

| Keys to subject 1 (Kepler 452b) |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |      |        |            |                 |           |       |    |   |   |     |     |
|---------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------|--------|------------|-----------------|-----------|-------|----|---|---|-----|-----|
| <b>15pts</b><br><b>08points</b> |                 | <b>Part One: Reading</b><br><b>A/ Comprehension</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |      |        |            |                 |           |       |    |   |   |     |     |
| 1pt                             | 1pt             | 1. C . <b>expository</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |      |        |            |                 |           |       |    |   |   |     |     |
| 2pts                            | 0.5×4           | 2. A. (c) B. (b) C. (a) D. (b)                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |      |        |            |                 |           |       |    |   |   |     |     |
| 3pts                            | 01×3            | 3. a. Kepler 452b is situated in the Goldilocks zone.<br>b. The components of the Kepler 452b might be: rocks, a thick atmosphere and a significant amount of water.<br>( for one component: 0.5pt and for more than one component 01pt.)<br>c. The discovery of Kepler 452b will give scientists a glimpse into how the Sun's age will eventually affect Earth.<br><b>Or:</b> It will help scientists predict what the Earth will undergo more than a billion years from now. (accept <b>one</b> of them). |        |      |        |            |                 |           |       |    |   |   |     |     |
| 1pt                             | 1pt             | 4. In the first paragraph. In paragraph one.                                                                                                                                                                                                                                                                                                                                                                                                                                                                |        |      |        |            |                 |           |       |    |   |   |     |     |
| 1pt                             | 0.5×2           | 5. a. Kepler 452b / the most Earth-like planet<br>b. star / sun                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |      |        |            |                 |           |       |    |   |   |     |     |
| <b>07points</b>                 |                 | <b>B/ Text Exploration</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |      |        |            |                 |           |       |    |   |   |     |     |
| 1pt                             | 0.5×2           | 1. a. the same / like b. lost                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |      |        |            |                 |           |       |    |   |   |     |     |
| 1.5pts                          | 0.5×3           | 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |      |        |            |                 |           |       |    |   |   |     |     |
|                                 |                 | <table border="1"> <thead> <tr> <th>Prefix</th><th>Root</th><th>Suffix</th></tr> </thead> <tbody> <tr> <td>dis</td><td>appear</td><td>ance</td></tr> <tr> <td>under</td><td>go</td><td>/</td></tr> <tr> <td>/</td><td>age</td><td>ing</td></tr> </tbody> </table>                                                                                                                                                                                                                                           | Prefix | Root | Suffix | dis        | appear          | ance      | under | go | / | / | age | ing |
| Prefix                          | Root            | Suffix                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |      |        |            |                 |           |       |    |   |   |     |     |
| dis                             | appear          | ance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |      |        |            |                 |           |       |    |   |   |     |     |
| under                           | go              | /                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |      |        |            |                 |           |       |    |   |   |     |     |
| /                               | age             | ing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |      |        |            |                 |           |       |    |   |   |     |     |
| 1.5pts                          | 0.5×3           | 3. b1. The discovery of Kepler 452b <b>has been</b> confirmed (by NASA).<br>b2. Caldwell says that Kepler 452b could be experiencing now what the Earth will undergo.<br>b3. I wish I <b>could</b> set foot on the Moon someday.                                                                                                                                                                                                                                                                            |        |      |        |            |                 |           |       |    |   |   |     |     |
| 1pt                             | 0.25×4          | 4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |      |        |            |                 |           |       |    |   |   |     |     |
|                                 |                 | <table border="1"> <thead> <tr> <th>/s/</th><th>/z/</th><th>/ɪz/</th></tr> </thead> <tbody> <tr> <td>candidates</td><td>stars – travels</td><td>practices</td></tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                       | /s/    | /z/  | /ɪz/   | candidates | stars – travels | practices |       |    |   |   |     |     |
| /s/                             | /z/             | /ɪz/                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |      |        |            |                 |           |       |    |   |   |     |     |
| candidates                      | stars – travels | practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |      |        |            |                 |           |       |    |   |   |     |     |
| 2pts                            | 0.5×4           | 5. 1. defined 2. astronomical 3. moon 4. Satellite                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |      |        |            |                 |           |       |    |   |   |     |     |
| <b>05points</b>                 |                 | <b>Part Two: Written Expression.</b><br><b>Topic one:</b> form: 3 pts<br>content: 2 <b>pts</b><br><b>Topic two:</b> form: 2.5 pts<br>content: 2.5 pts                                                                                                                                                                                                                                                                                                                                                       |        |      |        |            |                 |           |       |    |   |   |     |     |

| العلامة              |                          | عناصر الإجابة (When I was a student...)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
|----------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|-----------------|-----------|--------------------------|-----------------------|------------|----------------------|---------------------------|----------------------|------------------------|---------------------------|
| مجموع                | مجزأة                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| <b>08pts</b>         |                          | <b>Part One: Reading</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
|                      |                          | <b>A- Comprehension</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| 02pts                | (0.5x4)                  | 1. a- F b- T c- F d- F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| 01pt                 | (0.5x2)                  | 2. a- §2 b- §3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| 03pts                | (1x3)                    | 3. a- He would go to the card catalogue, find a book, write the quote from it, and finally incorporate that into his paper.<br><b>Or:</b> He had to read different sources to find what to quote.<br>(accept any similar answer.)<br>b- It can become hard to navigate between social and educational media use.<br><b>Or:</b> It is hard to distinguish between collaboration and appropriating some else's work.<br>c- It is a kind of a theft. <b>Or:</b> we pass someone else's words off as ours.<br><b>Or:</b> We don't have the permission to copy someone else's words. |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| 01pt                 | (0.5x2)                  | 4. a- business schools b- educators / teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| 01pt                 | 01pt                     | 5. Title: a. Has Technology Killed Academic Integrity?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| <b>07pts</b>         |                          | <b>B- Text Exploration</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| 01.5pt               | (0.5x3)                  | 1. a- incorporate b- collaboration / teamwork c- transmit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| 1.5pt                | (0.25x6)                 | 2. <table border="1"> <thead> <tr> <th>Verb</th><th>Noun</th><th>Adjective</th></tr> </thead> <tbody> <tr> <td>to expect</td><td>expectation / expectancy</td><td>////////////////////</td></tr> <tr> <td>to succeed</td><td>////////////////////</td><td>successful / unsuccessful</td></tr> <tr> <td>////////////////////</td><td>progression / progress</td><td>progressive / progressing</td></tr> </tbody> </table>                                                                                                                                                        | Verb         | Noun          | Adjective       | to expect | expectation / expectancy | ////////////////////  | to succeed | //////////////////// | successful / unsuccessful | //////////////////// | progression / progress | progressive / progressing |
| Verb                 | Noun                     | Adjective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| to expect            | expectation / expectancy | ////////////////////                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| to succeed           | ////////////////////     | successful / unsuccessful                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| //////////////////// | progression / progress   | progressive / progressing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| 1pt                  | (0.5x2)                  | 3. a- The process of copying is <b>so</b> easy <b>that</b> students download the quote.<br>b- Ethical principles will be maintained , <b>providing that</b> educators transmit the traditions of ethical thinking to each generation of students .<br><b>Providing that</b> educators transmit the traditions of ethical thinking to each generation of students, ethical principles will be maintained.                                                                                                                                                                        |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| 01pt                 | (0.25x4)                 | 4. <table border="1"> <thead> <tr> <th>One syllable</th><th>Two syllables</th><th>Three syllables</th></tr> </thead> <tbody> <tr> <td>core</td><td>website</td><td>ethical - downloading</td></tr> </tbody> </table>                                                                                                                                                                                                                                                                                                                                                            | One syllable | Two syllables | Three syllables | core      | website                  | ethical - downloading |            |                      |                           |                      |                        |                           |
| One syllable         | Two syllables            | Three syllables                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| core                 | website                  | ethical - downloading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| 02pts                | (0.5x4)                  | 5. d-1 b-2 a-3 c-4<br>or: d-1 b-2 c-3 a-4<br>(even if punctuation and capitalization are not respected (c-3 a-4), the passage makes sense.)                                                                                                                                                                                                                                                                                                                                                                                                                                     |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |
| <b>05pts</b>         |                          | <b>Part Two. Written Expression</b><br><b>Topic one:</b> form: 3 pts content: 2 pts<br><b>Topic two:</b> form: 2.5 pts content: 2.5 pts                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |               |                 |           |                          |                       |            |                      |                           |                      |                        |                           |