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Centre Number

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Student Number

2002
HIGHER SCHOOL CERTIFICATE
EXAMINATION

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 2–9

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 10

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, *Al Sha'ir*, then answer in ENGLISH the questions that follow.

قَالَ لَهُ الْمُدِيرُ إِنَّ قِصَاصَهُ أَلْفُ سَطْرٍ، وَأَسْبُوعٌ دُونَ غَدَاءٍ، وَالرُّكُوعُ فِي الْمَدْرَسَةِ طَوَّلَ
أُسْبُوعٍ أَيْضًا، عَلَى أَنْ يَكُونَ ذَلِكَ تَنْبِيْهَا أَحْيَرًا، وَفِي الْمَرَّةِ التَّالِيَةِ تَطَرَّدَهُ الْمَدْرَسَةُ طَرْدًا
أَبْدِيًّا. وَعِنْدَ الظُّهْرِ قَادَهُ الْمُدِيرُ إِلَى قَاعَةِ الدَّرْسِ وَوَضَعَ أَمَامَهُ أَوْرَاقًا وَقَلَمًا وَحَبْرًا وَقَالَ لَهُ:

– اُكْتُبْ !

ثُمَّ تَنَاوَلَ الْمُدِيرُ كِتَابَ «التَّارِيخِ الْعَامِ» وَجَعَلَ يَتَمَشَّى ذَهَابًا وَإِيَابًا، مُمَشِّطًا الشَّعْرَاتِ
الْبَاقِيَةَ فِي لِحْيَتِهِ، وَمَاضِعًا بَعْضَهَا بَيْنَ أَسْنَانِهِ. وَفَتَحَ الْكِتَابَ وَأَخَذَ يُمْلِي عَلَى نَعِيمٍ فَصَلًّا
مِنْهُ بِسُرْعَةٍ فِي الْقِرَاءَةِ، وَنَعِيمٌ مُجْبَرٌ عَلَى اللَّحَاقِ بِهِ:

Question 1 continues on page 3

Question 1 (continued)

«كَانَ الْفِينِيقِيُّونَ شَعْبًا نَشِيطًا افْتَتَحُوا الْبَحَارَ وَبَنَوْا لَهُمْ مُسْتَعْمَرَاتٍ فِي قَرطاجنةَ وَغَيْرِهَا مِنْ شَوَاطِئِ الْبَحْرِ الْأَبْيَضِ الْمُتَوَسِّطِ، وَإِلَيْهِمْ يَرْجِعُ الْفَضْلُ فِي اكْتِشَافِ الْحُرُوفِ الْهَجَائِيَّةِ. وَمِنْ مَدَنِهِمُ الْمَشْهُورَةُ جُبَيْلُ وَصُورُ وَصَيْدَا الَّتِي كَانُوا يُسَمُّونَهَا «صَيْدُونَ». وَلَكِنَّ دِيَانَتَهُمْ - وَيَا لِلْأَسَفِ ! - كَانَتْ أَشْنَعَ الدِّيَانَاتِ الْوَثْنِيَّةِ، لِأَنَّهُمْ لَمْ يَعْرِفُوا اللَّهَ الْوَاحِدَ الَّذِي نَعْبُدُهُ نَحْنُ... وَكَانَ الْفِينِيقِيُّونَ ...»

فَأَخَذَ نَعِيمٌ يَقْضِمُ شَفْتَيْهِ وَيَحْكُ إِحْدَى رُكْبَتَيْهِ بِالْأُخْرَى. أَتَلَحُّقُهُ فِينِيقِيًّا إِلَى هُنَا؟... وَالْبَاحِرَةُ؟ إِنَّ مَارِيَّتَ بَاشَا تُسَافِرُ السَّاعَةَ الثَّانِيَةَ عَشْرَةَ وَالنِّصْفَ، وَقَدْ دَقَّتِ السَّاعَةُ الظُّهْرَ مُنْذُ أَكْثَرَ مِنْ خَمْسِ دَقَائِقٍ.

كَانَ يُرِيدُ أَنْ يَضْرِبَ هَذَا الْمُدِيرَ الْمَلْعُونَ بِالْذَوَاةِ الَّتِي أَمَامَهُ، أَنْ يَفْقَأَ عَيْنَيْهِ الْخَبِيثَتَيْنِ بِهَذِهِ الرِّيشَةِ. وَلَكِنَّ الْمُدِيرَ تَعَبَ أَحْيَرًا مِنَ الْقِرَاءَةِ، فَدَنَا مِنْ نَعِيمٍ وَشَدَّهُ مِنْ أُذُنِهِ وَجَرَّهُ بِهَا جَرًّا وَأَرْكَعَهُ ثَانِيَةً عَلَى الْبَلَاطِ، عَلَى فُتَاتِ الْحَصَى الَّتِي يَجِيءُ بِهَا التَّلَامِيذُ بِأَحْذِيَّتِهِمْ مِنَ السَّاحَاتِ وَالشُّوَارِعِ، حَتَّى أَحَسَّ نَعِيمٌ بِالدَّمِ يَنْزِفُ مِنْ رُكْبَتَيْهِ. ثُمَّ أَغْلَقَ بَابَ الْقَاعَةِ وَأَخَذَ مِفْتَاحَهَا وَذَهَبَ.

مَا كَادَ نَعِيمٌ يَطْمَئِنُّ إِلَى ابْتِعَادِ الْمُدِيرِ حَتَّى نَهَضَ إِلَى الشُّبَّاكِ وَأَلْقَى نَفْسَهُ مِنْهُ عَلَى عُلُوِّ خَمْسَةِ أَمْتَارٍ وَأَكْثَرَ، فَكَادَ ظَهْرُهُ يَنْخَلِعُ لِجَفَافِ الْأَرْضِ الَّتِي وَقَعَتْ عَلَيْهَا قَدَمَاهُ.

Question 1 continues on page 4

Question 1 (continued)

(a) How did Naīm manage to get himself into trouble?

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(b) What impact does the dictation read aloud by the principal have on Naīm?

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Question 1 continues on page 5

Question 1 (continued)

(c) What effect is achieved by the writer in expressions such as: 2

«تَطْرُدُهُ الْمَدْرَسَةُ طَرْدًا» –

«جَرَّهُ بِهَا جَرًّا» –

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(d) What is the significance of the title of this story? 3

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Question 1 continues on page 6

Question 1 (continued)

(e) How is the issue of human rights explored in this extract and in the story as whole?

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End of Question 1

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Section I (continued)

Part B – 10 marks
Attempt Question 2

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

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

Question 2 (10 marks)

Read the extract from the short story, *No. 59*, by Najib Mahfouz, then answer the question that follows. Write approximately 200 words in ARABIC.

يُقَالُ – وَاللَّهِ أَعْلَمُ – إِنَّ غَنَامَ «أَبُو رَابِيَةَ» اسْتَغْلَلَ مَرْكَزَهُ كَمْشُرْفٍ مَالِيٍّ عَلَى الْأَمْوَالِ
السَّرِيَّةِ فَاخْتَلَسَ مِنْهَا عَشْرَةَ آلَافٍ مِنَ الْجَنِيهَاتِ، وَقِيلَ أَكْثَرُ مِنْ ذَلِكَ. وَإِنَّهُ ضُبِطَ وَحَقِّقَ
مَعَهُ وَأَعْتَرَفَ.

Imagine you are Ghannam Abou Rabiya and you have been in court trying to defend yourself.
Write a narrative account of what you said to the judge.

Please turn over

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
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Question 3 (15 marks)

«الْمُراهِقُونَ بِحَاجَةِ إِلَى الْحُرِّيَّةِ لِكَيْ يُطَوِّرُوا آرَاءَهُمْ وَسُلُوكَهُمْ وَاسْتِقْلَالِيَّتَهُمْ»

أُكْتُبُ نَصَّ الْخِطَابِ الَّذِي أَلْقَيْتُهُ عَلَى رِفاقِ صَفِّكَ مُبَيِّنًا رَأْيَكَ فِي هَذَا الْقَوْلِ.

‘Adolescents need to be given freedom in order to develop their own ideas, attitudes and independence.’

Write the script of a talk that you will give to your classmates in which you present your opinion on this issue.

OR

Question 4 (15 marks)

«مُحَارِبَةُ الْفَقْرِ وَاجِبٌ كُلِّ فَرْدٍ فِي الْمَجْتَمَعِ»

أُكْتُبُ رِسَالَةً إِلَى رَئِيسِ تَحْرِيرِ إِحْدَى الصُّحُفِ الْعَرَبِيَّةِ مُبَدِّئًا رَأْيَكَ فِي هَذَا الْقَوْلِ.

‘It is the responsibility of every individual to contribute to the struggle against poverty.’

Write a letter to the editor of an Arabic newspaper in which you present your opinion of this statement.

End of paper