

STUDENT NUMBER

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## ARABIC

### Written examination

Tuesday 20 October 2015

Reading time: 2.00 pm to 2.15 pm (15 minutes)

Writing time: 2.15 pm to 4.15 pm (2 hours)

### QUESTION AND ANSWER BOOK

#### Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>	<i>Suggested times (minutes)</i>
1 – Part A	2	2	15	30
– Part B	1	1	15	
2 – Part A	1	1	20	40
– Part B	1	1	10	
3	5	1	15	50
			Total 75	120

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and any printed monolingual and/or bilingual dictionary in one or two separate volumes. Dictionaries may be consulted during the reading time and also during the examination.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- No calculator is allowed in this examination.

#### Materials supplied

- Question and answer book of 17 pages, including **Assessment criteria** on page 17.

#### Instructions

- Write your **student number** in the space provided above on this page.
- Write all your answers in the spaces provided in this question and answer book. The spaces provided give you an idea of how much you should write.

**Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.**

**SECTION 1 – Listening and responding**

**Instructions for Section 1 – Part A**

**Texts 1 and 2, Questions 1 and 2 (15 marks)**

You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the questions in **ENGLISH**.

All answers **must** be based on the texts.

**TEXT 1 – Answer the following questions in ENGLISH.**

Responses in the wrong language will receive no credit.

You may make notes in this space.

**Question 1**

a. Why is the mother calling Fā'iz? 2 marks

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b. What does Fā'iz need to do before his mother arrives home? 2 marks

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c. Why will Fā'iz be ready in half an hour? 2 marks

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d. Who else will the mother contact and why? 2 marks

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**TEXT 2** – Answer the following questions in **ENGLISH**.  
Responses in the wrong language will receive no credit.

You may make notes  
in this space.

**Question 2**

**a.** What is the purpose of this interview? 3 marks

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**b.** Provide evidence from the interview, indicating what led to a moment of disappointment for Rāmī °Āshūr. 2 marks

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**c.** What surprised Rāmī °Āshūr about the consequences of the heat? 2 marks

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### Instructions for Section 1 – Part B

#### Text 3, Question 3 (15 marks)

You will hear one text. The text will be played twice. There will be a short break between the first and second playings of the text. You may make notes at any time.

Listen carefully to the text and then answer the questions in full sentences in **ARABIC**.

All answers **must** be based on the text.

**TEXT 3** – Answer the following questions in full sentences in **ARABIC**.  
Responses in the wrong language will receive no credit.

You may make notes  
in this space.

#### Question 3

a. To whom would this advertisement appeal?

إِلَى مَنْ يُوجَّهُ هَذَا الْإِعْلَانُ؟

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b. What makes this place unique?

مَا الَّذِي يَجْعَلُ هَذَا الْمَكَانَ مُمَيَّزًا؟

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c. How do visitors learn about the industries in the age of the Pharaohs?

كَيْفَ يَتَعَرَّفُ الزُّوَّارُ عَلَى الصَّنَاعَاتِ فِي عَهْدِ الْفِرَاعِنَةِ؟

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- d. What evidence indicates that souvenirs are available in the village?

مَاذَا يَدُلُّ عَلَى تَوْفُرِ الْبَضَائِعِ التِّذْكَارِيَّةِ فِي الْقَرْيَةِ؟

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You may make notes  
in this space.

## SECTION 2 – Reading and responding

## Instructions for Section 2 – Part A

## Text 4, Question 4 (20 marks)

Read the text and then answer the questions in ENGLISH.

All answers **must** be based on the text.

TEXT 4 – Answer the following questions in ENGLISH.

Responses in the wrong language will receive no credit.

You may make notes  
in this space.

## الإبريقُ الفارغُ

حَدَّثَنِي صَدِيقٌ قَائِلًا: كَثِيرًا مَا أَرَى إِبْرِيْقَ الشُّرْبِ فِي مَنْزِلِي أَوْ فِي مَنْزِلِ قَرِيبٍ أَوْ صَدِيقٍ فَارِعًا، فَأَتَذَكَّرُ قَوْلًا لِلْمَرْحُومِ وَالِدِي كَانَ يُرَدِّدُهُ عِنْدَمَا يَرَى الْإِبْرِيْقَ فَارِعًا، كَانَ يَقُولُ: "مَنْ هُوَ الْقَلِيلُ الْمُرْوَةِ الَّذِي شَرِبَ وَتَرَكَ الْإِبْرِيْقَ فَارِعًا؟"

إِنَّ حِكَايَةَ الْإِبْرِيْقِ الْفَارِعِ تَتَكَرَّرُ، رُبَّمَا فِي كُلِّ بَيْتٍ؛ وَالْأَتَانِيَّةُ وَالْإِهْمَالُ وَفَقْدَانُ النَّخْوَةِ وَالْمُرْوَةِ أَمْرَاضٌ اجْتِمَاعِيَّةٌ لَهَا مَسَاوِيْتُهَا وَأَضْرَارُهَا.

تَعَطَّلَتْ سَيَّارَةٌ أَحَدِهِمْ، فَأَوْقَفَهَا وَدَعَمَهَا بِحَجَرٍ لِيُصْعَفَ مَكَابِحَهَا. وَعِنْدَمَا انْتَهَى مِنْ إِصْلَاحِ الْعُطْلِ فِيهَا انْطَلَقَ وَتَرَكَ الْحَجَرَ فِي الطَّرِيقِ، فَجَاءَتْ سَيَّارَةٌ ثَانِيَّةٌ وَارْتَبَطَتْ بِسَيَّارَةِ أُخْرَى عِنْدَمَا حَاوَلَتْ أَنْ تَتَجَنَّبَ الْارْتِطَامَ بِالْحَجَرِ الَّذِي تَرَكَهُ صَاحِبِنَا، لِأَنَّهُ لَمْ يَرَ ضَرُورَةَ إِزَالَتِهِ مِنْ وَسْطِ الطَّرِيقِ مَا دَامَ هُوَ قَدْ قَضَى حَاجَتَهُ.

وَكَثِيرًا مَا يَسْتَعْمَلُ أَحَدُ أَفْرَادِ الْأُسْرَةِ إِحْدَى الْأَدَوَاتِ وَيَتْرُكُ لغيرِهِ أَنْ يُعِيدَهَا إِلَى مَكَانِهَا، مِنْ دُونِ أَنْ يُبَالِي بِالْبُلْبُلَةِ الَّتِي تَسُودُ الْمَنْزِلَ عِنْدَمَا لَا نَجِدُ الشَّيْءَ فِي مَحَلِّهِ.

وَقَدْ نَرَى هَذَا الْإِهْمَالَ يَتَكَرَّرُ فِي أَمَاكِنَ أُخْرَى كَالْمَصَانِعِ وَالْمُؤَسَّسَاتِ. وَهُوَ مِنْ التَّصَرُّفَاتِ الْمُرْعَجَةِ الشَّائِعَةِ الَّتِي تُضَيِّعُ الْوَقْتَ، وَتُرْهِقُ الْأَعْصَابَ، وَتُعْرِقُ الْعَمَلَ.

إِنَّ الْأَتَانِيَّةَ وَالْإِهْمَالَ وَعَدَمَ النَّخْوَةِ أَمْرَاضٌ اجْتِمَاعِيَّةٌ سَتَرْدَادٌ انْتِشَارًا إِذَا تَقَاعَسَتْ التَّرْبِيَّةُ فِي مُحَارَبَتِهَا، وَإِذَا لَمْ يُدْرَسِ الْأَهَالِي وَالْمُعَلِّمُونَ الْقِيَمَ الْإِنْسَانِيَّةَ وَالْاجْتِمَاعِيَّةَ، وَإِذَا تَابَعُوا التَّرْكِيزَ عَلَى أَهْمِيَّةِ التَّكْنُولُوجِيَا فَقَطْ؛ فَمَا قِيَمَةُ التَّقَدُّمِ الْعِلْمِيِّ إِذَا فَقَدَ الْإِنْسَانُ الْقِيَمَ الْإِنْسَانِيَّةَ وَالْاجْتِمَاعِيَّةَ؟

فِي الْبِدَايَةِ سَاوَرَنِي الْقَلْقُ مِنْ تَفَشِّي هَذِهِ التَّصَرُّفَاتِ فِي الْمَجْتَمَعِ؛ لَكِنْ سُرِعَانَ مَا طَرَدَهُ الْأَمَلُ عِنْدَمَا رَأَيْتُ أَنَّ الْكَثِيرِينَ لَا يَرْضَوْنَ أَنْ يَتْرُكُوا الْإِبْرِيْقَ فَارِعًا لِيَمْلَأَهُ غَيْرُهُمْ.

**Question 4**

**a.** According to the text, what are the disadvantages of negligence, selfishness and lack of generosity? 5 marks

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**b.** What solution does the author offer to address the disadvantages of negligence, selfishness and lack of generosity? 3 marks

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You may make notes  
in this space.

c. How does the author link technology, scientific progress and inconsiderate human behaviour? 3 marks

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d. Provide evidence from the text, indicating that the author still has faith in people. 2 marks

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e. List **two** examples that the author uses to describe selfishness. 2 marks

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You may make notes in this space.





### Instructions for Section 2 – Part B

#### Text 5, Question 5 (10 marks)

Read the text and then answer the question in full sentences in ARABIC.

All answers **must** be based on the text.

TEXT 5 – Answer the following question in full sentences in ARABIC.

Responses in the wrong language will receive no credit.

You may make notes in this space.

#### تَقْرِيرٌ أُنُورِ حَامِدٍ حَوْلَ الاسْتِهْلَاكِ وَتَلْوِيْثِ الْبِيئَةِ

أُعَادِرُ لُنْدُنَ مُتَوَجِّهًا إِلَى الشَّرْقِ الْأَوْسَطِ لِإِعْدَادِ تَقْرِيرٍ حَوْلَ قَضَايَا تَتَعَلَّقُ بِالتَّغْيِيرِ الْمُنَاخِيِّ وَأَثَارِهِ عَلَى الْمِنْطَقَةِ، وَمَدَى وَعِي النَّاسِ لِتِلْكَ الْأَثَارِ.

فِي أوروْبَا يَتَعَامَلُ الْمُوَاطِنُ الْعَادِيُّ مَعَ الْقَضِيَّةِ بِشَكْلِ شِبْهِ يَوْمِيٍّ: يَسْمَعُ عَنْهَا فِي بَرَامِجِ الْإِذَاعَةِ وَالتَّلْفِزِيُونِ، يَفْرَأُ عَنْهَا فِي الصُّحُفِ، يَرَاهَا فِي إِجْرَاءَاتِ السُّلْطَاتِ الْمَحَلِّيَّةِ، وَتَتَدَاخَلُ مَعَ أَسْطِ شُؤُونِ حَيَاتِهِ الْيَوْمِيَّةِ، حِينَ يُقْبِي بِالْقَمَامَةِ مَثَلًا.

لَكِنْ مَاذَا عَنِ الْعَالَمِ الْعَرَبِيِّ؟ هَلْ هَذِهِ الْقَضِيَّةُ حَاضِرَةٌ فِي حَيَاةِ الْمُوَاطِنِينَ الْيَوْمِيَّةِ، وَهَلْ تَحْظِي تَأْثِيرَاتُ تَغْيِيرِ الْمُنَاخِ بِأَوْلَوِيَّةٍ حَقِيقِيَّةٍ فِي اهْتِمَامَاتِهِمْ؟

إِنَّ تَرَاءَ الْأَفْرَادِ مَالِيًّا أَحَدُ أَعْدَاءِ الْبِيئَةِ فِي الْعَالَمِ. الْكَثِيرُ مِنَ السِّيَّارَاتِ فِي هَذِهِ الْمِنْطَقَةِ هِيَ سِيَّارَاتٌ ضَخْمَةٌ تَسْتَهْلِكُ الْكَثِيرَ مِنَ الْوَقُودِ. وَإِنَّ تَقَافَةَ اسْتِخْدَامِ السِّيَّارَاتِ هُنَا مُخْتَلَفَةٌ عَنْهَا فِي لُنْدُنَ مَثَلًا، فَاسْتِخْدَامُ السِّيَّارَاتِ فِي بَعْضِ الْبِلَادِ الْعَرَبِيَّةِ عَادَةٌ يَوْمِيَّةٌ، إِمَّا بِدَافِعِ عَدَمِ الرَّغْبَةِ فِي تَكْبُدِ عَنَاءِ الْمُوَاصَلَاتِ الْعَامَّةِ أَوْ بِسَبَبِ عَدَمِ فَعَالِيَّةِ نِظَامِ الْمُوَاصَلَاتِ أَصْلًا، مِمَّا يَدْفَعُ الْكَثِيرِينَ إِلَى اسْتِخْدَامِ سِيَّارَاتِ الْأَجْرَةِ عَوَضًا عَنِ الْحَافِلَةِ.

هُنَاكَ عَوَامِلُ كَثِيرَةٌ تُؤَدِّي إِلَى تَلْوِثِ الْبِيئَةِ. وَنَحْنُ نَعْلَمُ أَنَّ أَكْثَرَ مِنْطَقَةٍ تَلْوِيْثًا لِلْبِيئَةِ فِي الْعَالَمِ الْعَرَبِيِّ هِيَ الْخَلِيْجُ حَيْثُ أَنَّ مُعَدَّلَ الْاسْتِهْلَاكِ الْعَامِّ لِلطَّاقَةِ بِأَنْوَاعِهَا يَبْلُغُ أَضْعَافَ ذَلِكَ الْاسْتِهْلَاكِ فِي دَوْلِ أُخْرَى. لَا اقْتِنَصَادَ فِي اسْتِخْدَامِ الْكَهْرَبَاءِ وَالْمِيَاهِ الَّتِي تُنْتِجُ بِتَكَالِيفٍ بَاهِظَةٍ بِسَبَبِ غِيَابِ مَصْدَرِهَا الطَّبِيعِيِّ، الْبَدَخُ فِي اسْتِهْلَاكِ الْمَوَادِّ الْغِدَائِيَّةِ، وَغَيْرَ ذَلِكَ مِنَ الْمَظَاهِرِ الَّتِي تُمَيِّزُ حَيَاةَ الْمُجْتَمَعَاتِ الْكَثِيرَةِ الثَّرَاءِ. فِي آخِرِ الْأَمْرِ وَبَعْدَ كُلِّ هَذَا، أَعْتَقِدُ أَنَّ تَلْوِيْثَ الْبِيئَةِ أَوْ التَّغْيِيرَ الْمُنَاخِيَّ هُوَ آخِرُ مَا يَخْطُرُ بِبَالِهِمْ.



**SECTION 3 – Writing in Arabic****Instructions for Section 3****Questions 6–10 (15 marks)**

Answer **one** question in 200–300 words in **ARABIC**.

Responses in the wrong language will receive no credit.

Space is provided on the following page to make notes.

**Question 6**

Write a personal letter to a friend overseas about your final secondary-school examinations and your future plans.

اُكْتُبْ رِسَالَةً شَخْصِيَّةً إِلَى صَدِيقٍ فِي الْخَارِجِ تُخْبِرُهُ عَنِ امْتِحَانَاتِكَ فِي السَّنَةِ النَّهَائِيَّةِ لِلْمَدْرَسَةِ الثَّانَوِيَّةِ وَعَنْ مَشْرُوعَاتِكَ الْمُسْتَقْبَلِيَّةِ.

OR

**Question 7**

There is no more petrol! All fossil fuel resources have gone. Write an imaginative story about life on planet Earth with no petrol or fossil fuels.

لَيْسَ هُنَاكَ أَيُّ بَنْزُولٍ! لَقَدْ نَفِدَتْ جَمِيعُ مَصَادِرِ الْوَقُودِ الْأَحْفُورِيِّ. اُكْتُبْ قِصَّةً خَيَالِيَّةً عَنِ الْحَيَاةِ عَلَى كَوْكَبِ الْأَرْضِ بِدُونِ بَنْزُولٍ وَلَا وَقُودٍ أَحْفُورِيِّ.

OR

**Question 8**

In your city there is a big technology exhibition. Write an informative report about this exhibition for a local youth magazine.

هُنَاكَ مَعْرَضٌ تَكْنُولُوجِيٌّ كَبِيرٌ فِي مَدِينَتِكَ. اُكْتُبْ تَقْرِيرًا مَعْلُومَاتِيًّا عَنِ هَذَا الْمَعْرَضِ لِمَجَلَّةِ شَبَابٍ مَحَلِّيَّةٍ.

OR

**Question 9**

Write an evaluative script for a talk on a radio program about the following topic: ‘Housework: Do women do more than men?’

اُكْتُبْ نَصًّا تَقْيِيمِيًّا لِبَرْنَامَجٍ إِدَاعِيٍّ حَوْلَ الْمَوْضُوعِ التَّالِي: "التَّدْبِيرُ الْمُنزَلِيُّ: هَلْ تَعْمَلُ النِّسَاءُ أَكْثَرَ مِنَ الرِّجَالِ؟"

OR

**Question 10**

Write an article for your school magazine to persuade your fellow students of the importance of languages in developing cross-cultural relationships.

اُكْتُبْ مَقَالًا لِمَجَلَّةِ مَدْرَسَتِكَ لِإِقْنَاعِ رِفَاقِكَ الطَّلَبَةِ بِأَهْمِيَّةِ اللُّغَاتِ فِي إِثْمَاءِ الْعَلَاقَاتِ عِبْرَ الثَّقَافَاتِ الْمُتَعَدِّدَةِ.

You may make notes in this space.

Write your response on the following pages.

**SECTION 3 – continued**  
**TURN OVER**









## **Assessment criteria**

### **Section 1 – Listening and responding**

#### **Part A**

- the capacity to understand and convey general and specific aspects of texts

#### **Part B**

- the capacity to understand general and specific aspects of texts
- the capacity to convey information accurately and appropriately

### **Section 2 – Reading and responding**

#### **Part A**

- the capacity to understand and convey general and specific aspects of texts

#### **Part B**

- the capacity to understand general and specific aspects of texts
- the capacity to convey information accurately and appropriately

### **Section 3 – Writing in Arabic**

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar