show that most consumers are unaware of the negative effects of the fake goods they buy. As a member of a consumers' association write a newspaper article of about 80 to 120 words in which you sensitise your fellow citizens about the dangers of fake goods on their health, security, welfare and environment.

**Make the best use of the following notes : (...)**

**Or topic 2: ( free and related to one of the other themes in the curriculum)**

In your city, statistics show that most consumers are unaware of the negative effects of the fake goods they buy. As a member of a consumers' association write a newspaper article of about 80 to 120 words in which you sensitise your fellow citizens about the dangers of fake goods on their health, security, welfare and environment.

<b>The situation problem</b>	In your city, statistics show that most consumers are unaware of the negative effects of the fake goods they buy
<b>The target audience</b>	fellow citizens
<b>The objective</b>	sensitise fellow citizens / consumers about the dangers of fake goods on their health, security, welfare and environment.
<b>The task</b>	write a newspaper article
<b>The length of the article</b>	about 80 to 100 words

**ASSESSMENT GRID:**

<b>CRITERIA</b>	<b>INDICATORS</b>
<b>1. RELEVANCE</b>	<p>Testee's production aligns with the situation requirements :</p> <ul style="list-style-type: none"> <li>• format: letter / e-mail / invitation / instructions / newspaper article</li> <li>• objective: to inform/ to describe/to complain / to sensitise / to advise / to warn ...</li> <li>• target audience: fellow citizens / consumers</li> <li>• target language: functional language and vocabulary related to the topic</li> </ul>
<b>2. COHERENCE</b>	<ul style="list-style-type: none"> <li>- Use of meaningful sentences.</li> <li>- Use of appropriate connectors, time indicators etc.</li> <li>- Logical organisation and development of ideas.</li> </ul>
<b>3. USE OF LINGUISTIC RESOURCES</b>	<ul style="list-style-type: none"> <li>- Correct use of grammar: tenses , word-order, subject-verb agreement etc .</li> <li>- Use of simple, compound and complex sentences.</li> <li>- Correct use of mechanics: spelling, capitalization and punctuation.</li> </ul>
<b>4.EXCELLENCE ( creativity + vocabulary wealth)</b>	<ul style="list-style-type: none"> <li>- Originality and creativity: New ideas, varied vocabulary items, absence of redundancy.</li> </ul>

**NB: Topic 1: Guided : Notes are provided**

**Topic 2: Free: Notes are not provided**

**Sc Exp, TM, M et GE**

**Part I : Reading**

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

**Comprehension**

Type of activities		Number of activities	
1	OR	<p><b><u>Type of text</u></b> *The text is a... a) letter b) conversation...</p>	<p><b>04 statements</b></p> <p><b>03 to 04 statements</b></p> <p><b>03 statements</b></p>
		<p><b><u>T / F statements</u></b> *Are the following statements true or false? Write <b>T</b> or <b>F</b> next to the letter corresponding to the statement.</p> <p>* Are the following statements true or false? Write T or F next to the letter corresponding to the statement and correct the false one(s).</p>	
		<p><b><u>MCQ</u></b> *Write the letter that corresponds to the right answer.</p>	
2	OR	<p><b><u>Paragraph identification</u></b> *In which paragraph is it mentioned that...? <b>OR</b> *In which paragraph</p>	Identifying <b>2</b> paragraphs
		<p><b><u>Sentence order</u></b> * Read the text and put the following ideas in the order they</p>	3 to 4 ideas
		<p><b><u>Table completion</u></b> *Fill in the following table with information from the text.</p>	4 items to be included in the table
3		<p><b><u>Answering comprehension questions</u></b> *Answer the following questions according to the text.</p>	<p>* include <b>ONE inference</b> question</p> <p>3 questions</p>
4		<p><b><u>Cohesive markers</u></b> *Who or what do the underlined words refer to in the text?</p>	<p>Not to limit the selection to referents that immediately follow their</p> <p>2 to 3 words</p>
5	OR	<p><b><u>Title</u></b> *Copy the title you think is the most appropriate.</p>	Not more than three titles suggested
		<p><b><u>General idea</u></b> *Choose the general idea of the text.</p>	Not more than three general ideas suggested
		<p><b><u>Type of discourse</u></b> *The text is... <b>a)</b> descriptive <b>b)</b> narrative <b>c)</b> argumentative <b>d)</b> prescriptive.</p>	To be given if there is <b>only one</b> type of discourse in the text.



**B) Text Exploration**

Type of activities		Number of activities
1	OR	<b><u>Lexis</u></b>
		*Find in the text words or phrases that are closest in meaning to the following.
		* Find in the text words or phrases that are opposite in meaning to
		*Match the following words with the corresponding synonyms/opposites/definitions.
		* Find words in the text whose definitions follow.
		2 to 3 words to be found  Specify the paragraph for each word.
2	OR	<b><u>Morphology</u></b>
		*Complete the chart as shown in the example.
		*Divide the following words into roots and affixes.
		*Give the opposites of the following words keeping the same root.
		2 to 3 words(from the text) to be derived/divided into roots and affixes
3	OR	<b><u>Grammar</u></b>
		*Rewrite sentence <b>B</b> so that it means the same as sentence <b>A</b> .
		* Combine each pair of sentences with <b>one</b> of the connectors provided. Make changes where necessary.
		*Combine each pair of sentences with the connectors given between brackets. Make changes where necessary.
		*Give the correct form of the verbs in brackets.
		*Ask questions which the underlined words answer.
		2 sentences  A passage with 3 to 4 verbs in brackets  not more than 2 questions
4	OR	<b><u>Phonology</u></b>
		*Classify the following words according to the pronunciation of the final /S/.
		*Classify the following words according to the pronunciation of the final /ed/.
		*Classify the following words according to the stressed syllable
		*Classify the following words according to the number of the syllables.
		*Circle or write the silent letter in each of the following words.
		*Match pairs that rhyme.
		4 words          2 pairs

<b>5</b>	<b>OR</b>	<b><u>Discourse</u></b>		
		*Fill in the gaps with words from the list given.		4 gaps
		*Fill in the gaps with only 4 words from the list given.		Provide more words than gaps. <b>(6 words)</b>
		*Reorder the following sentences to get a coherent passage.		4 statements
		*Imagine what <b>A</b> or <b>B</b> says, and complete the following dialogue.		3 utterances

**Part II Written Expression**

Criteria	relevance	Semantic coherence	Correct use of English	Excellence ( vocabulary and creativity)	Final score
S.exp, M, TM, GE	1	1	2	1	5 pts

**PART 2 – WRITTEN EXPRESSION**

**Both topics should be stated in terms of a situation of communication in which the candidates reinvest and make use of the appropriate resources.**

**Whether guided or free, the statement of the communication situation should comprise the following aspects :**

- A statement of the problem situation.
- The target audience
- The objective
- The task
- The length of the composition

**Example:**

**Choose one of the following topics:**

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

In your city, statistics show that most consumers are unaware of the negative effects of the fake goods they buy. As a member of a consumers' association write a newspaper article of about 80 to 120 words in which you sensitise your fellow citizens about the dangers of fake goods on their health, security, welfare and environment.

**Make the best use of the following notes : (...)**

**Or topic 2: ( free and related to one of the other themes in the curriculum)**

In your city, statistics show that most consumers are unaware of the negative effects of the fake goods they buy. As a member of a consumers' association write a newspaper article of about 80 to 120 words in which you sensitise your fellow citizens about the dangers of fake goods on their health, security, welfare and environment.

<b>The situation problem</b>	In your city, statistics show that most consumers are unaware of the negative effects of the fake goods they buy
<b>The target audience</b>	fellow citizens
<b>The objective</b>	sensitise fellow citizens / consumers about the dangers of fake goods on their health, security, welfare and environment.
<b>The task</b>	write a newspaper article
<b>The length of the article</b>	about 80 to 100 words

**ASSESSMENT GRID:**

CRITERIA	INDICATORS
<b>1. RELEVANCE</b>	Testee's production aligns with the situation requirements : <ul style="list-style-type: none"> <li>• format: letter / e-mail / invitation / instructions / newspaper article</li> <li>• objective: to inform/ to describe/to complain / to sensitise / to advise / to warn ...</li> <li>• target audience: fellow citizens / consumers</li> <li>• target language: functional language and vocabulary related to the topic</li> </ul>
<b>2. COHERENCE</b>	- Use of meaningful sentences. - Use of appropriate connectors, time indicators etc. - Logical organisation and development of ideas.
<b>3. USE OF LINGUISTIC RESOURCES</b>	- Correct use of grammar: tenses, word-order, subject-verb agreement etc . - Use of simple, compound and complex sentences. - Correct use of mechanics: spelling, capitalization and punctuation.
<b>4.EXCELLENCE (creativity + vocabulary wealth)</b>	- Originality and creativity: New ideas, varied vocabulary items, absence of redundancy.

**NB: Topic 1: Guided : Notes are provided**

**Topic 2: Free: Notes are not provided**