

الاسم:  
الرقم:

مسابقة في مادة اللغة الإنكليزية  
المدّة: ثلاث ساعات

### Part One: Reading Comprehension

(Score: 12/20)

*In the following selection, the writer reports the issue of bullying among teenagers. Read it carefully, and then answer the questions that follow.*

#### Words That Wound

1 Brian Head saw only one way out. On the final day of his life, the 15-year-old boy stood up and pointed a semi-automatic handgun at himself. Before he pulled the trigger, he said his last words, "I cannot take **this** anymore."

2 Brian's father, William Head, has no doubt why his only child chose to take his life in front of his classmates, five years ago. Brian wanted everyone to know the source of his pain, the suffering he could no longer endure. As a teenager, overweight with thick glasses, he had been regularly abused by school bullies since elementary school. Death was the only relief he could imagine. "Children cannot take appropriate decisions or deal with troubles. They are trapped," says Head.

3 After his son's death, William Head became an activist against bullying and founded an organization called Kids Hope to prevent others from suffering as Brian had. However, bullying claimed another victim in a small town: 13-year-old Jim Belluardo. On the bus ride home from school, Jim's neighbor, 15-year-old Jonathan Miller, taunted him and threw rolls of paper at him. He followed Jim off the school bus, hit the younger boy in the back of the head, and kicked him in the stomach. Jim spent the last two days of his young life in a coma before dying of his injuries. Miller, it turns out, had been suspended nearly 20 times for offenses such as pushing and teasing other students and cursing at a teacher. He is now serving a life sentence for first-degree murder while his case is on appeal.

4 Bullying does not have to result in death to be harmful. Bullying and harassment are major distractors from learning, according to the National School Safety Center. Victims' grades suffer, and fear can lead to chronic absenteeism or dropping out. Bullies also affect children who are not victimized: Bystanders feel guilty and helpless for not standing up to the bully. They feel unsafe, unable to take action, and drawn into bullying behavior by peer pressure.

5 Much bullying goes on in so-called transition areas where there is little or no adult supervision: hallways, locker rooms, restrooms, cafeterias, playgrounds, buses, and bus stops. When abuse happens away from adult eyes, it is hard to prove that the abuse occurred. Often, though, bullies harass their victims in the open, in full view of teachers and other adults. Some teachers ignore the behavior, indirectly letting it happen. However, even when adults try to deal with the problem, they sometimes make things worse for the victim by not handling the situation properly. Confronting bullies in front of their peers only enhances the bullies' prestige and power. Moreover, bullies often increase the abuse after being disciplined. "People know it happens, but there is no structured way to deal with it," says Nancy Mullin-Rindler, an associate director of the Project on Teasing and Bullying. "There is a lot of confusion about what to do and what the best approach is," she adds.

6 Societal expectations play a part in adult reaction to childhood bullying. Many teachers and administrators believe that bullying is a normal part of childhood and that children are better off working out such problems on their own. "However, this belief sends a dangerous message to children," says Head. Telling victims that they must protect themselves from bullies shows children that adults cannot and will not protect them. "In addition," he points out, "it is an attitude adults would never tolerate for themselves."

7 Ignoring bullying is only part of the problem. Some teachers go further by blaming the victims for their abuse and letting their own dislike for the victimized child show. "There is a lot of secret admiration for the bullies," says Eileen Faucette whose daughter was teased so badly in the classroom to an extent she was afraid to go to the blackboard or raise her hand to answer a question. The abuse happened in front of her teacher, who did nothing to stop it.

8 Changes are coming; five months after Brian's death, the legislators passed an anti-bullying law. The law defines bullying as "any willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so" or "any intentional display of force that gives the victim a reason to fear or expect immediate bodily harm." Schools are required to send students to an

alternative school if they commit a third act of bullying in a school year. The law also requires school systems to adopt anti-bullying policies and to post the policies in intermediate and secondary schools.

**9** Head was consulted by the legislators who sponsored the proposed law, but he believes that the measures do not go far enough. He urges schools to treat bullying as a violation of the criminal law against attack, stealing, and threatening, and to call the police when the law is broken.

**10** He knows it is too late for Brian, but he continues to work, educate and emphasize on the devastating effects of bullying so that his son’s death will not have been in vain. “We should come clean and say what we have done in the past is wrong. Now we will guarantee that we will protect the rights of students,” says Head.

### Questions

**A. Answer each of the first five questions in 1-4 sentences in your own words.**

1. Based on Paragraph 2, what two reasons were behind Brian’s death? (0.5)
2. Based on Paragraphs 3 and 4, identify three harmful effects of bullying on those who are bullied. (0.75)
3. Based on Paragraph 5, explain how adults contribute to the problem of bullying. (01)
4. In reference to Paragraph 6, how does the writer view societal expectations? Justify. (01)
5. Based on Paragraphs 8 and 9, comment on the law legislated against bullying. (01)
6. What does each of the following words, **bold-typed** in the selection, refer to? (0.75)
  - a. **this** (Paragraph 1)
  - b. **it** (Paragraph 7)
  - c. **so** (Paragraph 8)

**B. Answer the following questions in complete sentences.**

1. What is the thematic relation between Paragraphs 1 and 10? Explain (01)
2. What type of irony is there in Paragraph 7? Justify your answer. (01)
3. Identify two types of audience, other than the general reader, that might be interested in reading the selection above. Then mention the interest each one finds in it. (01)

**C. The table below reveals the bullying notifications of 490 students in Cycle 3, as reported in a study by the University of British Columbia. Read it, and then answer the question that follows in 3-4 sentences.** (02)

<b>Bullying Notification</b>					
Notification	Telling Parents	Telling Friends	Telling Teachers	Telling Police	Telling Bully to Stop
Percentage	32%	37%	21%	5%	29%

**What conclusion can be deduced from the statistics mentioned in the table above?**

**Provide evidence.**

**D. Each of the following extracts (A and B) is the correct part that completes ONE paragraph in the selection. Read them carefully, and then choose from paragraphs (3-7) the one that correctly fits with each extract.** (01)

**Extract A:** *Any time there is a climate of fear, the learning process will be compromised.*

**Extract B:** *“If you go to work and get slapped on the back of the head, you will not expect your supervisor to say, ‘It is your problem—you need to learn how to deal with it yourself,’” says Head.*

**E. Refer to Paragraphs 3, 5, and 8, to find words that can best replace words underlined in the sentences below.** (01)

1. When the girl insulted her classmate on social media, she did not realize that other people would criticize her.
2. Implementing anti-bullying programs increases awareness among teenage students.
3. Some students use violent behavior to impose pain on others.
4. I cannot figure out how to display a comment to the abuser’s blog.

**Part Two: Writing (Choose ONE of the two prompts below.) (Score: 08/20)**

**Prompt A:** *“Aggression is often the result of experiencing or witnessing violence.” In a well-organized expository essay of 400-500 words, develop the above statement focusing on the role media, home, and/or society play(s) in making children become aggressive and violent. Then propose practical suggestions that curb such violence.*

**Prompt B:** *Today’s youth is tomorrow’s nation, so children must learn that they have an on-going process with the larger community. In doing so, they are given a sense of the importance of their unique contribution, and the value of their involvement in the world. In a well-organized persuasive essay of 400-500 words, discuss how vital it is to give children the values and ways necessary to lift them and their communities out of an insecure, neglected life.*

**Score: 3.5 for ideas and organization, 3.5 for language and style, and 01 for tidiness and legible handwriting**

المادة : لغة إنكليزية الشهادة : الثانوية فرع : آداب وإنسانيات المدة : ثلاث ساعات	أسس التصحيح
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### Words That Wound

Q	Answer Key	Score
I-A-1	<p>First, Brian suffered a lot at school because he was always teased by his friends for being an obese teenager with thick eyeglasses (Or: His friends used to make fun of his physical appearance). Second, being a teenager/child, he could not deal with the problem logically. Third, he was unable to endure pain.</p> <p><b>(Two are enough; 0.25 for each)</b></p>	0.5
I-A-2	<p>First, bullying leads to <u>death</u>. Second, it has <u>harmful physical effects</u> (body injuries). Third, it results in <u>distracting the bullied away from their studies and schools</u> (<u>lower grades, absenteeism, or dropping out of schools</u>).</p> <p><b>(0.25 for each)</b></p>	0.75
I-A-3	<p>Some teachers or other adults do not take into consideration the aggressive behaviors that they witness. In addition, they do not know how to deal with bullying; they make the situation worse because they are ignorant about the best method to deal with bullies, the fact that empowers the aggressive students. (The lack/absence of adults' controlled supervision is also a factor.)</p> <p><b>(The explanation should include at least two reasons; 0.5 for each)</b></p>	01
I-A-4	<p>The writer views societal expectations as something misleading (carries misconceptions/wrong beliefs, deceiving for the kids, or the source of the increased bullying). Teachers consider bullying something normal during childhood and that victimized children should deal with it on their own. Unfortunately, that puts children in a dangerous situation and makes them feel helpless.</p> <p><b>(0.5 for the view and 0.5 for the justification)</b></p>	01
I-A-5	<p>The legislated law only defines bullying as an action that causes bodily harm or injury. Moreover, it requires schools to adopt anti-bullying policies and display them inside the school area. However, this law doesn't satisfy the parents whose children died as a result of bullying, for they want it to be considered a crime and that the bullies should be identified as law breakers. Thus, the current law is not fair/effective enough according to many people. (Or: Thus, more work and support should be provided in order to legislate a fair (more effective/satisfactory) law.</p> <p><b>The positive and negative sides of the proposed law should be provided (0.5) and the final comment based on it should be also provided (0.5)</b></p>	01
I-A-6-a	<p>“this” refers to the situation Brian was suffering from; the abuse</p>	0.25
I-A-6-b	<p>“it” refers to the abuse</p>	0.25
I-A-6-c	<p>“so” refers to the “attempt or threat to inflict injury on another person”</p>	0.25
I-B-1	<p>Paragraph 1 introduces the problem of bullying in schools, and Paragraph 10 provides a solution: educating and emphasizing the effects of bullying in an</p>	01

	<p>attempt to protect the abused children. Therefore, the relation between the two paragraphs is that of problem-solution.</p> <p>Or Cause-effect relation. Paragraph 1 presents the death of Brian as a result of bullying. Paragraph 10 shows that his death urged Brian's father to be an activist against bullying among students.</p> <p><b>(0.5 for identification, 0.5 for explanation)</b></p>	
<b>I-B-2</b>	<p>Teachers are expected to play a supportive role and to protect the bullied children in schools. Moreover, they have to blame/punish/discipline the bullies for the aggressive actions. However, teachers indirectly admire the bullies and show dislike towards the victimized children. This reveals a situational irony (parents' expectations totally contradict with the teachers' attitude towards bullying.)</p> <p><b>(0.5 for identification, 0.5 for justification)</b></p>	<b>01</b>
<b>I-B-3</b>	<p>First, teachers might be interested in reading the selection because it highlights the important role that teachers should play in dealing with bullying which exists among teenagers. Second, law legislators because the selection shows the efforts taken in order to recognize bullying as a crime, and not only as an action which causes harm.</p> <p><b>0.5 for each (any other reasonable type with justification is acceptable)</b></p>	<b>01</b>
<b>I-C</b>	<p>The table provides statistics (statistical figures) on the ways bullied students use to inform others about bullying. In the first place comes the students who told their friends about the bullying they were subjected to (37%). Less numbers (32%) notified their parents about the abuse. As for telling the police and teachers, the percentages are 29% and 21%, respectively. However, only 8% told the police about such aggressive behaviors. Thus, students prefer to tell their friends about bullying, but informing the police is the last choice they think about.</p> <p><b>(0.5 for the introductory sentence, 01 for the analysis of the statistics, and 0.5 for the result)</b></p>	<b>02</b>
<b>I-D</b>	<p><b>Extract A</b> best completes Paragraph 4.  <b>Extract B</b> best completes Paragraph 6.  <b>(0.5 for each)</b></p>	<b>01</b>
<b>I-E-1</b>	taunted	<b>0.25</b>
<b>I-E-2</b>	enhance	<b>0.25</b>
<b>I-E-3</b>	inflict	<b>0.25</b>
<b>I-E-4</b>	post	<b>0.25</b>
<b>II-A</b>	Content and organization	<b>3.5</b>
<b>II-B</b>	Language and style	<b>3.5</b>
<b>II-C</b>	Tidiness and handwriting	<b>01</b>