



**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**

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>	<i>Suggested times (minutes)</i>
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?

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1 mark

**Question 2**

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

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2 marks

**Question 3**

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

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1 mark

**Question 4**

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

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2 marks

**Question 5**

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

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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.

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4 marks

**Question 7**

Which expression refers to the wealth of Arabic literature?

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1 mark

**Question 8**

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

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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.

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#### 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.

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#### 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.

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**Question 12**

Why is the doctor an ideal representative for this program?

لماذا كانت الدكتورة الشَّخصَ المثالي لهذا البرنامج؟

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**Question 13**

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

ما أهمَّ المناصب التي تُشغِّلها المرأة في الوقتِ الحاضرِ؟

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Total 15 marks

You may make notes  
in this space.

END OF SECTION 1

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## 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 عشرياً سهلاً وذلك باستعمال سبعة رموز مختلفة حيث أن نظام الكتابة يبدأ بالرقم الأكبر ثم تقرأ من أعلى إلى أسفل.



حجر بازلتي

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 بازلتي قرب مدينة الرشد 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 باعجاب 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?

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2 marks

**Question 15**

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

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2 marks

**Question 16**

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

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4 marks

**Question 17**

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

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2 marks

You may make notes in this space.

**Question 18**

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

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5 marks

**Question 19**

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

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5 marks

Total 20 marks

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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 يَعْتَمِدُ الْإِنْسَانُ فِيمَا مَضَى عَلَى الْمَوَادِّ الطَّبِيعِيَّةِ الْمَحْدُودَةِ لِبِنَاءِ بَيْتِهِ وَالْحُصُولِ عَلَى مَلَابِسِهِ وَأَدَوَاتِهِ 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 وَأَدَوَاتِ الْمَطْبَخِ ، وَمِنْ صُنْعِ الْمَقَاعِدِ إِلَى الْأَحْذِيَّةِ وَالْعِبَابِ الْأَطْفَالِ ، حَتَّى أَنَّهَا دَخَلَتْ فِي صِنَاعَةِ الطَّائِرَاتِ وَأَثَاتِ الْمَكَاتِبِ وَالْأَدَوَاتِ الْكَهْرُبَائِيَّةِ .

وَقَدْ أُدْخِلَ الْبِلَاسْتِيكِ فِي مَيْدَانِ الْبِنَاءِ بِشَكْلِ وَاسِعٍ فَشَكَّلَتْ مِنْهُ الْأَوْحَ وَجُدْرَانَ لِصِنَاعَةِ الْبُيُوتِ الصَّغِيرَةِ الْمُتَنَقِّلَةِ الَّتِي تَمْتَازُ بِرُخْصَتِهَا وَخَفَقَةِ وَزْنِهَا وَسَهُولَةِ فَكِّهَا وَنَقْلِهَا . وَعَمِلَتْ شَرِكَاتُ الزُّجَاجِ عَلَى إِدْخَالِ الْبِلَاسْتِيكِ فِي صُنْعِ زُّجَاجِ يُعَمَّرُ طَوِيلًا وَيُسْتَعْمَلُ لِلنَّوَافِذِ وَزُّجَاجِ السِّيَّارَاتِ وَأَوَانِي الشُّرْبِ، وَكَذَلِكَ فِي صُنْعِ عَدَسَاتِ النَّظَرِ وَالنَّظَّارَاتِ الشَّمْسِيَّةِ .

وَمَاذَا بَعْدُ؟ فَهَذِهِ الْمَادَّةُ الْهَائِلَةُ تَمْتَازُ بِعَدَمِ تَعَرُّضِهَا لِلصَّدَأِ كَمَا هُوَ الْحَالُ فِي الصَّفَائِحِ الْمَعْدِنِيَّةِ، وَإِذَا صُنِعَتْ مِنْهَا بَعْضُ الْأَطْرَافِ الصَّنَاعِيَّةِ وَالْأَسْنَانَ وَالْأَعْضَاءَ الدَّاخِلِيَّةِ ، وَأَدْخِلَتْ 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 .

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**Question 21**

What difficulties were overcome through the production of plastic?

ما هي الصعوبات التي تغلب عليها الإنسان بإنتاج البلاستيك؟

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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’.

أَكْتُبْ قِصَّةً وَاقِعِيَّةً لِمَسَابَقَةِ مَدْرَسِيَّةٍ عَنْ هَذِهِ الْحِكْمَةِ " لَا تُؤَجِّلْ عَمَلَ الْيَوْمِ إِلَى الْعَدِّ ، فَإِنَّ لِلْعَدِّ عَمَلًا آخَرَ " .

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 . . .’

أَكْتُبْ قِصَّةً خَيَالِيَّةً قَصِيرَةً تَبْدَأُ بِ " فِي إِحْدَى اللَّيَالِي خَرَجَ وَالِدَيَّ وَكُنْتُ مَعَ إِخْوَتِي فِي الْبَيْتِ نُشَاهِدُ التَّلْفَازَ وَفَجْأَةً سَمِعْنَا صَرْخَةً حَادَّةً . . . " .

OR

**Question 24**

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

" لَقَدْ تَغَيَّرَتِ تَوَقُّعَاتُ الْوَالِدِينَ " . أَكْتُبْ مَقَالَةً تَقْيِيمِيَّةً إِلَى مَجَلَّةِ الشَّبَابِ ، تُنَاقِشُ فِيهَا الْجَوَانِبَ الْإِجَابِيَّةَ وَالسَّلْبِيَّةَ فِي هَذِهِ الْعِبَارَةِ .

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.

أَكْتُبْ تَقْرِيرًا لِإِقْنَاعِ الْمُرَاهِقِينَ بِإِجَابِيَّاتِ تَبَنِّي نِظَامِ صِحِّي فِي الْحَيَاةِ ، مُبَيِّنًا فِيهِ النَّشَاطَاتِ الْيَوْمِيَّةَ وَالنِّظَامَ الْغِذَائِيَّ الْمُنْتَبِعَ لِلْوُصُولِ إِلَى الْهَدَفِ .

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.

أَكْتُبْ نَصًّا خِطَابِيًّا لِإِقْنَائِهِ فِي نَادِي الشَّبَابِ عَنْ مَوْضُوعٍ يَتَعَلَّقُ بِالْبِيئَةِ ، مُبَيِّنًا فِيهِ الْأَهْمِيَّةَ الْفُصُولِيَّةَ لِهَذَا الْمَوْضُوعِ بِالنِّسْبَةِ لِلشَّبَابِ .

Total 15 marks

You may make notes in this space.

Write your response on the following pages.









## **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