

BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Specimen Paper

Arabic Continuers

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Arabic Continuers

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Arabic Continuers. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as 'discuss', 'analyse', and 'explain', have been used consistently in accordance with the glossary published in the Board's *Assessment Support Document*.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Arabic syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Arabic Continuers specimen paper:

- The specimen paper consists of the question paper, including Sections I – III, and a separate answer booklet for Section II Part A.
- The Listening and Responding Section will be answered on the question paper, Section II Part A in the answer booklet provided, and Section II Part B and the two writing tasks in separate writing booklets.

- The writing tasks within Section III have been graded in difficulty with the second task being more demanding. The mark for each task is commensurate with its level of difficulty and may vary from year to year within the 15 mark total.
- The criteria for judging performance have been included as a rubric at the beginning of each section and part. The criteria are taken from the syllabus.
- All questions have been numbered sequentially across all sections.
- The number and type of questions/listening texts in Section I may vary each year within the range determined by the examination specifications in the syllabus.
- The texts for the specimen paper have been drawn from a range of sources and reflect the modern standard language in its contemporary context.

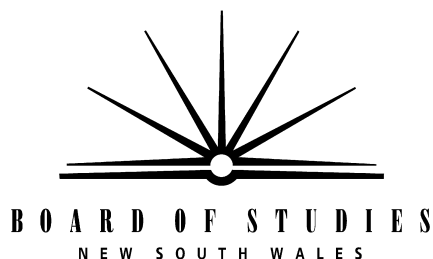
Arabic Continuers

HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

Question	Marks	Content (Theme / Topic – Text Type)	Syllabus outcomes	Targeted performance bands
Oral Examination				
	20	Conversation Covering Student's Personal World	H1.1, H1.2, H1.3, H1.4	2 – 6
Written Examination				
1(a)	2	The Individual / Health – Conversation	H3.1	2 – 4
1(b)	1	The Individual / Health – Conversation	H3.1	2 – 3
2	2	The Changing World / Media – Report	H3.1	2 – 3
3(a)	1	The Individual / Health – Conversation	H3.1	3 – 4
3(b)	2	The Individual / Health – Conversation	H3.1	3 – 4
4(a)	2	The Arabic-speaking Communities / Culture and Traditions – Conversation	H3.1	2 – 4
4(b)	1	The Arabic-speaking Communities / Culture and Traditions – Conversation	H3.1	2 – 3
5	2	The Arabic-speaking Communities / Modern Arabic literature – Report	H3.1	4 – 6
6(a)	2	The Changing World / The World of Work – Conversation	H3.1	4 – 5
6(b)	1	The Changing World / The World of Work – Conversation	H3.1	2 – 4
7(a)	1	The Arabic-speaking Communities / Modern Arabic Literature – News Item	H3.1	5 – 6
7(b)	2	The Arabic-speaking Communities / Modern Arabic Literature – News Item	H3.1	4 – 5
8(a)	2	The Arabic-speaking Communities / Modern Arabic Literature – Narrative Account	H3.1, H3.2	3 – 4
8(b)	2	The Arabic-speaking Communities / Modern Arabic Literature – Narrative Account	H3.1, H3.2	4 – 5
9(a)	1	The Changing World / Environment – Conversation	H3.1	2 – 4
9(b)	1	The Changing World / Environment – Conversation	H3.1	2 – 4
10(a)	1	The Individual / Family and Friends – Narrative Account	H3.1	2 – 3
10(b)	2	The Individual / Family and Friends – Narrative Account	H3.1	2 – 4
10(c)	1	The Individual / Family and Friends – Narrative Account	H3.1	2 – 4
10(d)	2	The Individual / Family and Friends – Narrative Account	H3.1	3 – 5
10(e)	2	The Individual / Family and Friends – Narrative Account	H3.1	2 – 3
10(f)	2	The Individual / Family and Friends – Narrative Account	H3.1	2 – 4
10(g)	2	The Individual / Family and Friends – Narrative Account	H3.1	2 – 4

Question	Marks	Content (Theme / Topic – Text Type)	Syllabus outcomes	Targeted performance bands
10(h)	1	The Individual / Family and Friends – Narrative Account	H3.1	2 – 4
11(a)	1	The Arabic-speaking Communities / Culture and Traditions – Report	H3.1	2 – 3
11(b)	2	The Arabic-speaking Communities / Culture and Traditions – Report	H3.1	2 – 3
11(c)	1	The Arabic-speaking Communities / Culture and Traditions – Report	H3.1	2 – 4
11(d)	2	The Arabic-speaking Communities / Culture and Traditions – Report	H3.1	2 – 4
11(e)	2	The Arabic-speaking Communities / Culture and Traditions – Report	H3.1	5 – 6
11(f)	2	The Arabic-speaking Communities / Culture and Traditions – Report	H3.1	3 – 4
11(g)	2	The Arabic-speaking Communities / Culture and Traditions – Report	H3.1, H3.2	5 – 6
12	15	The Individual / Family and Friends – Letter	H1.2, H1.3, H1.4, H3.1, H3.2	2 – 6
13(a)	6	The Individual / Personal identity – Letter	H2.1, H2.2, H2.3	2 – 6
13(b)	6	The Arabic-speaking Communities / Culture and Traditions – Report	H2.1, H2.2, H2.3	2 – 6
14(a)	9	The Changing World / the World of Work – Diary Entry	H2.1, H2.2, H2.3	2 – 6
14(b)	9	The Changing World / Environment – Speech	H2.1, H2.2, H2.3	2 – 6



Sample marking guidelines for Arabic Continuers

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Arabic Continuers. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board's *Principles for Developing Marking Guidelines in a Standards-Referenced Framework*, published in Board Bulletin Volume 9 Number 3 (May 2000).

Sample Marking Guidelines – Arabic Continuers

Conversation

Refer to the syllabus for a description of this task.

In your answer you will be assessed on how well you demonstrate:

- capacity to maintain a conversation (comprehension, communication strategies)
 - relevance and depth of treatment of information, opinions, comment
 - clarity of expression (pronunciation, intonation, stress)
 - accuracy of vocabulary and sentence structures
 - variety and appropriateness of vocabulary and sentence structures
-

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Communicates confidently and fluently with correct intonation and pronunciation• Demonstrates depth of treatment through the presentation of relevant information, opinions and/or comment• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	17 – 20
<ul style="list-style-type: none">• Communicates effectively, with some degree of fluency and authenticity• Responds with relevant information and a range of relevant opinions and/or comment• Responds with a range of vocabulary and structures, but with some minor inaccuracies	13 – 16
<ul style="list-style-type: none">• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary• Responds with relevant information and opinions	9 – 12
<ul style="list-style-type: none">• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors• Presents some relevant information, opinions or ideas	5 – 8
<ul style="list-style-type: none">• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax	1 – 4

Question 11 (12 marks)

Refer to the text on page 9 of the Specimen Paper.

In your answer you will be assessed on how well you demonstrate:

- capacity to understand general and/or specific aspects of text, through, for example, summarising or evaluating
- capacity to convey the information accurately and appropriately

Marks

- (a) According to the text, how long did traditional Lebanese weddings last? **1**

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• One week, two weeks or 40 days	1

- (b) What are the stages in a traditional Lebanese wedding? **2**

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the three stages accurately ie preparing the bride, the wedding ceremony itself, the period after the ceremony	2
• Identifies TWO of the stages correctly	1

- (c) Who helped the parents of the bride prepare for the wedding ceremony? **1**

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• The bridesmaids and some female relatives	1

- (d) How would the bride spend the first days of her preparation week? 2
Why?

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Lists both activities <ul style="list-style-type: none"> ◆ She would remain in her room ◆ She would relax in her light clothing • and both reasons <ul style="list-style-type: none"> ◆ To regain her energy ◆ To prepare herself for the late evenings 	2
Lists ONE activity plus ONE reason	1

- (e) What happened when the sun set on the Thursday? 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Two bridesmaids and the married women of the village would come to the bride's room to congratulate her • They would then go to the place where they had prepared the hot water 	2
ONE of above	1

- (f) List the tasks the women had to perform on the Saturday. 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
Lists the following: <ul style="list-style-type: none"> • Put on her make up • Put on bangles, earrings, rings • Put roses on her chest • Put on a head-to-toe white silk transparent scarf 	2
Provides THREE of the above points	1

- (g) In your opinion, what is the significance of all the week’s preparations? **2**
Support your response by referring to information from this text.

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies two relevant aspects of the week’s preparations and indicates the significance of these 	2
<ul style="list-style-type: none"> Identifies one relevant aspect of the week’s preparations and indicates its significance 	1

Answers could include:

- the washing of the bride could signify her purity and innocence
- the involvement of the village women could signify the inclusion/initiation/welcoming of the bride into the life of the village women

Question 12 (15 marks)

You receive this letter from your friend. Write an appropriate reply of 150–200 words in ARABIC in which you respond to questions asked or comments made in the letter.

Refer to the text on pages 10–11 of the Specimen Paper.

In your answer you will be assessed on how well you demonstrate:

- capacity to understand general and specific aspects of text by identifying, analysing and responding to information
- relevance of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures

Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Responds to the information, ideas and/or opinions of the text: the accident, the wedding plans, life in Lebanon and Sydney Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text Demonstrates extensive knowledge and understanding of vocabulary and sentence structures Manipulates language authentically and creatively to meet the requirements of the task Organises information and ideas to meet the requirements of the task 	13 – 15

Criteria	Marks
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text: the accident, the wedding plans, life in Lebanon and Sydney • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10 – 12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text: the accident, the wedding plans, life in Lebanon and Sydney • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7 – 9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4 – 6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1 – 3

Question 14 (9 marks)

Write 100–150 words in ARABIC.

- (b) You have decided to participate in the ‘Clean Up Australia Day’ Program. Write a speech encouraging your classmates to join you in this activity.

In your answer you will be assessed on how well you demonstrate:

- relevance of the treatment of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
 - capacity to structure and sequence responses
-

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

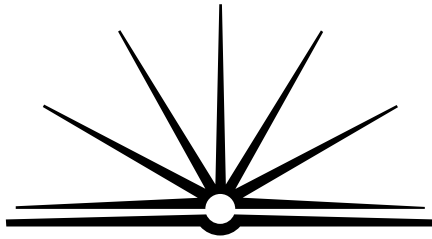
Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language authentically and creatively to persuade • Sequences and structures ideas and information coherently and effectively 	8 – 9
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and /or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language with some degree of authenticity and creativity to persuade • Sequences and structures ideas and information effectively 	6 – 7
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood, syntax • Organises information and ideas to meet the requirements of the task 	4 – 5
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	2 – 3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information 	1

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Centre Number

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Student Number



B O A R D O F S T U D I E S
NEW SOUTH WALES

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Arabic Continuers

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours and 50 minutes
- Write using blue or black pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page

Section I Pages 2 – 5

Total marks **(25)**

- Attempt Questions 1 – 9
- This section should take approximately 30 minutes

Section II Pages 7 – 11

Total marks **(40)**

This section has two parts, Part A and Part B

- Attempt Questions 10 – 12
- Allow about 1 hour and 20 minutes for this section

Section III Page 12

Total marks **(15)**

- Attempt Questions 13 – 14
- Allow about 1 hour for this section

Section I – Listening and Responding

This section should take approximately 30 minutes

Total marks (25)

Attempt Questions 1 – 9

You will hear nine passages. Each passage will be read twice. There will be a pause after the first reading in which you may take notes. You will be given time after the second reading to complete your responses. Listen carefully to each passage and then answer the corresponding questions in ENGLISH in the spaces provided or, in the case of multiple-choice questions, tick the box corresponding to the correct response. You may proceed to Section II as soon as you have finished Question 9.

In your answers you will be assessed on how well you demonstrate:

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

	Marks	Candidate's Notes												
Question 1 (3 marks)														
(a) Compare how the mother and Suad reacted to Nadim's absence.	2													
(b) How does the father reassure the mother?	1													
Question 2 (2 marks)														
Complete the table in ENGLISH using the information you hear.	2													
<table border="1"><thead><tr><th>City</th><th>Temperature range</th><th>Wind direction</th><th>Type of rain forecast</th></tr></thead><tbody><tr><td>Sydney</td><td></td><td></td><td></td></tr><tr><td>Melbourne</td><td></td><td></td><td></td></tr></tbody></table>	City	Temperature range	Wind direction	Type of rain forecast	Sydney				Melbourne					
City	Temperature range	Wind direction	Type of rain forecast											
Sydney														
Melbourne														

	Marks	Candidate's Notes
Question 3 (3 marks)		
(a) What prompted the mother to take Adel to the doctor?	1	
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.....		
(b) What changes to his lifestyle will Adel have to adopt, according to the doctor?	2	
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Question 4 (3 marks)		
(a) How does Layla feel about Mother's Day?	2	
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(b) What does her brother intend to do for the day?	1	
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Question 5 (2 marks)		
What issue is the film dealing with?	2	
.....		
.....		

	Marks	Candidate's Notes
Question 6 (3 marks)		
(a) What are the TWO reasons that influenced Ibrahim to study Law?	2	
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(b) In what way is Ibrahim able to help Suzanne?	1	
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Question 8 (4 marks)

- (a) Complete this table in ENGLISH using the information you hear about May Ziyada.

2

Birthplace	
Year of birth	
Nationality of the father	
Preferred written language	
Place of death	
Age at death	

- (b) What happened to May Ziyada during the final years of her life? Why?

2

.....

.....

.....

Question 9 (2 marks)

- (a) What has prompted this conversation between Ghassan and Farid's mother?

1

.....

.....

- (b) What is Ghassan most likely to say next? Tick the box corresponding to the correct response.

1

- (A) أسرع يا أم فريد، وإلى اللقاء.
- (B) إذا سأذهبُ في نهاية الشهر القادمِ وشكراً.
- (C) إلى اللقاء يا أم فريد، أنا ذاهبٌ حالياً.
- (D) لا أريدُ أن أدفعَ هذا المبلغَ لتوصيلِ الغازِ الطبيعي إلى منزلي.

You may now proceed to Section II

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Section II – Reading and Responding

Total marks (40)

Allow about 1 hour and 20 minutes for this section

Part A

Total marks (25)

Attempt Questions 10 – 11

Read both passages and then answer the corresponding questions in ENGLISH in the Section II Part A Answer Booklet.

In your answers you will be assessed on how well you demonstrate:

- capacity to understand general and/or specific aspects of texts, through, for example, summarising or evaluating
- capacity to convey the information accurately and appropriately

Question 10 (13 marks)

أمانة سائق

جميل شاب في الخامسة والثلاثين من عمره، متزوج وله بنت واحدة وثلاثة أولاد. هاجر مع أسرته إلى أستراليا في عام ١٩٩١ بعد أن حصل على شهادة جامعية في هندسة الكهرباء. ومنذ وصولهم استقروا في مدينة سيدني.

حاول جميل جاهداً أن يحصل على عمل في مجال تخصصه، ولما فشل في ذلك، اضطر إلى قبول وظيفة عامل بدوام كامل، من الإثنين إلى الجمعة، في مصنع للسيارات. أما يوم السبت فكان يقضيه في قيادة سيارة أجرة كي يزيد من دخله الأسبوعي.

عمل جميل في هذا المصنع لمدة أربع سنوات، وعرف بأمانته وإخلاصه في العمل مما جعله يحظى بإعجاب الجميع. وفي أحد الأيام طلب مدير المصنع من جميع العمال أن يحضروا إلى صالة الاجتماعات ليبلغهم أمراً هاماً جداً. لما حضر الجميع، أخبرهم أن المصنع يعاني من أزمة مالية كبيرة مما سيوجب المدير على الاستغناء عن خدمات جميع العمال وإغلاق المصنع نهائياً.

لم يحزن جميل كثيراً لدى سماعه هذا الخبر، وقرر أن يتفرغ لقيادة سيارة الأجرة لمدة ستة أيام في الأسبوع. وفي مساء أحد الأيام، ركب معه سائح إسباني يلبس عباءة زاهية الألوان، وطلب منه أن يسرع به إلى دار الأوبرا ليصلها قبل الساعة الثامنة حيث سيقوم جون وليامز، عازف الغيتار الكلاسيكي العالمي، بإحياء إحدى حفلاته الموسيقية.

Question 10 continues on page 8

Question 10 (continued)

بَعْدَ سَاعَتَيْنِ تَقْرِيْبًا، عَادَ جَمِيْلٌ إِلَى الْبَيْتِ جَائِعًا وَمُتَعَبًا، وَعِنْدَمَا أَوْقَفَ سَيَّارَتَهُ، لَاحَظَ عَلَى الْمَقْعَدِ الْخَلْفِيِّ مُحَفَظَةً صَغِيْرَةً. تَسَاءَلَ جَمِيْلٌ: هَلْ يَصْعَدُ لِزَوْجَتِهِ وَأَوْلَادِهِ الَّذِينَ يَنْتَظِرُوْنَهُ أَوْ يَعُوْدُ إِلَى دَارِ الْأُوْبْرَا لِيُرِدَّ الْمُحَفَظَةَ إِلَى صَاحِبِهَا؟

لَمْ يُفَكِّرْ طَوِيْلًا وَقَرَّرَ أَنَّهُ يَجِبُ أَنْ يُرِدَّ الْأَمَانَةَ لِلسَّائِحِ الْإِسْبَانِيِّ أَوَّلًا. فَاسْرَعَ إِلَى دَارِ الْأُوْبْرَا وَانْتَظَرَ هُنَاكَ. وَعِنْدَمَا لَمَحَ جَمِيْلُ الْعِبَاءَةَ الْمَلُونَةَ، اسْرَعَ نَحْوَ السَّائِحِ وَسَلَّمَهُ الْمَحَفَظَةَ. فَرِحَ السَّائِحُ كَثِيْرًا وَشَكَرَهُ وَأَرَادَ أَنْ يُكَافِئَهُ، وَلَكِنَّ السَّائِقَ الْأَمِيْنَ رَفَضَ أَنْ يَأْخُذَ أَجْرًا عَلَى أَمَانَتِهِ وَانصَرَفَ إِلَى بَيْتِهِ سَعِيْدًا لِأَنَّهُ أَدَّى وَاجِبَهُ وَأَرْضَى ضَمِيْرَهُ.

End of Question 10

أعراس أيام زمان

كانت أعراس القرية اللبنانية قديماً بسيطةً وعظيمةً في ذات الوقت. فقد كانت تستغرق أسبوعاً أو أسبوعين، وبعضها يستغرق أربعين يوماً. وكانت تقسم إلى ثلاث مراحل: مرحلة تحضير العروس، الإحتفال بالعرس، ومرحلة ما بعد العرس.

كانت فترة تحضير العروس ليوم عرسها تمتد على مدى أسبوع كامل. فممنزلاًها يكون هادئاً جداً في الأيام الأولى من هذا الأسبوع، لا يأتي إليه إلا الإشبينات وبعض القريبات كي يساعدن أهل العروس في تحضير حفلة العرس. أما العروس، خلال هذه الأيام، فتبقى في غرفتها، مرتاحةً بملابسها الخفيفة، تستعيد نشاطها وتتهيأ للسهر.

وفي صباح يوم الخميس، تذهب إشبيناتان لدعوة نساء القرية المتزوجات للمجيء وغسل العروس بالماء. وعند غروب الشمس، تأتي النساء، جماعات جماعات، حاملات زجاجات العطور والصابون فيدخلن غرفة العروس بالزغاريد والأغاني، يهنئنها ثم يرافقنها إلى حيث أعد الماء الساخن.

وفي مساء يوم الجمعة، تجري في بيت العروس حفلة "التحننة"، فتصبع يدا العروس بسائل أحمر يستخرج من إحدى النباتات المعروفة في القرية.

أما ليلة السبت، وهي ليلة "البرزة"، أي ليلة تجميل العروس وعرضها، فتبدأ حوالي الساعة الرابعة بوصول النساء إلى بيت العروس ليلون وجهها بالمساحيق والألوان ويضعن الأساور في معصميهما والأقراط في أذنيها والخواتم في أصابعها والورود على صدرها. وفي النهاية، يضعن على رأسها وشاحاً من حرير أبيض شفاف يغطيها حتى قدميهما. ثم تتجه العروس نحو كرسي عالٍ وتجلس عليه. عندئذ تبدأ النساء بالرقص والغناء والزغاريد.

يوم الأحد صباحاً، ينهض الجميع باكراً، وتسرع الإشبينات وبعض القريبات إلى بيت العروس لمساعدتها في ارتداء ملابس العرس.

Section II – Reading and Responding

Part B

Total marks (15)

Attempt Question 12

Answer this question in a writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you demonstrate:

- capacity to understand general and specific aspects of a text by identifying, analysing and responding to information
- relevance of ideas, information or opinions
- accuracy of vocabulary and sentence structures
- variety of vocabulary and sentence structures

Question 12 (15 marks)

You receive this letter from your friend. Write an appropriate reply of 150–200 words in ARABIC in which you respond to questions asked or comments made in the letter.

لبنان في ١٦/٤/١٩٩٩

عزيرتي لطيفة،
أبعثُ إليك بتحياتي وأشواقي متمنيةً لجميع أفراد أسرتك في سيدني كل خير،
وبعد.....

لقد علمت من ابن عمي شاكر أنك تغيبت عن العمل لمدة أسبوعين وذلك بسبب الحادث الفظيع الذي تعرضت له والدتك عندما كانت تعبر الشارع أمام منزلكم.
أنا أسفة جداً يا عزيرتي لطيفة لسماع هذا الخبر المحزن، أبعده الله عنكم كل مكروه. كيف حالها الآن؟ هل خرجت من المستشفى؟ وما هي الإجراءات التي اتخذها الطبيب بالنسبة لحالتها؟
وماذا عن موعد حفلة زواجك في نهاية هذا الشهر؟ هل سيؤجل؟ وما هو موقف خطيبك جلال؟ أطلعيني في رسالتك القادمة عن القرار الذي ستتخذه.

Question 12 (continued)

أَمَّا عَنْ أَحْوَالِي هُنَا فِي لِبْنَانٍ، فَهِيَ جَيِّدَةٌ. فِي النَّهَارِ، أَقْضِي مُعْظَمَ أَوْقَاتِي مَعَ
أَوْلَادِ عَمِّي، نَذْهَبُ إِلَى الْبَحْرِ أَوْ إِلَى الْأَسْوَاقِ الْمُخْتَلِفَةِ. وَفِي الْمَسَاءِ، أَسْتَمِعُ إِلَى أَخْبَارِ
الْقَرْيَةِ مِنْ جَدِّي وَجَدَّتِي.

لَقَدْ تَعَرَّفْتُ بَعْدَ وَصُولِي إِلَى لِبْنَانٍ بِأُسْبُوعٍ عَلَى شَابِّ وَسِيمٍ وَمُتَعَلِّمٍ، أَعْرَبَ عَنْ
رَغْبَتِهِ فِي الزَّوْاجِ مِنِّي. فَأَجَبْتُهُ بِأَنِّي أَنْوِي مُتَابَعَةَ دُرُوسِي الْجَامِعِيَّةِ قَبْلَ الْإِرْتِبَاطِ بِأَحَدٍ.
وَلَكِنْ مَنْ يَدْرِي؟ رُبَّمَا عُدْتُ إِلَى سَيِّدِنِي مُتَزَوِّجَةً!!
عَلَى كُلِّ حَالٍ، سَأَرَاكَ بَعْدَ شَهْرَيْنِ.

بَلِّغِي سَلَامِي إِلَى أُمِّكَ الْحَبِيبَةِ وَإِلَى جَمِيعِ الْأَصْدِقَاءِ فِي سَيِّدِنِي. أَكْتُبِي لِي جَوَاباً
بِأَسْرَعٍ وَقْتٍ، فَأَنَا بِأَحْرَّ الشُّوقِ لِسَمَاعِ أَخْبَارِكَ.

صديقتك منى

End of Question 12

Section III – Writing in Arabic

Total marks (15)

Attempt Questions 13 – 14

Allow about 1 hour for this section

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answers you will be assessed on how well you demonstrate:

- relevance of the treatment of ideas, information or opinions
 - accuracy of vocabulary and sentence structures
 - variety of vocabulary and sentence structures
 - capacity to structure and sequence responses
-

Question 13 (6 marks)

Answer ONE of the following questions. Write 100–150 words in ARABIC.

- (a) You are on holidays. Write a letter to your friend in Melbourne, describing what you have been doing.

OR

- (b) Write a report for your class on the way in which your family celebrates a particular occasion or festival.

Question 14 (9 marks)

Answer ONE of the following questions. Write 100–150 words in ARABIC.

- (a) Your parents want you to go to university after you leave school. You have other ideas. Write a diary entry reflecting on the choices that you have.

OR

- (b) You have decided to participate in the ‘Clean Up Australia Day’ Program. Write a speech encouraging your classmates to join you in this activity.

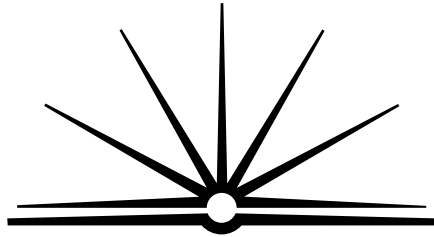
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Centre Number

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Student Number



B O A R D O F S T U D I E S
NEW SOUTH WALES

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Arabic Continuers

Section II Part A Answer Booklet

General Instructions

- Answer Questions 10 – 11 in this answer booklet
- Write using blue or black pen
- Write your Centre Number and Student Number at the top of this page

Section II – Reading and Responding

Part A

Total marks (25)

Attempt Questions 10 – 11

Read both passages on pages 7 – 9 of the question paper and then answer the corresponding questions in ENGLISH in the spaces provided.

	Marks	Marker's use only
Question 10 (13 marks)		
(a) Describe Jamil's family.	1	
(b) Was the work Jamil did appropriate to his qualifications? Explain your reasoning.	2	
(c) Why did people like Jamil?	1	
(d) What news did the manager convey to the employees?	2	
(e) How did Jamil feel upon hearing the news? Why?	2	

Question 10 continues on page 3

	Marks	Marker's use only
Question 10 (continued)		
(f) What is happening at 8.00 pm?	2	
.....		
.....		
.....		
(g) When Jamil arrived home, what was his dilemma?	2	
.....		
.....		
.....		
(h) How did Jamil react to the offer made to him?	1	
.....		
.....		

End of Question 10

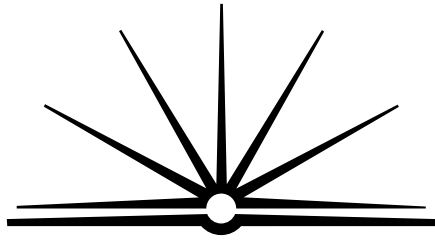
	Marks	Marker's use only
Question 11 (12 marks)		
(a) According to the text, how long did traditional Lebanese weddings last?	1	
(b) What are the stages in a traditional Lebanese wedding?	2	
(c) Who helped the parents of the bride prepare for the wedding ceremony?	1	
(d) How would the bride spend the first days of her preparation week? Why?	2	
(e) What happened when the sun set on the Thursday?	2	

Question 11 continues on page 5

	Marks	Marker's use only
Question 11 (continued)		
(f) List the tasks the women had to perform on the Saturday.	2	
(g) In your opinion, what is the significance of the week's preparations? Support your response by referring to information from this text.	2	

End of Question 11

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B O A R D O F S T U D I E S
N E W S O U T H W A L E S

2001
HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION

Arabic Continuers Transcript

Arabic Transcripts

Question 1

عند الساعة السابعة صباحاً، إستيقظت سعاد من نومها. وكعادتها رتبت غرفتها وخرجت إلى غرفة الطّعام لتتناول فطور الصباح مع أبيها وأمها.

الاب :لماذا استيقظت باكراً يا سعاد؟

سعاد :لم استطع النوم ليلة البارحة يا ابي؟

الاب :وما سبب قلقك؟ هل كنت مريضة؟

سعاد :كلا يا ابي، أنا مشتاقة إلى أخي لقد كان يسليني في أوقات فراغي

ويساعدني على مذاكرة دروسي».

الأم :وأنا مشتاقة إليه أيضاً وقلقة عليه، لأنه يعيش بعيداً عنا ولا أدري من يحضّر له الطّعام ومن يغسل له ملابسه".

الأب :لا تقلقي عليه، إنه ليس صغيراً ويعرف كيف يهتم بنفسه. هيا تناول الطعام، وأعدكما أننا سنتصل به هاتفياً هذا المساء.

Question 2

سيداتي أنساتي سادتي، في نهاية نشرتنا الإخبارية، نقدم لحضراتكم بياناً عن

الأحوال الجوية:

- حالة الطقس في سيدني: يوم حار جداً. تهبُّ رياح شمالية وتسقط

أمطار غزيرة . درجة الحرارة تتراوح بين ٢٠ و ٣٠ درجة

مئوية.

- أما في ملبورن، فإن الطقس يميل الى البرودة مع احتمال سقوط مطر خفيف

وهبوب رياح جنوبية، وتتراوح درجة الحرارة بين ١٨ و ٢٥ درجة مئوية.

بهذا نأتي مستمعينا الكرام إلى نهاية برنامجنا العربي، على أمل اللقاء بكم غداً في

الساعة السابعة صباحاً بإذن الله.

Question 3

يوم الخميس الماضي، نهض عادل من نومه باكراً. أحس بألم في رأسه وحرارة في جسده. نادى أمه واشتكى لها ما يحس به.

انزعجت الأم وأسرعت بابنها الى طبيب العائلة. قاس الطبيب درجة حرارة عادل فوجدها مرتفعة، ثم فحص صدره وحلقه وأذنيه. عندئذ، التفت الى أم عادل وقال لها: "إن ابنك يعاني من رشح بسيط، وعليه أن يلزم الفراش لمدة أربعة أيام، وأن يتناول كل صباح كوباً من عصير البرتقال مع بعض الفيتامينات لأنها تساعد في التغلب على الرشح". ثم وصف لعادل علاجاً ونصحه بممارسة الرياضة واستنشاق الهواء النقي والنوم لساعات كافية.

Question 4

حسام: هل فكرت يا ليلى في شراء هدية لأمنا بمناسبة عيد الأم؟ فلم يبقَ عليه إلا ثلاثة أيام، والوقت يمر بسرعة.

ليلى: لا، لم أفكر، ولا أريد أن أفكر، ولن أشتري هدية لأمي في ذلك اليوم، لأنني أحب أمي كل يوم، وأعبر لها عن حبي وتقديري دائماً. أنا لا أقتصر في تعبيرى عن حبي لأمي على يوم واحد في السنة، وأنت تعلم أكثر مني أن أسباب الاحتفال بعيد الأم معظمها تجاري، لتشجيع الناس على شراء الهدايا، وصراف المال.

حسام: أنت حرة في ما تفكرين، وأنا لا أريد أن أضيع وقتي في مناقشة لا فائدة منها. فقد اشتريت لها ساعة يد أنيقة بدلاً من الساعة القديمة التي تستعملها، وسأخبرها تحت وصادتها كي تفاجأ بها في صباح ذلك اليوم.

Question 5

يتم الآن تصوير فيلم جديد بعنوان «رجل ضد القانون» نظراً لما تتناوله الصحف والإذاعات من مواضيع حول مشكله إنهيار بعض المباني السكنية في مصر. يقوم بدور البطولة فيه كلُّ من «محمود ياسين» و «ميرفت أمين» نجمي الشاشة المشهورين. يصور هذا الفيلم شخصية مقاول بناء غير أمين، يبحث عن الربح السريع، ويحققه من خلال إقامة أبنية سكنية سرعان ما تتهدم فوق رؤوس سكانها، وذلك بسبب الغش في مواد البناء. أما مخرج الفيلم فهو «حاتم راضي» الذي لم يسبق له العمل في هذا المجال.

Question 6

- ابراهيم: يا للمفاجأة! متى عدت من لبنان يا سوزان؟
- سوزان: رجعت في الأسبوع الماضي ولكنني لم أتمكن من الإتصال بك لأنني أقضي معظم وقتي في البحث عن عمل. ولكن قل لي ما هي أخبارك أنت؟
- ابراهيم: لقد نجحت في امتحانات شهادة الثانوية العامة بتفوق.
- سوزان: إذاً إنك ستدرس الطب في الجامعة.
- ابراهيم: كلا يا عزيزتي سأدرس المحاماة.
- سوزان: ولماذا فضلت دراسة المحاماة على دراسة الطب؟
- ابراهيم: في الواقع يا سوزان، لقد اخترت هذه الدراسة لأنني أحب التعامل مع الناس وخدمة أفراد الجالية العربية في سيدني.
- سوزان: وكيف يمكنك دفع تكاليف هذه الدراسة؟
- ابراهيم: إنني حصلت على عمل مؤقت في دائرة الشؤون الإثنية أيام الثلاثاء والخميس والسبت من كل أسبوع. على فكرة، لقد تذكرت، هناك مجال للقيام بنفس العمل ليومي الإثنين والجمعة. فما رأيك؟
- سوزان: أنا موافقة، متى أستطيع التقدم بطلب؟
- ابراهيم: غداً صباحاً نلتقي في الدائرة وأعرفك على الموظف المسؤول
- سوزان: شكراً لك يا ابراهيم.

Question 7

شهدت السنوات الأخيرة إرتفاعاً كبيراً في أسعار الكتب التي تصدر في الدول العربية، مما أدى إلى الحد من مبيعاتها وانخفاض عدد القراء. لذلك تبنت منظمة اليونسكو مشروعاً ثقافياً عربياً أطلق عليه اسم "كتاب في جريدة".

يتضمن هذا المشروع نشر أربعة وعشرين كتاباً لنخبة من كبار الكتاب العرب وذلك كملاحق لعدد من الجرائد العربية وتوزيعها على ملايين القراء في وقت واحد.

أما أهم أهداف هذا المشروع فهي إيصال هذه المؤلفات مجاناً إلى القارئ العربي وتوسيع رقعة القراء بين الشباب العرب.

إن هذا المشروع سيمهد الطريق للقارئ العربي لمطالعة أبداع المؤلفات بأرخص الوسائل وأسهلها.

Question 8

ولدت مي زيادة في الناصرة بفلسطين عام ١٨٨٦. اسمها الأصلي "ماري"، وهي ابنة اب لبناني، وأم فلسطينية. وعندما بلغت الثالثة عشرة من العمر سافرت الى لبنان، ودرست في إحدى مدارس الراهبات. وفي عام ١٩٠٨ رحلت مع والديها الى مصر، وهناك عملت كمدرسة لأولاد أحد الأغنياء، ثم بدأت تكتب بالفرنسية، فظهر لها في عام ١٩١١ أول عمل أدبي بهذه اللغة، وهو مجموعة قصائد تحت عنوان "أزاهير حلم". ولكنها لم تلبث ان أتقنت العربية فصارت لغتها الكتابية المفضلة، ونالت مكانة عالية بين أدبائها.

قضت مي سنواتها الأخيرة في مستشفى للأمراض العقلية دون أن تكون مجنونة حقاً، إذ كتب الطبيب الفرنسي "مارتان" تقريراً ذكر فيه أن مي ليست مجنونة، وبالرغم من ذلك فإن أهلها أرادوا أن تبقى في المستشفى.

توفيت مي زيادة في القاهرة وهي في الخامسة والخمسين من العمر، تاركة ثروة أدبية يعتز بها القراء في شتى البلاد.

Question 9

دار الحوار التالي بين أم فريد وجارها غسان:

أم فريد: هل فكرت يا غسان في توصيل الغاز الطبيعي الى منزلكم؟

غسان: الغاز الطبيعي؟ ماذا تقصدين يا أم فريد؟

أم فريد: قرأت في صحيفة اليوم أن شركة الغاز الطبيعي توفر للمواطنين توصيل الغاز الطبيعي مجاناً الى المنازل.

غسان: حقاً ! يا له من مشروع عظيم. وهل يصلح هذا الغاز لطهي الطعام؟

أم فريد: بكل تأكيد يا غسان. وبالإضافة الى ذلك فإنه إقتصادي، واستعماله ليس خطراً، كما يصلح أيضاً لتدفئة المنازل وتسخين المياه.

غسان: الله ! ولكن أخبريني يا أم فريد، كيف يصل الينا هذا الغاز؟

أم فريد: يذكر الإعلان أنه يصل الينا مباشرة بواسطة أنابيب من جنوب أستراليا.

غسان: سأذهب في نهاية الشهر لأتقدم بطلب لتوصيل الغاز الطبيعي الى منزلنا.

أم فريد: أسرع يا غسان لأن هنالك هدية لمن يتقدم بطلب خلال هذا الأسبوع فقط.

غسان: