



Victorian Certificate of Education 2006

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Figures

Words

Letter

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ARABIC

Written examination

Thursday 19 October 2006

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

Section	Number of questions	Number of questions to be answered	Number of marks	Suggested times (minutes)
1 – Part A	8	8	15	30
Part B	5	5	15	
2 – Part A	6	6	20	40
Part B	2	2	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 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 white out liquid/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.

At the end of the examination

- Hand in this question and answer book at the end of the examination.

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 1–8

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

According to the man, what causes stockpiles (accumulation) of oil to build up?

1 mark

Question 2

Name **two** factors mentioned that affect the demand for oil.

2 marks

Question 3

Which statement made by the woman suggests that OPEC is not threatened by alternative sources of energy?

1 mark

Question 4

Which aspects of the world oil market will be discussed at OPEC’s meeting?

2 marks

Question 5

Name **three** alternative sources of energy mentioned in the text.

3 marks

TEXT 2 – Answer the following questions in **ENGLISH**.

Responses in the wrong language will receive no credit.

Question 6

Summarise how the writers mentioned in the text can both uplift and challenge the reader.

4 marks

Question 7

Which expression refers to the wealth of Arabic literature?

1 mark

Question 8

Give one expression that is typical of this text type (radio interview).

1 mark

Total 15 marks

You may make notes
in this space.

Instructions for Section 1 – Part B

Text 3, Questions 9–13

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 **ARABIC**.

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

TEXT 3 – Answer the following questions in **ARABIC**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

Question 9

In a complete sentence, explain how the doctor views the portrayal of women in Arabic literature.

في جُملةٍ تامّةٍ اشرح كيف صوّرت الدُكتورة المرأة في الأدب العربيّ.

Question 10

Explain why it is difficult to provide a definitive view of women in the Arabic world.

اشرح سبب صعوبة إعطاء صورة مُحدّدة للمرأة في العالم العربيّ.

Question 11

‘Literature reflects life.’ Summarise the views expressed in the text about this statement.

"الأدبُ تعبيرٌ عن واقع الحياة"، اختصر ما ورد في النصّ عن هذه العبارة.

Question 12

Why is the doctor an ideal representative for this program?

لماذا كانت الدكتورة الشَّخصَ المثالي لهذا البرنامج؟

Question 13

What are the important positions that women occupy at the present time?

ما أهمَّ المناصب التي تُشغِّلها المرأة في الوقتِ الحاضرِ؟

Total 15 marks

You may make notes
in this space.

SECTION 2 – Reading and responding

Instructions for Section 2 – Part A

Text 4, Questions 14–19

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.

الحضارة المصرية القديمة

المصريون القدماء هم من أول الحضارات التي مارست العلوم، حتى أن كلمة " كيمياء " كانت اسماً لمصر القديمة. وقد برع المصريون في الطب وأصول الحساب وقواعده، وعلى الرغم من وجود كميات من أوراق البردي التي تصف إنجازاتهم، فإنه لم يوجد أي أثر يدل على حساباتهم الرياضية. ولكن تقدمهم في الهندسة وعلم الفلك لم يكن ممكناً بدون معرفتهم للرياضيات. فهل تمكنا من الحسابات الهندسية لبناء أهراماتهم ومعابدهم وتماثيلهم ونصبهم ومسلاتهم فقط باستعمال الرسوم أو الرموز الهيروغليفية القديمة التي تحوي معاني دينية وقومية؟ لقد استعملوا نظاماً عسرياً سهلاً وذلك باستعمال سبعة رموز مختلفة حيث أن نظام الكتابة يبدأ بالرقم الأكبر ثم تقرأ من أعلى إلى أسفل.



حجر بازليتي

الهيروغليفية

بعد ذلك تم اكتشاف صيغة مبسطة للهيروغليفية تُستعمل في الحياة اليومية، وبعد اندثار اللغة المصرية القديمة، بقيت الهيروغليفية تذكراً لعظمة الماضي. أما اللغة المصرية فقد كتبت بالحروف اليونانية مع إضافة بعض الحروف التي لم تكن موجودة في اليونانية وعرفت باللغة القبطية والتي استبدلت لاحقاً باللغة العربية.

في منتصف القرن التاسع عشر تم ترجمة الهيروغليفية عندما عثر جنود نابليون على حجر بازليتي قرب مدينة الرسيد المصرية، وقد وجد عليه كتابات باللغة الهيروغليفية والهيروغليفية المبسطة واللغة اليونانية، وفي باريس قام " فرانسوا شامبليون " بمقارنة اللغات الثلاث وتعرف على اسم فرعون في كل لغة من تلك اللغات، وقد أدى ذلك إلى بداية اكتشاف معاني الرموز الهيروغليفية ودراسة علم الآثار المصرية.

ينظر العالم بإعجاب وتقدير لما وصلت إليه الحضارة المصرية القديمة.

Question 14

Why is it difficult to understand how ancient Egyptian engineers were able to build their structural masterpieces?

2 marks

Question 15

The hieroglyphs had an additional significance that made them different from other communicative symbols. What was this?

2 marks

Question 16

List the **four** stages in the development of writing in ancient Egypt.

4 marks

Question 17

Describe the decimal system that ancient Egyptians used in their calculations.

2 marks

You may make notes in this space.

Question 18

What role did France play in the development of the study of Egyptology?

5 marks

Question 19

Give evidence from the text of the mathematical and scientific studies of ancient Egypt.

5 marks

Total 20 marks

You may make notes
in this space.

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Instructions for Section 2 – Part B

Text 5, Question 20 and 21

Read the text and then answer the questions in **ARABIC**.

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

TEXT 5 – Answer the following questions in **ARABIC**.

Responses in the wrong language will receive no credit.

You may make notes
in this space.

" خُطْوَةٌ بَعِيدَةٌ عَنِ الرَّجْلِ الْخَشَبِيَّةِ "

بَيْنَمَا كَانَ يَعْتمِدُ الْإِنْسَانُ فِيمَا مَضَى عَلَى الْمَوَادِّ الطَّبِيعِيَّةِ الْمَحْدُودَةِ لِبِنَاءِ بَيْتِهِ وَالْحُصُولِ عَلَى مَلَابِسِهِ وَأَدْوَاتِهِ الْمُخْتَلِفَةِ ، ظَلَّ يَبْحَثُ عَنْ مَوَادِّ بَدِيلَةٍ تُلَبِّي حَاجَاتِهِ الْمُتَجَدِّدَةَ فِي مَيَادِينِ الزَّرْعَةِ وَالْعِمَارَةِ وَالصَّنَاعَةِ وَالطَّبِّ. لَقَدْ إِهْتَدَى الْإِنْسَانُ بِالتَّجَارِبِ إِلَى مَادَّةِ الْبِلَاسْتِيكِ .

تُسْتَعْمَلُ هَذِهِ الْمَادَّةُ فِي طُرُقٍ كَثِيرَةٍ وَأَسَالِيْبٍ مُتَنَوِّعَةٍ ، فَمِنَ الْمَلَابِسِ إِلَى فُرْشَةِ الْأَسْنَانِ وَأَدْوَاتِ الْمَطْبَخِ ، وَمِنْ صُنْعِ الْمَقَاعِدِ إِلَى الْأَحْذِيَّةِ وَالْعِبَابِ الْأَطْفَالِ ، حَتَّى أَنَّهَا دَخَلَتْ فِي صِنَاعَةِ الطَّائِرَاتِ وَأَثَاتِ الْمَكَاتِبِ وَالْأَدْوَاتِ الْكَهْرُبَائِيَّةِ .

وَقَدْ أُدْخِلَ الْبِلَاسْتِيكُ فِي مَيْدَانِ الْبِنَاءِ بِشَكْلِ وَاسِعٍ فَشَكَّلَتْ مِنْهُ الْأَوْحَ وَجُدْرَانِ لِصِنَاعَةِ الْبُيُوتِ الصَّغِيرَةِ الْمُتَنَقِّلَةِ الَّتِي تَمْتَنِزُ بِرُخْصَتِهَا وَخَفَّةِ وَزْنِهَا وَسَهُولَةِ فَكِّهَا وَنَقْلِهَا . وَعَمِلَتْ شَرِكَاتُ الزُّجَاجِ عَلَى إِدْخَالِ الْبِلَاسْتِيكِ فِي صُنْعِ زُّجَاجٍ يُعَمَّرُ طَوِيلًا وَيُسْتَعْمَلُ لِلنَّوَافِذِ وَزُّجَاجِ السَّيَّارَاتِ وَأَوَانِي الشُّرْبِ، وَكَذَلِكَ فِي صُنْعِ عَدَسَاتِ النُّظَرِ وَالنَّظَّارَاتِ الشَّمْسِيَّةِ .

وَمَاذَا بَعْدُ؟ فَهَذِهِ الْمَادَّةُ الْهَائِلَةُ تَمْتَنِزُ بِعَدَمِ تَعَرُّضِهَا لِلصَّدَأِ كَمَا هُوَ الْحَالُ فِي الصَّفَائِحِ الْمَعْدِنِيَّةِ، وَإِذَا صُنِعَتْ مِنْهَا بَعْضُ الْأَطْرَافِ الصَّنَاعِيَّةِ وَالْأَسْنَانِ وَالْأَعْضَاءِ الدَّاخِلِيَّةِ ، وَأُدْخِلَتْ فِي جِسْمِ الْإِنْسَانِ لِتُسَدَّ بَعْضَ النِّقْصِ عِنْدَ فَقْدِهَا، فَهِيَ مُرِيحَةٌ وَتُعَمَّرُ طَوِيلًا .

Question 20

What techniques are used by the author to persuade the audience of the value of plastic? Provide examples from the text.

ما هي الأساليب التوعوية التي استعملها المؤلف في إقناع القارئ بأهمية البلاستيك؟
أذكر أمثلة من النص .

Question 21

What difficulties were overcome through the production of plastic?

ما هي الصعوبات التي تغلب عليها الإنسان بإنتاج البلاستيك؟

Total 10 marks

You may make notes
in this space.

SECTION 3 – Writing in Arabic**Instructions for Section 3**

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 22

Write a personal account for a school writing competition related to the saying ‘Don’t put off today’s work till tomorrow because tomorrow there will be other work to do’.

اكتب قصة واقعية لمسابقة مدرسية عن هذه الحكمة " لا تؤجل عمل اليوم إلى الغد ، فإنَّ للغد عملاً آخر " .

OR

Question 23

Write a short imaginative story beginning with ‘One night my parents went out and left me with my brothers and sisters at home. We were watching TV and suddenly there was a loud squeal . . .’

اكتب قصة خيالية قصيرة تبدأ بـ " في إحدى الليالي خرج والدي وكنت مع إخوتي في البيت ن شاهد التلفاز وفجأة سمعنا صرخة حادة . . . " .

OR

Question 24

‘Parental expectations have changed.’ Write an evaluative article for a youth magazine discussing the positive and negative aspects of this statement.

" لقد تغيرت توقعات الوالدين " . اكتب مقالة تقييمية إلى مجلة الشباب، ناقش فيها الجوانب الإيجابية والسلبية في هذه العبارة.

OR

Question 25

Write a persuasive report to convince teenagers of the advantage of adopting a healthier lifestyle. Make suggestions about activities and diet, and describe a daily routine to help achieve this goal.

اكتب تقريراً لإقناع المراهقين بإيجابيات تبني نظام صحي في الحياة ، مبيناً فيه النشاطات اليومية والنظام الغذائي المتبع للوصول إلى الهدف .

OR

Question 26

Write an informative script on an environmental issue of critical importance to young people for a talk to be given at a youth club.

اكتب نصاً خطابياً لإلقائه في نادي الشباب عن موضوع يتعلّق بالبيئة ، مبيناً فيه الأهمية القصوى لهذا الموضوع بالنسبة للشباب .

Total 15 marks

You may make notes in this space.

Write your response on the following pages.

SECTION 3 – continued
TURN OVER

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your **student number** in the space provided on the front cover of the script book. At the end of the examination, place the script book inside the front cover of this question and answer book.

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