

**Victorian Certificate of Education
2023**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER Letter

**ARABIC
Written examination**

Thursday 26 October 2023

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 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>
1 – Part A	1	1	10
– Part B	1	1	10
2 – Part A	1	1	20
– Part B	1	1	15
3	4	1	20
			Total 75

- 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

Part A – Listening and responding in English

Instructions for Section 1 – Part A

Text 1, Question 1 (10 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 **ENGLISH**.

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

TEXT 1 – Answer the following questions in **ENGLISH**.
 Responses in the wrong language will not receive credit.

You may make notes in this space. These notes will **not** be assessed.

Question 1

- a. Complete the table below by providing information about the event, its date and its effect on classes. 3 marks

Event	
Date	
Effect on classes	

- b. What are the reasons for celebrating the Arabic language? 3 marks

- c. Describe the activities that will be included in the Arabic language event. 4 marks

Part B – Listening and responding in Arabic

Instructions for Section 1 – Part B

Text 2, Question 2 (10 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 complete sentences in **ARABIC**.

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

TEXT 2 – Answer the following questions in complete sentences in **ARABIC**.
Responses in the wrong language will not receive credit.

You may make notes
in this space.
These notes will
not be assessed.

Question 2

- a. Explain the doctor's understanding of the saying quoted by the broadcaster. 2 marks

اشرح مفهوم الطَّيِّبَةِ لِلمَثَلِ الَّذِي ذَكَرَهُ المُذِيعُ.

- b. What are the benefits of playing sports? 3 marks

ما هي منافع ممارسة الرياضة؟

- c. Outline the ways suggested by the doctor for exercising the mind. 5 marks

أذكر الطرق التي اقترحتها الطَّيِّبَةُ لِتمارين العقل.

SECTION 2

Part A – Reading, listening and responding in English

Instructions for Section 2 – Part A

Texts 3A and 3B, Question 3 (20 marks)

You have five minutes to read Text 3A.

At the end of the five minutes, Text 3B, a listening text, will be played. 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.

Answer the questions in **ENGLISH**. Questions may relate to either Text 3A or Text 3B, or to both texts. All responses **must** be based on the texts.

TEXT 3A

دُبَيُّ خَامِسِ أَفْضَلِ مُدُنِ الْعَالَمِ

اِحْتَفَظَتْ دُبَيُّ بِمَرْكَزِهَا الْخَامِسِ عَالَمِيًّا عَلَى مُؤَشِّرِ "أَفْضَلِ مُدُنِ الْعَالَمِ". وَوَصَفَ التَّقْرِيرُ دُبَيَّ بِأَنَّهَا الْإِمَارَةُ الَّتِي تُحَقِّقُ أَكْثَرَ وَأَكْثَرَ مِنَ الْأَرْقَامِ الْقِيَاسِيَّةِ بِشَكْلِ مُتَوَاصِلٍ. وَبِحَسَبِ نَتَائِجِ الْمَوْشَرِ اِحْتَفَظَتْ دُبَيُّ بِصَدَارَتِهَا الْعَالَمِيَّةِ فِي إِحْدَى الْفَنَاتِ السِّتِ الرَّئِيسِيَّةِ الْمُعْتَمَدَةِ لِلْمُقَارَنَةِ، وَهِيَ فَنَةُ "الْمَكَانِ"، كَمَا اِحْتَفَظَتْ بِالْمَرْكَزِ الرَّابِعِ عَالَمِيًّا فِي فَنَةِ "التَّرْوِيجِ"، وَنَالَتْ الْمَرْكَزَ السَّادِسَ عَشَرَ عَالَمِيًّا فِي فَنَةِ "السُّكَّانِ".

وَيَقُومُ التَّقْرِيرُ بِتَقْيِيمِ الْمُدُنِ الْكُبْرَى الَّتِي يَتَجَاوَزُ عَدَدُ سُكَّانِ كُلِّ وَاحِدَةٍ مِنْهَا مِليُونَ نَسَمَةٍ، بِاسْتِخْدَامِ مَزِيَجٍ مِنَ الْأَدَاءِ الْإِحْصَائِيِّ وَالتَّقْيِيمَاتِ الْكَمِّيَّةِ مِنْ جَانِبِ سُكَّانِ كُلِّ مَدِينَةٍ وَأَيْضًا رُؤَايَا، وَذَلِكَ فِي ٢٤ مَعْيَارًا لِلْمُقَارَنَةِ فِي سِتِّ فَنَاتٍ رَّئِيسِيَّةٍ.

نَالَتْ دُبَيُّ الْمَرْكَزَ الْأَوَّلَ فِي فَنَةِ "الْمَكَانِ" عَلَى أَسَاسِ عَدَدِ مِنَ الْعَوَامِلِ مِنْهَا الْأَمَانُ وَالطَّفْسُ وَالْمَعَالِمُ وَغَيْرُهَا. فَمِنْ نَاحِيَةِ الْأَمَانِ تُعْتَبَرُ دُبَيُّ وَاحِدَةً مِنْ أَكْثَرِ الْمُدُنِ أَمَانًا فِي الشَّرْقِ الْأَوْسَطِ. أَمَّا الطَّفْسُ فَتَفْتَخِرُ دُبَيُّ بِشِتَائِهَا الدَّافِيِّ وَالْجَمِيلِ. أَحْيَرًا وَلَيْسَ آخِرًا، تَمْتَلِكُ دُبَيُّ مَعَالِمَ كَثِيرَةً وَمُتَنَوِّعَةً وَجَدَّابَةً جَدًّا لَيْسَ فَقَطُ لِلسِّيَّاحِ وَلَكِنْ أَيْضًا لِلسُّكَّانِ الْمَحَلِّيِّينَ، بَدَأًا مِنْ أَكْوَارِيومِ دُبَيِّ الْعِمْلَاقِ وَحَدِيقَةِ الْحَيَوَانَاتِ الْمَائِيَّةِ الَّتِي تَصُمُّ ٣٣,٠٠٠ حَيَوَانٍ مَائِيٍّ، إِلَى دَارِ "أوبرا دُبَيِّ" فِي وَسْطِ الْمَدِينَةِ وَمَتْحَفِ الْمُسْتَقْبَلِ الْجَدِيدِ الَّذِي يَتَمَيَّزُ بِتَصْمِيمِهِ الْبَيْضَاوِيِّ الْفَرِيدِ الَّذِي يُحَاكِي أَهْدَافَهُ الرَّامِيَّةَ إِلَى اسْتِصْفَاةِ أَحْدَثِ التَّطَوُّرَاتِ فِي مَجَالِ التَّكْنُولُوجِيَا وَالتَّصَامِيمِ

المعمارية والذي ستعبر المعروضات بداخله كل سنة أشهر ليقى بذلك متاشيا مع التغيرات التكنولوجية العالمية.

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Source: highyieldadvisors.com/post/8-36-million-tourists-visit-dubai-in-first-half-of-2019

أما طلبة مدارس دبي فيمكنهم أن يستفيدوا من الفرصة العالمية التي تُعتبر أكبر مشروع تسليية وترفيه في العالم. إنها تتيح الفرصة لطلبة المدارس في الدولة للتعرف على ثقافات وتقاليد مختلفه حول العالم من خلال متحف "رينليز صدق أو لا تُصدق!" الذي يُقدم ما يزيد على ٢٦٠ معروضة غريبة ورائعة من جميع أنحاء العالم. إضافة إلى ذلك، يُمكن للطلبة أن يشاهدوا أنفسهم على نحو مختلف عند المرور بـ"متاهة المرايا المذهلة" ليتعرفوا على قوانين انعكاس وانكسار الضوء والخدع البصرية من خلال أكثر من ١٠٠ مرآة.

You may make notes in this space for Text 3A and Text 3B. These notes will **not** be assessed.

Write your responses to Question 3 on the following pages.

SECTION 2 – continued
TURN OVER

TEXTS 3A and 3B – Answer the following questions in **ENGLISH**.
Responses in the wrong language will not receive credit.

You may make notes
in this space.
These notes will
not be assessed.

Question 3

- a. Using the reading text (Text 3A), identify the places in Dubai that appeal to both locals and tourists. 4 marks

- b. Explain why Ripley’s Museum is an ideal destination for a science class excursion. 3 marks

- c. Describe a place in Dubai that is devoted to insects. 3 marks

- d. List the selection categories for the World's Best Cities Index mentioned in both texts, and write Dubai's ranking in each one of them.

6 marks

Category	Ranking

You may make notes in this space. These notes will **not** be assessed.

- e. Explain why Dubai is considered 'the city of records'.

4 marks

Part B – Reading and responding in Arabic

Instructions for Section 2 – Part B

Text 4, Question 4 (15 marks)

Read the text and then answer the question in approximately 150 words in **ARABIC** on page 10.
Your response **must** be based on the text.

TEXT 4 – Answer the following question in complete sentences in **ARABIC**.
Responses in the wrong language will not receive credit.

"انترنت الأشياء" يقلب عالمنا رأساً على عقب

تُسبِرُ التَطَوُّرَاتُ الْمُتَسَارِعَةَ فِي قِطَاعِي الكُمبِيوتِرِ وَالِاتِّصَالَاتِ إِلَى أَنَّ الأَجْهَرَةَ وَالْأَلَاتِ أَصْبَحَتْ قَادِرَةً عَلَى إِنجَازِ الكَثِيرِ مِنَ الوُطَائِفِ لَمْ يَكُنْ يَفْعَمُ بِهَا سِوَى البَشَرِ وَتُعْرَفُ هَذِهِ الطَّاهِرَةُ بِاسْمِ "انترنت الأشياء".

يُعَدُّ انترنت الأشياءِ مَنظُومَةً مُتَدَاخِلَةً مِنْ أَجْهَرَةِ الحَوَاسِبِ وَالْأَجْهَرَةَ المِيكَانِيكِيَّةِ وَالرَّقْمِيَّةِ وَالْأَدَوَاتِ بَلْ وَحَتَّى البَشَرِ، وَالتِّي تَسْتَطِيعُ بَثَّ وَتَحْوِيلَ البَيَانَاتِ فِيمَا بَيْنَهَا عِبْرَ شَبَكَةِ دُونَ الحَاجَةِ إِلَى الِاتِّصَالِ بالبَشَرِ أَوْ بالحَوَاسِبِ.

يُؤَثِّرُ انترنت الأشياءِ تَأْثِيرًا كَبِيرًا فِي حَيَاةِ الإنسانِ وَالْعَمَلِ. فَهُوَ يُمَكِّنُ الأَلَاتِ مِنْ إِجْرَاءِ أَعْمَالِ شَاقَّةٍ، وَتَوَلِّي المِهَامِ المُرْهَقَةِ، وَيُسَاعِدُ النَّاسَ فِي تَسْيِيرِ حَيَاةٍ أَكْثَرَ صِحَّةً وَإِنْتاجِيَّةً وَرَاحَةً. عَلَى سَبِيلِ المِثَالِ، تَسْتَطِيعُ الأَجْهَرَةُ المَتَّصِلَةُ أَنْ تُغَيِّرَ رُوتِينَكَ الصَّبَاحِيَّ بِالكَامِلِ. فَحِينَمَا تَضْعُطُ عَلَى زِرِّ العَفْوَةِ سَيَشْعَلُ المُنْبَهَ تَلْقَائِيًّا آلَةً إِعْدَادِ القَهْوَةِ وَسَيَفْتَحُ سَتَائِرَ النُّوْافِدِ. وَيَسْتَطِيعُ الإنسانُ التَّحَكُّمَ فِي دَرَجَةِ حَرَارَةِ مَنْزِلِهِ عَنِ طَرِيقِ هَاتِفِهِ الذِّكِّيِّ. يَسْتَطِيعُ المُسْتَحْدِمُ مَثَلًا تَشْغِيلَ مَحْرَكِ سَيَّارَتِهِ وَالتَّحَكُّمَ فِيهَا مِنْ جِهَازِهِ الحَاسُوبِيِّ.

أَمَّا السَّاعَةُ الذِّكِّيَّةُ فَهِيَ تَعْمَلُ بِمِهَامٍ عَدِيدَةٍ غَيْرِ التَّوْقِيتِ مِثْلَ الرَّدِّ عَلَى المُكَالِمَاتِ وَالرَّسَائِلِ وَتَعْقِبِ اللِّيَاقَةِ البَدَنِيَّةِ. وَيُوضِحُ انترنت الأشياءِ مَدَى تَأْثِيرِ الشَّبَكَةِ العَنكَبُوتِيَّةِ عَلَى العَالَمِ. سَتُصْبِحُ أَغْلُبُ الأَجْهَرَةَ الإِلِكْتُرُونِيَّةُ مُسْتَقْلَةً بِدَائِمَتِهَا وَلَا تَحْتَاجُ لِأَيِّ تَدخُلِ بَشَرِيٍّ. سَتَتَمَكَّنُ هَذِهِ الأَجْهَرَةُ حَتَّى مِنْ إِصْلَاحِ نَفْسِهَا بِمُفْرَدِهَا.

وَيَتَوَسَّعُ المَفْهُومُ لِيشْمَلَ كُلَّ مَا يَخْطُرُ وَلَا يَخْطُرُ عَلَى النَّبَالِ.

أخذ المقال انترنت الأشياء يقلب عالمنا رأساً على عقب! من مجلة الأجواء المفتوحة، طيران الإمارات، سبتمبر (أيلول) 2016 من صفحة 40 إلى 43 Source:

Question 4

You have accepted a challenge to live for one week without using any technology. Write a blog post for your personal blog explaining the challenges that will take place in your life.

لَقَدْ قَبِلْتُ التَّحَدِّيَ لِلْعَيْشِ لِمُدَّةِ أُسْبُوعٍ دُونَ اسْتِخْدَامِ التِّكْنُولُوجِيَا. أَكْتُبُ نَشْرَةً لِمُدَوَّنَتِكَ الشَّخْصِيَّةِ عَنِ التَّحَدِّيَّاتِ
الَّتِي سَتَحْدُثُ فِي حَيَاتِكَ.

You may make notes in this space. These notes will **not** be assessed.

Write your response to Question 4 on the following pages.

SECTION 2 – continued
TURN OVER

SECTION 3 – Writing in Arabic**Instructions for Section 3****Questions 5–8 (20 marks)**

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

Responses in the wrong language will not receive credit.

Space is provided on the following page to make notes.

Question 5

You are a member of a youth group that is trying to assist people in your community who are in need. Write the script of a speech in which you attempt to persuade the students in your school to participate in this work.

أنت عضو في مجموعة شبابية تحاول مساعدة الأشخاص المحتاجين في مجتمعتك. اكتب نص خطاب تحاول فيه إقناع الطلاب في مدرستك للمشاركة في هذا العمل.

OR

Question 6

The year is 2050 and space travel is now part of life. Write an imaginative story about a trip you took into space and your adventures on this trip. Your story will be published in a collection of short stories for children.

نحن في عام ٢٠٥٠ وأصبح السفر إلى الفضاء جزءاً من الحياة. اكتب قصة خيالية عن رحلة قمت فيها إلى الفضاء ومغامراتك في هذه الرحلة. سوف تنشر قصتك في مجموعة قصص قصيرة للأطفال.

OR

Question 7

Write an informative article for the culture and education section of a daily newspaper about how parents can better support their children during their final years at school.

اكتب مقالة إعلامية في قسم الثقافة والتعليم التابع لإحدى الصحف اليومية حول كيفية تحسين دعم الآباء لأولادهم في سنواتهم الأخيرة في المدرسة.

OR

Question 8

Write a report for a youth magazine evaluating the influence of social media on young people's lives, including the advantages and disadvantages of using social media platforms.

اكتب تقريراً لمجلة شبابية تُقيم فيه تأثير وسائل التواصل الاجتماعي على حياة الشباب بما فيه الإيجابيات والسلبيات لإستخدام منصات التواصل الاجتماعي.

You may make notes in this space. These notes will **not** be assessed.

Write your response on the following pages.

SECTION 3 – continued
TURN OVER

Assessment criteria

Section 1

Part A – Listening and responding in English

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

Part B – Listening and responding in Arabic

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

Section 2

Part A – Reading, listening and responding in English

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

Part B – Reading and responding in Arabic

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

Section 3 – Writing in Arabic

- the capacity to demonstrate relevance, breadth and depth of content
- the capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar

