



BOARD OF STUDIES  
NEW SOUTH WALES

**2001**  
HIGHER SCHOOL CERTIFICATE  
EXAMINATION

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Centre Number

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Student Number

# Arabic Extension

## Written Examination

### General Instructions

- Reading time – 10 minutes
- Working time – 1 hour and 50 minutes
- Write using black or blue pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page

**Total marks – 40**

**Section I** Pages 2–5

**25 marks**

This section has two parts, Part A and Part B

- Allow about 1 hour and 10 minutes for this section

Part A – 15 marks

- Attempt Question 1

Part B – 10 marks

- Attempt Question 2

**Section II** Page 6

**15 marks**

- Attempt either Question 3 or Question 4
- Allow about 40 minutes for this section

## Section I — Response to Prescribed Text

25 marks

Allow about 1 hour and 10 minutes for this section

### Part A – 15 marks

#### Attempt Question 1

Answer the question in the spaces provided.

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

- respond critically to the prescribed text
- analyse how meaning is conveyed
- demonstrate an understanding of the relationship between the prescribed text and prescribed issues

#### Question 1 (15 marks)

Read the extract from the short story, *Ard ash-Shams*, then answer in ENGLISH the questions that follow.

جَمَدَ الشَّابَانِ فِي مَكَانَيْهِمَا، تَبَادَلَا النَّظْرَاتِ وَالْحِوَارَ الصَّامِتِ وَلَمْ يَتَحَرَّكَ إِلَّا لِيُبْعِدَا  
أَقْدَامَهُمَا عَنِ السَّائِلِ الَّذِي زَادَ انْدِفَاعُهُ مِنْ بَطْنِ السَّيَّارَةِ وَوَجَدَا نَفْسَيْهِمَا يَبْتَغِدَانِ عَنْهُ،  
يَبْتَغِدَانِ أَكْثَرَ كُلَّمَا أَوْشَكَ عَلَى الْاِقْتِرَابِ مِنْهُمَا، إِلَى أَنْ انْدَفَعَ جَاسِمٌ فَجَاءَهُ، وَمِنْ غَيْرِ تَوَقُّعٍ  
إِلَى السَّيَّارَةِ بِحَزْمٍ يُدْخِلُ نِصْفَ جِسْمِهِ وَيَمُدُّ يَدَيْهِ لِكَيْ يَسْحَبَ الْمَرْأَةَ، لَكِنَّهُ يُجَمِّدُ نَظْرَاتِهِ  
مِنْ جَدِيدٍ فَوْقَ عُرْيِ بَطْنِهَا وَأَسْمِرَارِهَا، فَوْقَ الشُّعَيْرَاتِ الْخَفِيفَةِ عِنْدَ السَّرَّةِ. لَمْ يَكُنْ قَدْ  
رَأَى عُرْيَ امْرَأَةٍ مِنْ قَبْلُ بَلْ لَمْ يَرِ امْرَأَةً مِنْ غَيْرِ أَمْتَارٍ مِنَ الْقِمَاشِ تَلْفُهَا مِنْ رَأْسِهَا إِلَى  
أَخْمَصِ قَدَمَيْهَا الْمُخْتَبَيْنِ بِالْحِنَاءِ السُّودَاءِ مُظْهِرَةً فَقَطْ عَيْنِي الْمَرْأَةَ وَكَانَتْهُمَا حَشْرَتَانِ مِنْ  
تَحْتِ فَتْحَةٍ مِنْ قِمَاشٍ حَيْكَتْ كَشِبَاكِ الصَّيَّادِينَ، لِيَتَقَهَّرَ خَارِجاً مِنَ السَّيَّارَةِ، وَيَبْتَغِدَ عَنْهَا.  
ثُمَّ يَضْرِبُ، وَكَأَنَّهُ لُسَعٌ فِي الْقَلْبِ فَجَاءَهُ، كَفَّأً عَلَى كَفٍّ نَدْمًا لِتَرَاجُعِهِ هَذَا وَهُوَ يَنْظُرُ إِلَى  
زَمِيلِهِ فِي حَيْرَةٍ يُمَوِّجُهَا الْخَيْبَةُ وَالْكَبْتُ. يُحَدِّقُ فِي زَمِيلِهِ مَرَّةً أُخْرَى إِنَّمَا بِتَوَسُّلِ مُسْتَعْطِيَا  
مُؤَارِزَتِهِ حَتَّى تَمْتَدَّ بِهِ الشَّجَاعَةُ وَتَحْرِّكُهُ لِأَنْ يَسْحَبَ الْمَرْأَةَ خَارِجَ السَّيَّارَةِ.

Question 1 continues on page 3

Question 1 (continued)

وَلَمْ يَقِفَا مَعاً طَوِيلًا مِنْ غَيْرِ كَلَامٍ أَوْ حَرَكَةٍ، إِذْ أَخَذَ السَّائِلُ ذُو الرَّائِحَةِ الْقَوِيَّةِ الْآنَ دَفَّةَ الْقَرَارِ وَأَنْدَفَعَ مِنْ تَلْقَاءِ نَفْسِهِ لِيُحَوَّلَ، بِلَمْحَةٍ بَصَرٍ، رُكَّامَ السِّيَّارَةِ إِلَى سَرَابٍ صَحْرَاوِيِّ يَشْتَعِلُ فِي جَفَافِهِ لِأَنَّهُ لَمْ يُرَوْ مُنْذُ مُدَّةٍ طَوِيلَةٍ. وَكَانَتْ حَرَارَةُ الْإِنْفِجَارِ قَدْ قَامَتْ بِدَفْعِ الشَّابِئِينَ بَعِيداً. بَعْدَ لَحْظَاتٍ وَجَدَا نَفْسَيْهِمَا يَقُومَانِ بِجَرِّ الضَّحَايَا الثَّلَاثِ بَعِيداً عَنِ الْآلَةِ الْمُشْتَعِلَةِ بِأَنَّهُمَا عَظِيمٌ، مُحَاوِلِينَ إِبْعَادَ الْمَرْأَةِ عَنِ الْعَيْنِ وَالْأُذُنِ وَالنِّيْرَانِ تَأْكُلُهَا، رَغْمَ أَنَّ بَطْنَ الْمَرْأَةِ وَمَلْمَسَهُ لَمْ يَغِيْبَا عَنْ يَدِ جَاسِمِ لِمُدَّةٍ طَوِيلَةٍ.

Marks

- (a) What is the significance of the desert as the setting for this story?

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- (b) Comment on the significance and impact of the metaphors in this extract.

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- (c) Comment on the concept of **النُّظْرَاتِ وَالْحَوَارِ الصَّامِتِ**.

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Question 1 continues on page 4

Question 1 (continued)

- (d) How does this story explore the relationship between men and women in Arabic society?

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**End of Question 1**

## Arabic Extension

### Section I (continued)

#### Part B – 10 marks

#### Attempt Question 2

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

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

- demonstrate an understanding of the prescribed text
  - write in Arabic for a specific context
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#### Question 2 (10 marks)

Read the extract from the short story, *ad-Daynasur*, then answer the question that follows. Write approximately 200 words in ARABIC.

خَشِيْتُ أَنْ تَقُولَ لِلرَّجُلِ الْغَرِيبِ، إِنَّ قِصَّتَهُ هِيَ الْوَجْهُ الْمَعْكُوسُ، لِقِصَّةِ سَمِعْتَهَا قَبْلَ  
أَيَّامٍ، فِي بِلَادِهَا، سَمِعْتَهَا مِنْ امْرَأَةٍ، لِسَانِهَا عَلَقَةٌ، وَمَجْلِسُهَا فَضِيحَةٌ.

Imagine you are the female character in this story. You overcome your fear and decide to tell the 'strange man' how this story would be told in your country. Write the text of the conversation between yourself and the man as you narrate the story.

## Section II — Writing in Arabic

15 marks

Attempt either Question 3 or Question 4

Allow about 40 minutes for this section

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

Write approximately 300 words in ARABIC.

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

- present and support a point of view
- write for a specific audience and/or purpose and/or context
- demonstrate accuracy and variety of vocabulary and sentence structures
- structure and sequence ideas and information

### Question 3 (15 marks)

"الفساد مشكلة لا يستطيع أحد أن يحاربها"  
أكتب / أكتب مقالة إلى إحدى الصحف العربية تناقش / تناقش فيها هذا القول.

'There is nothing anyone can do to combat corruption.'

Write an article for an Arabic newspaper in which you discuss this statement.

OR

### Question 4 (15 marks)

"حرية الرأي هي أهم أنواع الحريات على الإطلاق."  
أكتب / أكتب مقالة إلى إحدى الصحف العربية تناقش / تناقش فيها هذا القول.

'The most important freedom that one can have is freedom of speech.'

Write an article for an Arabic newspaper in which you discuss this statement.

End of paper