الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

الديوان الوطني للامتحانات والمسابقات

امتحان بكالوريا التعليم الثانوي — الدورة: 2026

الشعبة: لغات أجنبية

اختبار في مادة: اللغة الإنجليزية — المدة: 03 سا و30 د

على المترشح أن يختار أحد الموضوعين الآتيين:

الموضوع الأوّل

Part One: Reading. **(14 points)**

A/ Comprehension. **(07 points)**

Read the text carefully to do the activities.

During the Roman period, specifically in the fourth century A.D, the schools of Thagaste and Madauros were two of the most prominent ones in Algeria. **They** became well-known due to the nature of their educational programme applied in the learning process. These institutions represented a fundamental cornerstone in shaping and refining the intellectual character of a number of African literary elites who trained and studied there. Thanks to the strength of their instructions, these schools enabled writers to leave a clear imprint and a significant legacy on Latin literature.

The spread of these schools in Africa coincided with Roman policy **whose** objective was to establish such institutions throughout the settlements. This expansion aimed to meet the needs of Roman citizens and Italian settlers, while also serving as an instrument for the diffusion of Romanization among Africans. Through these schools, Rome sought to disseminate the ideals of the Roman cities and implement its settlement and pacification policy.

Access to education, however, was not open to all. **It** remained largely restricted to a specific social class – members of the local elite or the sons of landowners – who could afford the considerable expenses of schooling. Their primary motivation was to secure prestigious administrative positions for their children within the Roman system or to ensure their upward mobility within the Roman social hierarchy.

Adapted from: "Science, Education and Innovation in the Context of Modern Problems" Issue 10, Vol. 8.2025 - by Hassina Hallak.

1. ***Identify the type of the text.***
   The text is: **a-** an academic journal article **b-** a web article **c-** a letter.
2. ***Identify the paragraphs in which the following ideas are mentioned.***
   a- Rome used schools to spread its culture in Africa.
   b- The schools of Thagaste and Madauros contributed to the excellence of African intellectuals.
3. ***Answer the following questions according to the text.***
   a- What made the schools of Thagaste and Madauros famous?
   b- What did the schools allow the writers to do?
   c- Was education accessible to all during the Roman period in Africa? Justify.
4. ***Find what or who the underlined words in the text refer to.***
   a- hey (§1) …… **b-** whose (§2) …… **c-** It (§3)……..
5. ***Give a suitable title to the text.***

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B/ Text Exploration. **(07 points)**

1. ***Find in the text words or phrases whose definitions follow:***

a- A period of one hundred years. (§1)

b- To spread information, knowledge, etc, so that it reaches many people. (§2)

c- Connected with society. (§3)

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

enable - settlement - represented

prefix	root	suffix

3. ***Ask questions which the underlined words answer.***

a- Rome wanted <u>to disseminate the ideals of the Roman cities.</u>

b- The schools of Thagaste and Madauros were established <u>in Souk Ahras.</u>

4. ***Classify the following words according the pronunciation of the final 'ed'.***

represented - established - studied - applied

/t/	/d/	/ɪd/

5. ***Fill in the gaps with only 4 words from the list given.***

teachers - available - reflect - either - students - neither

The nature of education in the school of Madauros can be reconstructed through the educational stages of Augustine as recounted in his Confessions. These stages largely **……(1)……**the standard school system across the provinces of the Roman world. After the primary stage, **……(2)……** would continue their education up to the age of sixteen at most, **……(3)……** in their hometown if secondary education was **……(4)……** or in a neighbouring town.

Part Two: Written Expression. (06 points)

Choose only <u>ONE</u> of the following topics.

<u>Topic One:</u>

There is a great deal of discussion about the role of Roman schools in shaping the African culture. Some claim that the Roman civilization did not have any influence on the African culture. As a member of the cultural club of your school, write an opinion article of about 80 to 120 words for your club magazine in which you highlight the role of the Roman schools in Africa, namely Algeria.

Make the best use of the following notes:

- Teaching Roman culture (Latin language / law / philosophy)
- Integrating the Africans into the Roman empire
- Mixing the Roman traditions with the African ones.
- Helping preserve classical knowledge in Africa (philosophy, arts and civic values)

<u>Topic Two:</u>

You have recently taken an exam and noticed that some of your classmates have used the Artificial Intelligence (AI) to cheat. You felt disappointed and decided to react. Write an article of about 80 to 120 words for your school journal to denounce such an unethical practice.

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الموضوع الثّاني

Part One: Reading. (14 points)

A/ Comprehension. (07 points)

Read the text carefully to do the activities.

Child labour refers to work that children perform under the legal minimum working age or in conditions that harm their health, safety, or morals. **It** includes tasks that deprive them of their potential, dignity and education. Yet, not all work is considered child labour, age-appropriate chores or part-time jobs that do not interfere with schooling can be beneficial.

Deep social and economic issues force children to work, with poverty as the main cause. Families in hardship may depend on a child's income to survive, especially when adults cannot find decent work. Other factors include weak laws, cultural acceptance of child work, and crises like conflicts or disasters.

Child labour causes lasting harm to children's health, development, and future. Many work in dangerous places like mines, farms, or factories, **where** they are exposed to toxic chemicals, unsafe tools, and harsh conditions. This often leads to injuries, illness, or even death, with some children suffering permanent disabilities.

The damage is not just physical. Child labour also causes emotional trauma. Children may face abuse and stress leading to long-term mental health issues.

Despite years of campaigns, child labour remains a major global issue. However, by tackling the root causes of child labour, reporting exploitation, and demanding accountability, we can ensure all children have the chance to learn, grow, and enjoy childhood free of exploitation.

Adapted from: https: //thefreedomhub.org/child-labour-the-reality.

1. ***Choose the answer to complete each statement.***

A- Social and economic difficulties …….. children to work.
a- help **b-** oblige **c-** hinder

B- Poor families survive thanks to the …….. salary.
a- adults' **b-** people's **c-** child's

C- Children often work in ……. settings.
a- harmful **b-** safe **c-** enjoyable

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

a- Factors that drive children to child labour.
b- Actions which can be taken to put an end to child labour.

3. ***Answer the following questions according to the text.***

a- Are all jobs harmful for children? Justify
b- What mental impact does child labour have on children?
c- How can we fight child labour?

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

a- It (§1)…….. **b-** where (§3)……..

5. ***Give the general idea of the text.***

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B/ Text Exploration. **(07 points)**

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

a- difficulty (§2) **=** …….. **b-** guarantee (§5) **=**……

2. ***Give the opposites of the following words keeping the same root.***

legal - moral - lead

3. ***Complete sentence (b) so that it means the same as (a).***

1- a- Child labour can cause emotional trauma.
b- Emotional trauma ……..……

2- a- Many families regret they forced their children to work.
b- Many families wish ……

4. ***Classify the following words according to the pronunciation of the final 's'.***

conditions - causes - conflicts - families

/s/	/z/	/ɪz/

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

a- Besides, for parents who are struggling to keep their families afloat,
b- Long strenuous workdays leave them exhausted and unable to attend classes.
c- sending kids to school is a luxury they cannot afford.
d- It is true that children who work do not often get a proper education.

Part Two: Written Expression. (06 points)

Choose only <u>ONE</u> of the following topics.

<u>Topic One:</u>

You watched a TV documentary on children under 15 who were exploited in sweatshops under harsh conditions. You were deeply moved by such a situation. You decided to react. Write an opinion article of about 80 to 120 words for the local newspaper to suggest possible actions to combat child labour.

Make the best use of the following notes:

- Laws / punish / child exploitation
- Families / financial aid / social programmes
- Report exploitation / raise public awareness

<u>Topic Two:</u>

You recently read an article in a blog. Its author denied any contribution of the ancient civilizations for humanity. As a member of an archaeological association, you felt disappointed and decided to react. Write an article of about 80 to 120 words as a response to the author in which you highlight the major contributions of ancient civilizations to the development of mankind.

انتهى الموضوع الثّاني

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عناصر الإجابة للموضوع الأول (During the Roman period...)	العلامة مجزأة	العلامة مجموع
PART ONE: READING		**14 pts**
A/ Comprehension		**07 pts**
1- The text is: a- an academic journal article.	0.5	**0.5**
2- Identifying paragraphs a- §2 b- §1	0.5 x2	**01**
3- Answering questions		**3**
a- The nature of their educational programme applied in the learning process.	1	
b- They enabled them to leave a clear imprint and a significant legacy on Latin literature.	1	
c- No, it was not. / No. **Justification**: "Access to education was not open to all. It remained largely restricted to a specific social class." (**0.25 for No and 0.75 for justification**)	1	
4- Cohesive markers		**1.5**
a- They (§1): the schools of Thagaste and Madauros	0.5 x3	
b- whose (§2): Roman policy		
c- It (§3): access to education / education		**1**
5- The Title : "The Role of Thagaste and Madauros Schools in the Roman Period" (**Accept any logical title.**)	1	
B/ Text Exploration		**07 pts**
1- Lexis. a- century **b-** disseminate **c-** social	0.5 x3	**1.5**
2- Morphology.		**1.5**

Prefix	Root	Suffix
en	able	//////
//////	settle	ment
re	present	ed

0.5 x3

3- Asking questions		**1**
a- What did Rome want?	0.5 x2	
b- Where were the schools of Thagaste and Madauros established?		
4- Phonology		**1**

/t/	/d/	/ɪd/
established	studied / replied	represented

0.25 x4

5- Discourse: 1) reflect 2) students 3) either 4) available	0.5 x4	**2**
PART TWO: Written expression		**6 pts**

Criteria	*relevance*	*semantic coherence*	*correct use of English*	*Excellence (vocabulary & creativity)*	*Final score*
LE	1.5	1	2	1.5	6 points

6

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العلامة		عناصر الإجابة للموضوع الثاني (Child labour refers to...)
مجموع	مجزأة	
14 pts		**Part One: Reading.**
07 pts		**A/ Comprehension**
1,5	0,5x3	**1- Choose the correct answer:** **A-** b **B-** c **C-** a
0,5	0,25x2	**2- Identifying paragraphs :** **a-** § 2 **b-** § 5
		3- Answering Questions
3	1	**a-** No, not all jobs are. / No. **Justification**: "…not all work is …can be beneficial." (**0.25 for No and 0.75 for justification**)
	1	**b.** Child labour causes emotional trauma; children may face abuse and stress leading to long term mental health issues.
	1	**c.** by tackling the root causes …and demanding accountability.
1		**4- Cohesive markers:**
	0,5x2	**a-** It (§1): child labour **b-** where (§3): dangerous places / mines, farms or factories./ dangerous places like mines, farms or factories
1	1	**5- The general idea** Child labour has a serious impact on children's lives and future. **(Accept any logical answer.)**
07 pts		**B/ Text Exploration**
0,5	0,25x2	**1- Lexis** **a-** hardship **b-** ensure
1,5	0,5x3	**2- Morphology** illegal - immoral - mislead
2		**3- Syntax**
	1x2	**1) b.** Emotional trauma can be caused by child labour. **2) b.** Many families wish they had not forced their children to work**.**
1		**4- Phonology**
	0,25x4	/s/: conflicts; /z/: Conditions /families; /ɪz/: causes
2		**5- Reordering sentences**
	0, 5x4	**d** - b - a - c **0.5** (0.5) (0.5) (0.5)
06 pts		**Part Two: Written Expression.**
	6	*Criteria* / *Relevance* / *Semantic coherence* / *Correct use of English* / *Excellence (vocabulary and creativity)* / *Final score* LE / 1.5 / 01 / 02 / 1.5 / 06

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