Sample Assessment Materials
Pearson Edexcel Level 3 Advanced GCE in Arabic
(listening, reading and writing) (9AA0)
First teaching from September 2018
First certification from 2020
Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK’s largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third party material made in this sample assessment materials are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this document is correct at time of publication.

Original origami artwork: Mark Bolitho
Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

ISBN 978 1 4469 4716 6

All the material in this publication is copyright © Pearson Education Limited 2018
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>General marking guidance</td>
<td>3</td>
</tr>
<tr>
<td>Paper 1 – Question Paper</td>
<td>5</td>
</tr>
<tr>
<td>Paper 1 – Mark scheme</td>
<td>23</td>
</tr>
<tr>
<td>Paper 2 – Question Paper</td>
<td>39</td>
</tr>
<tr>
<td>Paper 2 – Mark scheme</td>
<td>55</td>
</tr>
<tr>
<td>Paper 3 – Transcript</td>
<td>75</td>
</tr>
<tr>
<td>Paper 3 – Question Paper</td>
<td>83</td>
</tr>
<tr>
<td>Paper 4 – Mark scheme</td>
<td>101</td>
</tr>
</tbody>
</table>
Introduction

The Pearson Edexcel Level 3 Advanced GCE in Arabic (listening, reading and writing) is designed for use in schools and colleges. It is part of a suite of AS/A Level qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.
General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate’s response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate’s response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.
Pearson Edexcel
Level 3 GCE Advanced

Specimen Paper

(Time: 2 hours 30 minutes) Paper Reference 9AA0/01

Arabic

Paper 1: Translation into English, reading comprehension and writing (research question) in Arabic

You do not need any other materials.
Dictionaries are not allowed in this examination.
Documentation relating to the research project is not allowed in this examination.

Total Marks

Instructions

• Use black ink or ball-point pen.
• Fill in the boxes at the top of this page with your name, centre number and candidate number.
• Answer Question 1 in Section A. Answer all questions in Section B. You must answer one question from Section C. Write approximately 270 to 320 words for questions in Section C.
• We recommend you spend 20 minutes on Section A: Translation into English, 45 minutes on Section B: Reading and 1 hour 25 minutes on Section C: Writing (research question).
• Answer the questions in the spaces provided – there may be more space than you need.

Information

• The total mark for this paper is 80.
• The marks for each question are shown in brackets.

Information

• Read each question carefully before you start to answer it.
• Check your answers if you have time at the end.
في خمسينيات القرن الماضي، عزَّز الرئيس جمال عبد الناصر مكانته في العالم العربي، ودعا إلى الوحدة العربية، وأعلن دعمَه لجميع حركات التَّحرر العربية. وفي ذلك الوقت كانت مصر في حاجة للمال، ومصدر دخلِها الرئيسي كان قناة السُّويس، لكنَّها كانت تحت سيطرة أجنبية، لذلك قام الرئيس المصري بتأميمها ونقل إدارتها للدولة.

عبَّ العرب من المحيط إلى الخليج عن تقدير شديد للرئيس المصري، الذي قاد إنشاء الجمهورية العربية المتحدة بين مصر وسوريا، لكنَّ الوحدة انتهت نهاية حزينة، لعدة أسباب أبرزها عدم وجود اتصال جغرافي بين البلدين، واختلاف ظروفهما السياسية والاقتصادية والاجتماعية.
في خمسينيات القرن الماضي، عزز الرئيس جمال عبد الناصر مكانته في العالم العربي، ودعا إلى الوحدة العربية، وأعلن دعمه لجميع حركات التحرر العربية. وفي ذلك الوقت كانت مصر في حاجة للمال، ومصدر دخليها الرئيسي كان قناة السويس، لكنها كانت تحت سيطرة أجنبية، لذلك قام الرئيس المصري بتأمينها ونقل إدارتها للدولة.

عبر العرب من المحيط إلى الخليج عن تقدير شديد للرئيس المصري، الذي قاد إنشاء الجمهورية العربية المتحدة بين مصر وسوريا، لكن الوحدة انتهت حزينة، لعدة أسباب أبرزها عدم وجود اتصال جغرافي بين البلدين، واختلاف ظروفهما السياسية والاقتصادية والاجتماعية.
Open-response questions do not have to be written in full sentences and you may respond
التعدي على الخصوصية. وقد عاقب هذا القانون أيضاً كل من يشتم شخصاً، أو يسخر من الآخرين باستخدام
وقد قامت الإمارات العربية المتحدة بإصدار قانون يشدد العقوبات المتعلقة بالجرائم الإلكترونية، إضافةً لجرائم
ازداد استخدام وسائل التواصل الاجتماعي بين الشبان العرب، الذين صاروا يطرحون قضاياهم، ويتبادلون
التي أضحت وسيلة لإطلاق الشائعات وتقديم المعلومات الخاطئة، ومحطة للّذين يجدون مُتَّسعاً من الوقت
للتفاعل السَّلبي، فضلاً عن إصدار الفتاوى بغير علم، والمشاحنات الشخصية بين المستخدمين.

*S61401A0418*

**SECTION B: READING**

اقرأ المقالة التالية حول وسائل التَّواصل الاجتماعي

- مشاركة الأفكار الشخصية
- التعبير عن الآراء السياسية
- مشاركة الذكريات
- الوجهات النظرهم من خلالها.

**D**

**A**

**B**

**Turn over**

(Total for Question 1 = 20 marks)

TOTAL FOR SECTION A = 20 MARKS
SECTION B: READING

We recommend you spend around 45 minutes on this section.

Open-response questions do not have to be written in full sentences and you may respond using single words or phrases.

You may use words from the texts but you must not copy whole sections.

اقرأ المقالة التالية حول وسائل التواصل الاجتماعي.

وسائل التواصل الاجتماعي ... إلى أي؟

ارداد استخدام وسائل التواصل الاجتماعي بين الشباب العرب، الذين صاروا يطرحون قضاياهم، وتبادلهم وجهات نظرهم من خلالها.

وعلى الرغم من أنّها تعزز التواصل العائلي، وعلاقات العمل، والصداقات؛ فإنِّ هناك سلبيات أيضا لهذه الوسائل التي أضحت وسيلة لإطلاق الشائعات وتقدم المعلومات الخاطئة، ومحبة للذين يجدون مُنْشِعاً من الوقت للفكاهة السِّلِيمِية، فضلاً عن إصدار الفتاوى بغير علم، والمشاحنات الشخصية بين المستخدمين.

وقد قامت الإمارات العربية المتحدة بإصدار قانون يشدد العقوبات المتعلقة بالجرائم الإلكترونية، إضافةً جرائم التعليم على الخصوصية. وقد عاقب هذا القانون أيضاً كل من يشتم شخصاً، أو يسخر من الآخرين باستخدام شبكة المعلومات.

وقد رأت الحكومة أنه من المهم إصدار هذا القانون لأنها تعتقد أن جميع هذه التصرفات تشكل خطراً على المجتمع، في حين رأى بعض المعتصمون هذا القانون أنه يحدّ من حرية التعبير في المجتمع.

اختر النهاية الصحيحة لكل جملة. ضع علامة ☑ أمام العبارة الصحيحة.

من إجابات وسائل التواصل الاجتماعي بحسب الكاتب أغلبها تسمح للناس ب.............

(i)

<table>
<thead>
<tr>
<th>مشاركة الذكريات.</th>
<th>A</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>يعرف على أشخاص من بلدان أخرى.</td>
<td>B</td>
<td>☐</td>
</tr>
<tr>
<td>مشاركة الأفكار الشخصية.</td>
<td>C</td>
<td>☐</td>
</tr>
<tr>
<td>التعبير عن الآراء السياسية.</td>
<td>D</td>
<td>☐</td>
</tr>
</tbody>
</table>
يرى الكاتب أن وسائل التواصل الاجتماعي يتم استغلالها في 

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>之夜交往企业的。</td>
</tr>
<tr>
<td>B</td>
<td>发布假新闻。</td>
</tr>
<tr>
<td>C</td>
<td>捐款。</td>
</tr>
<tr>
<td>D</td>
<td>传播仇恨言论。</td>
</tr>
</tbody>
</table>

غرض الحكومة الإماراتية الأساسي من إصدار القانون الجديد هو 

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>保护人们的资金。</td>
</tr>
<tr>
<td>B</td>
<td>保护社会。</td>
</tr>
<tr>
<td>C</td>
<td>禁止人士咒骂。</td>
</tr>
<tr>
<td>D</td>
<td>打击对社交媒体的成瘾。</td>
</tr>
</tbody>
</table>

اعترض البعض على القانون الإماراتي الجديد بحجة أنّه 

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>不会惩罚取笑他人。</td>
</tr>
<tr>
<td>B</td>
<td>会鼓励犯罪。</td>
</tr>
<tr>
<td>C</td>
<td>会构成对社会的威胁。</td>
</tr>
<tr>
<td>D</td>
<td>会限制表达自由。</td>
</tr>
</tbody>
</table>

(Total for Question 2 = 4 marks)
ورى الكاتب أن وسائل التواصل الاجتماعي يتم استغلالها لـ:

1. مهاجمة الشركات
2. نشر الأخبار الكاذبة
3. سرقَ الأموال
4. نشر الأفكار العنصرية

غرض الحكومة الإماراتية الأساسي من إصدار القانون الجديد هو:

1. حماية أموال الناس
2. حماية المجتمع
3. منع الناس من الشَّتم
4. مكافحة الإدمان على وسائل التواصل الاجتماعي

اعتراض بعض من القانون الإماراتي الجديد بحجة أن:

1. لا يحاسب من يستهزئ بالآخرين
2. يشجع جرائم الغِش
3. يشكل خطراً على المجتمع
4. يقيِّد حرية إبداء الرأي

(Total for Question 2 = 4 marks)

اختِر الإجابات الأربع الصحيحة. ضع علامة ✔ أمامها فيما يلي.

A  تُعتبر عزيفة واحدة من أفضل راقصي الفرقة.
B  جميع أعضاء الفرقة يجيدون العزف على الآلات الموسيقية.
C  تعتبر فرقة الصامتين أقدم فرقة فنية للصمّوص والبكم في العالم.
D  يواجه أعضاء الفرقة إعاقةهم بالرقص والموسيقى.
E  المشاركة في الفرقة حكمت الحال النفسية لأعضائها.
F  يتوصل المدرِّب مع أعضاء الفرقة من خلال اللمس.
G  يستخدم رضا الطبل لتدريب أعضاء الفرقة.
H  تناسب أعضاء الفرقة نوائب غضب أحياناً خلال التدريب.
I  ساعدت الفرقة أعضائها في الانفتاح على الناس الآخرين.

(Total for Question 3 = 4 marks)
اقرأ النص التالي الذي يتحدث عن البطالة في السودان. ثم أجب عن جميع الأسئلة التي تليه باللغة العربية.

**البطالة في السودان**

بالرغم من إتمام محمد التعليم الجامعي بتفوق وحصوله على درجة امتياز في المحاسبة، فإن ثلاثة سنوات من الانتظار لم تكن كافية للحصول على وظيفة ملائمة. ومع ضياع حلم التوظيف المناسب واستنفاد كل السبل أمامه، لم يجد محمد غير القيام بأعمال بعيدة عن تخصصه، ولا تضمن له مستقبلًا آمنًا.

وقد كشفت وزارة الهجرة السودانية عن هجرة الآلاف من الشباب السودانيين المتخرجين حديثًا إلى دول أخرى.

طالب أحد خباء الاقتصاد الحكومة بتشجيع فرص الاستثمار في البلاد، وتوفير وظائف جديدة للعاطلين عن الخرّيجين الجدد في ظل الحالة الاقتصادية الصعبة للبلاد. لكن أحد نواب المعارضة في البلمان رد عليه باتهام، وشدد على أن الحل الذي لجأ إليه كثير من الخرّيجين السودانيين لحل مشكلة البطالة.

- ما الحل الذي لجأ إليه كثير من الخرّيجين السودانيين لحل مشكلة البطالة؟
- ما الاقتراحات التي ذُكرت في النص لحل مشكلة البطالة في السودان؟ اذكر نقاطين.

(裳 for Question 4 = 6 marks)
عطر من الماضي

أجتازت السيارة مدخل القرية فتساءل أحد الأطفال: هل هذا منزل جدي يا أبي؟ فأجاب سالم: كلاً يا بسامي، منزل جدك في الجهة الأخرى من القرية.

علقت الزوجة: جمال الطبيعة في الخارج لا يتناسب مع هذه البيوت الطينية العتيقة! أجتازت السيارة الطريق الترابية الموصلة إلى بيت الجد، وسط نظارات الدهشة من أجل القرية وهمسات المجموعة: "هل هذا سلم بن علي السالم؟! جاء أخيراً لزيارة والده وأقاربه"، "أمه المسكنة ماتت قبل أن ترى أولاده"، "ما أقسى قلبه! لم يز بالحالف سعيد عندما أجري عملية القلب المفتوح"، لم تكن هذه العبوات تدهشه، فغيته عن عائلته لا مبرر لها. هتف أحد الأطفال: هذه دار جدي حتماً. إنها كما كان يصفها والدي لنا، توقفت السيارة أمام البواية الخشبية القديمة. فذكرت سالم كلمات والده عندما زارها آخر مرة قبل عشر سنوات: "لقد أطلت الغيبة عنا، يبدو أن زواجنا من فانة جميلة قد أنساك أهلك وأحباءك يا بني".

نظر سالم إلى أشجار الزيتون في حديقة الدار بشوق، وأنصت لغناء العصافير حولها. وفجأة، التفت إلى زوجته، وقال بحزم: "نادية، لا تتحدثي مع أبي وعمتي بخصوص بيع بيت القرية، نحن من سننتقل للعيش هنا مع العائلة".

ما رأي زوجة سالم ببيوت القرية؟ (a)
ما الذي أزعج أهل القرية من سالم؟ أذكر سبب؟ (c)
ما الذي أزعج أهل القرية من سالم؟ أذكر سبب؟ (c)
ما الذي أزعج أهل القرية من سالم؟ أذكر سبب؟ (c)
اذكر واحداً من القرارات الهامة التي اتخذها سالم بعد وصوله سلم بعد وصوله إلى القرية.

(Total for Question 5 = 6 marks)

TOTAL FOR SECTION B = 20 MARKS
SECTION C: WRITING (RESEARCH TASK)

Respond to ONE question from this section.

We recommend that you spend around 1 hour 25 minutes on this section.

Write approximately 270 to 320 words.

EITHER

الأعراف الاجتماعية في إحدى الدول العربية.

اقرأ النص التالي عن العُرف العربي للضيافة.

الكرم من أقدم العادات والأعراف العربية نتيجة حياة الترحال والتنقل. هذا العُرف هو الأقوى في الثقافة العربية من أي ثقافة أخرى في العالم. ونشأ ذلك لأنه عندما كان الناس يسافرون في الصحراء، لا يتمكنون من حمل الكثير من الأشياء معهم. وكانت الصحراء أيضا غير مضيافة، مما يعني أن الطعام والماء كانا من الصعب العثور عليهما في كثير من الأحيان. كانت البيئة قاسية، مع تغيرات حادة في درجة الحرارة بين النهار والليل، وبالتالي اعتمد الناس على الضيافة من أجل البقاء.

ومن أبرز طقوس استقبال الضيوف في بعض البلاد العربية، تقديم القهوة العربية أولاً ثم إعداد وجبة طعام للضيوف مهما كان وقت قدومهم.

في العصر الحديث، هذه التقاليد لم تختف في المجتمع العربي، ولا يزال البخل مذموماً. ويُنظر إلى الكرم على أنه جوهر حسن الخلق. ما زال العرب في كثير من البلاد العربية عصوصاً في الريف يستقبلون الضيف بالترحاب ويزünkون له. وحتى الذين يعيشون في المدن يقدمون الطعام والشراب وينتمون الضيف بالترحاب.

(40)
الاحتفالات والمناسبات في إحدى الدول العربية

اقرأ النص التالي عن بعض الاحتفالات والمناسبات العربية.

منذ عهود قديمة، كثير من البلدان العربية تولي اهتماماً كبيراً بالاحتفالات مثل المولد. في المولد، تنظم الدولة، بالتنسيق مع الجماعات الدينية الاحتفالات ضخمة تغطي كافة أنحاء البلاد. وفي بعض الدول العربية تنصب خيم جميلة المنظر تكسوها الزينة والأنوار الملونة والأعلام في ساحات كبيرة في مشهد كنفالي مدهش. وتكون برامجهم اليومية حافلة بالدروس والأذكار والمشاهد الاحتفالية، فتمتزج أصوات المنشدين مع ضربات الطبول.

منذ عهود قريبة صارت القوات النظامية بقيادة المسؤولين المحليين تشارك في المواكب، تتقدمهم الموسيقى العسكرية ويستقبل المواطنون المواكب ويقدمون لهم الحلوى والمشروبات.

للاسف الآن قد اكتسبت الاحتفالات صبغة تجارية حيث صار الاهتمام بأنواع الحلوى وطريقة تغليفها وعرضها بالأسعار المرتفعة أمر شائعاً. تحجز دكاكين بيع الحلوى قبل الأعياد بمراحل طويلة ويستمر بيعها لأشهر بعدة، إضافة إلى ألعاب الأطفال التي تكون بجانب الاحتفالات. بل صارت هناك بطاقات التهنئة بالمولد مع أنّ الكثير من الناس لا يهتمون بذلك.

حلل العبارة أدناه مستعيناً بالنص وتوجيهات بحثك من إحدى الدول العربية.

"أصبحت المناسبات التقليدية في المجتمع العربي تجارية للغاية"
السياحة في إحدى الدول العربية.

اقرأ النص التالي عن مشاكل السياحة في المجتمع العربي.

من المؤكد أن السياحة تجلب العُملة الأجنبية إلى العديد من البلدان الناطقة بالعربية، وتخلق فرص عمل. ومع ذلك، هناك عدد من العوائق السلبية للسياحة.

وعادة ما تتطور المواقف تجاه تنمية السياحة في المجتمعات العربية فتنتهي بعدة أطراف، تبدأ بالسعادة البالغة عندما يتم الترحاب بالزائرين، ثم تصل إلى اللامبالاة لوجودهم حتى تبلغ حد الشعور بالضيق عندما تبدأ التوجهات المعادية للسائحين في التزايد بين السكان المحليين.

وقد ينشأ الصدام الثقافي من خلال عدم المساواة الاقتصادية بين السكان العرب المحليين والسائحين الذين يتفوقون أكثر من معدلات أنفاقهم في بلادهم. وهذا يجعل رجال الأعمال المحليين جشعين ويرفعون الأسعار، الأمر الذي لا يمكن تحمله من قبل السكان المحليين. وقد تحدث أيضًا مشاكل أخرى بسبب سلوك السائحين الذين لا يهتمون بالعادات والتقاليد والقيم الأخلاقية المحلية؛ فالسياح أحيانًا يلبسون ويصرفون بشكل غير لائق. على سبيل المثال تجدهم في حالة سكر في الأماكن العامة، مما يدل على عدم احترام الثقافة المحلية.

حلل العبارة أدناه مستعينًا بالنص ونتائج بحثك من إحدى الدول العربية.

"إن مشاكل السياحة في المجتمع العربي أكثر من فوائدها."
الأقليات العرقية في إحدى الدول العربية.

اقرأ النص التالي عن الأقليات في العالم العربي.

هناك عدد من الأقليات في الدول العربية. ومعظم هؤلاء هم السكان الأصليون الذين يسكنون هذه المناطق منذ آلاف السنين. وقد اعتمدت نسبة كبيرة منهم اللغة والثقافة العربية بسبب اختلاطهم في المدن مع العرب، في حين أن الذين يعيشون بعيداً عن المدن حافظوا على لغتهم والانتماء الإسلامي.

يعتقد أنصار هوية الأقليات أن الدول الوطنية التي نشأت بعد أن نالت الدول التي يسكنون فيها الاستقلال، قامت بتهميش ثقافتهم ونهبهم نتيجة حركات التعريب والقومية. وبالتالي يقولون إنهم يسعون لاسترجاع هويتهم وحقوقهم باعتبارهم السكان الأصليين.

الربيع العربي قد إلى اعتزاز واسع النطاق بثقافة الأقليات ولغاتهم. وفي بعض البلدان أصبحوا مكوناً بارزاً في الساحة السياسية والاجتماعية وصارت هويتهم وثقافتهم معترَف بها دستورياً. وحيث توجد أقليات عديدة في منطقة ما، فقد طالب بعض هذه الأقليات بالاستقلال الذاتي أو الحكم الذاتي. بل ذهب البعض إلى حد المطالبة بالاستقلال.

وقد قطعت بعض المجتمعات العربية خطوات كبيرة في هذا المجال. فعلى سبيل المثال، أُنشِئَت هيئات رسمية لتعزيز لغات الأقليات كجزء من هوية البلد. وفي بعض الأحيان توفر وسائل الإعلام الحكومية أيضاً نشرات مفصلة بلغة الأقليات.

حلَّل العبارة أدناه مستعيناً بالنص وبحثك في إحدى الدول العربية.

"لا ينبغي معاملة الأقليات في المجتمع العربي معاملة مختلفة عن بقية المجتمع."
الأقليَّات العِرقية في إحدى الدول العربية

بياقرأ النص التالي عن الأقليَّات في العالم العربي، انحلل العبارة أدناه مستعيناً بالنص وببحثك في إحدى الدول العربية.

لا ينبغي معاملة الأقليَّات في المجتمع العربي معاملة مختلفة عن بقية المجتمع.

هناك عدد من الأقليَّات في الدول العربية. ومعظم هؤلاء هم السكان الأصليون الذين يسكنون هذه المناطق منذ آلاف السنين. وقد اعتمدت نسبة كبيرة منهم اللغة والثقافة العربية بسبب اختلاطهم في المدن مع العرب، في حين أن الذين يعيشون بعيداً عن المدن حافظوا على لغتهم والانتماء الإسلامي.

يعتقد أنصار هوية الأقليَّة أن الدول الوطنية التي نشأت بعد أن نالت الدول التي يسكنون فيها الاستقلال، قامت بتهميش ثقافتهم وهويتهم نتيجة حركات التعريب والقومية. وبالتالي يقولون إنهَّم يسعون لاسترجاع هويتهم وحقوقهم باعتبارهم السكان الأصليين.

الربيع العربي قاد إلى اعتراف واسع النطاق بثقافة الأقليَّات ولغاتهم. وفي بعض البلدان أصبحوا مكوِّناً بارزاً في الساحة السياسية والاجتماعية وصارت هويتهم ولغتهم معترَفاً بهما دستوريّاً. وحيث توجد أقليَّات عديدة في منطقة ما، فقد طالب بعض هذه الأقليَّات بالاستقلال الذاتي أو الحكم الذاتي. بل ذهب البعض إلى حد المطالبة بالاستقلال.

وقد قطعت بعض المجتمعات العربية خطوات كبيرة في هذا المجال. فعلى سبيل المثال، أُنْشِئَت هيئات رسمية لتعزيز لغات الأقليَّات كجزء من هوية البلد. وفي بعض الأحيان توفر وسائل الإعلام الحكومية أيضاً نشرات مفصلة بلغة الأقليَّات.

<table>
<thead>
<tr>
<th>Chosen question number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 6 □</td>
</tr>
<tr>
<td>Question 7 □</td>
</tr>
<tr>
<td>Question 8 □</td>
</tr>
<tr>
<td>Question 9 □</td>
</tr>
</tbody>
</table>
Source information
Title: Translation
Adapted from: https://www.youtube.com/watch?v=U7LCHj0TuS4

Title: Social Media

Title: the Voiceless Band
Adapted from: http://www.alkhaleej.ae/alkhaleej/page/bca8b426-4d62-422f-b47e-6ff2104eea50

Title: Unemployment in Sudan
Adapted from Aljazeera.net (https://tinyurl.com/y9pzwnt7)

Title: The fragrance of the past
Adapted from The fragrance of the past, by Joseph Al-Ghazoo, 2003

Text in Question 6
Adapted from: http://www.n-dawa.com/articles.php?cat=13&id=5411

Text in Question 7
Adapted from: https://ar.wikipedia.org/wiki/%D8%A3%D9%85%D8%A7%D8%B2%D9%8A%D8%BA

Text in Question 8
Adapted from: http://www.coastlearn.org/eg/why_socioimpacts.html

Text in Question 9
Adapted from: https://arabic.sputniknews.com/arab_world/201512171016764296/

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.
**Paper 1: Translation into English, Reading Comprehension and Writing (research task) in Arabic**

**Section A - Marking principles (translation)**

Misspelling is tolerated as long as it does not lead to ambiguity, for example ‘drought’ misspelled as ‘drowght’ would be acceptable but misspelled as ‘draught’ would be unacceptable as this is a real word with a different meaning.

Learners are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

**Section A - Mark scheme (translation)**

<table>
<thead>
<tr>
<th>Section number</th>
<th>Arabic text</th>
<th>Acceptable answers</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>في خمسينيات القرن الماضي</td>
<td>In the fifties/in the 1950s</td>
<td>(1)</td>
</tr>
<tr>
<td>2</td>
<td>عززالرئيس المصري جمال عبد الناصر</td>
<td>president Gamal Abdel Nasser strengthened</td>
<td>(1)</td>
</tr>
<tr>
<td>3</td>
<td>مكانته في العالم العربي</td>
<td>his position in the Arab world.</td>
<td>(1)</td>
</tr>
<tr>
<td>4</td>
<td>ودعا إلى الوحدة العربية</td>
<td>He called for Arab unity</td>
<td>(1)</td>
</tr>
<tr>
<td>5</td>
<td>وأعلن دعمه</td>
<td>and declared his support</td>
<td>(1)</td>
</tr>
<tr>
<td>6</td>
<td>لجميع حركات التحرر العربية</td>
<td>for all Arab independence movements.</td>
<td>(1)</td>
</tr>
<tr>
<td>7</td>
<td>في ذلك الوقت مصر كانت في حاجة للمال</td>
<td>At that time Egypt was in need of money.</td>
<td>(1)</td>
</tr>
<tr>
<td>8</td>
<td>ومصدر دخلها الرئيسي كان قناة السويس</td>
<td>Its main source of income was the Suez Canal</td>
<td>(1)</td>
</tr>
<tr>
<td>9</td>
<td>ولكنها كانت تحت سيطرة أجنبية</td>
<td>but it was under foreign control</td>
<td>(1)</td>
</tr>
<tr>
<td>10</td>
<td>لذلك قام الرئيس المصري بتأميمها</td>
<td>and so the Egyptian president nationalised it</td>
<td>(1)</td>
</tr>
<tr>
<td>11</td>
<td>ونقل إدارتها للدولة</td>
<td>and moved its management to the state.</td>
<td>(1)</td>
</tr>
<tr>
<td>12</td>
<td>عبر العرب من المحيط إلى الخليج</td>
<td>The Arabs from the Atlantic ocean to the Arab Gulf expressed</td>
<td>(1)</td>
</tr>
<tr>
<td>13</td>
<td>عن تقديرهم الشديد للرئيس المصري</td>
<td>their great appreciation to the Egyptian President</td>
<td>(1)</td>
</tr>
<tr>
<td>Section number</td>
<td>Arabic text</td>
<td>Acceptable answers</td>
<td>Mark</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td>--------------------</td>
<td>------</td>
</tr>
<tr>
<td>14</td>
<td>الذي قاد إنشاء</td>
<td>who led the establishment of</td>
<td>(1)</td>
</tr>
<tr>
<td>15</td>
<td>الجمهورية العربية المتحدة بين مصر وسوريا</td>
<td>the United Arab Republic between Egypt and Syria</td>
<td>(1)</td>
</tr>
<tr>
<td>16</td>
<td>لكن الوحدة انتهت نهاية حزينة</td>
<td>but the unity had a sad ending</td>
<td>(1)</td>
</tr>
<tr>
<td>17</td>
<td>لعدة أسباب، أبرزها</td>
<td>for several reasons, most notably</td>
<td>(1)</td>
</tr>
<tr>
<td>18</td>
<td>عدم وجود اتصال جغرافي بين البلدين</td>
<td>the lack of geographical connection between the two countries</td>
<td>(1)</td>
</tr>
<tr>
<td>19</td>
<td>واختلاف</td>
<td>and the difference in</td>
<td>(1)</td>
</tr>
<tr>
<td>20</td>
<td>ظروفهما السياسية والاقتصادية والاجتماعية</td>
<td>their political, economic and social conditions.</td>
<td>(1)</td>
</tr>
</tbody>
</table>
Section B - Marking principles (reading comprehension)

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.

  Example of short phrases with two or more words:

  توفير وظائف (مصدر / اسم)
  لم تعجبها (اللفظ / الفعل)
  الحالة الاقتصادية الصعبة (اسم/صفة/صفة)

- When responding to open-response questions, candidates may use words from the reading extract but they must not copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

  Example:

  
  Text: أنا أركز على تناول الخضار والفواكه للحفاظ على صحتي
  Question: مم يتكون النظام الغذائي الصحي وفقًا للنص؟
  Rewardable answer: التركيز على تناول الخضار والفواكه
  Non-rewardable answer: أنا أركز على تناول الخضار والفواكه للحفاظ على صحتي

  Candidates who copy the whole sentence, as exemplified above as the non-rewardable answer, would not be awarded marks without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However, as the exemplified Rewardable answer shows, candidates may still use words from the reading extract.

- There are no marks for quality of language in this section so errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.

- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.

- Written responses in the wrong language cannot be awarded a mark.
Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: لم تعجبها / لم تحبها

- Where appropriate, responses have been separated with ‘AND’ for compulsory answers, for example:

  تشجيع فرص الاستثمار
  AND
  توفير وظائف جديدة

  Use OR to show the various answers where there are more possibilities than available marks, for example:

  Any one of:

  إنها بعيدة عن تخصصه
  OR
  لاتتضمن له مستقبلاً آمناً

- Any parts of an answer that are not essential are bracketed, for example:

  تشجيع فرص الاستثمار(في البلاد)

- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.

- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.

- Suggested incorrect answers are indicated in the ‘Reject’ column.
### Section B - Mark scheme (reading comprehension)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>2(i)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>2(ii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>2(iii)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>2(iv)</td>
<td>D</td>
<td>(1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Award 1 mark for each for the below. Only four answers are required. One mark will be deducted for each additional answer. D, E, F, I</td>
<td>(4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(a)</td>
<td>لم تكن في مجال تخصصه (1) OR لم توفر له مستقبلاً آمناً</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>4(b)</td>
<td>الهجرة إلى دول أخرى بحثًا عن عمل تخصصاتهم</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>4(c)</td>
<td>الصعوبات التي تواجهها الحكومة (للبلاد)</td>
<td>(1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(d)</td>
<td>أن الحكومة مقصرة في مسئولياتها</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Reject</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>4(e)</td>
<td>تشجيع فرص الاستثمار (في البلاد) (1) AND توفير وظائف جديدة (1)</td>
<td>تحقيق الحياة الكريمة للعاطلين عن العمل</td>
</tr>
<tr>
<td>5(a)</td>
<td>لم تعجبها / لم تحبها</td>
<td></td>
</tr>
<tr>
<td>5(b)</td>
<td>عدم زيارته للقرية</td>
<td></td>
</tr>
<tr>
<td>5(c)</td>
<td>Any two of: عدم زيارته لأهله وأقربائه (1) موت أمه قبل أن ترى أولاده (1) عدم زيارته لخاله عندما أجرى عملية القلب (1)</td>
<td></td>
</tr>
<tr>
<td>5(d)</td>
<td>أنه نسيهم بسبب زواجه بفتاة جميلة</td>
<td></td>
</tr>
<tr>
<td>5(e)</td>
<td>الانتقال للعيش مع عائلته OR عدم بيع بيت القرية</td>
<td></td>
</tr>
</tbody>
</table>
Section C – Marking principles (written research task)

There are three levels-based mark grids to be applied to this task. They are:
- knowledge and understanding of society and culture (AO4)
- understand and respond to written language in writing (AO2)
- accuracy and range of language (AO3).

The recommended word count for this task is 270 to 320 words, but the whole response must be marked regardless of length.

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band
- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a ‘best fit’ approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 13–16 with a small amount of band 17–20 material, it would be placed in band 13–16 but be awarded a mark near the top of the band because of the band 17–20 content.

Step 2: Decide on a mark
- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Mark grids

Knowledge and understanding of society and culture (AO4 – 20 marks)

- This mark grid assesses the content of the student’s answer in relation to the knowledge and understanding of culture and society they have demonstrated, based on their research. It also assesses their ability to critically analyse by sustaining a line of argument and drawing conclusions about aspects of culture and society, based on the question related to the research subject. Students must base their response on one Arabic-speaking country only. If students refer to more than one country, examiners will mark positively by awarding marks for content based on the country that will gain the highest mark. If students do refer to more than one country in their response, they are likely to disadvantage themselves, as they will waste time writing content that will gain them no marks.

Understand and respond to written language (AO2 – 10 marks)

- This grid assesses students’ understanding of the unseen text through their ability to use relevant information from it to contribute to the ideas, arguments and conclusions presented on society and culture.

The two mark grids for AO4 and AO2 are presented side by side. This is because of the inter-connection between the information that the student is producing based on knowledge and understanding of society and culture, and the information that they are using from the unseen text to contribute to this.

Indicative content

- When deciding how to reward the answer for content, you should consult both of these mark grids as well as the indicative content associated with each question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question. The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language - AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks).

- Students can demonstrate their knowledge and understanding of society and culture (research) by providing relevant ideas/information/references/examples related to aspects such as:
  - lifestyle/customs/events both current and historical
  - important figures both current and historical
  - public opinion, feelings, reactions and behaviour.

This list is not exhaustive. The aspects above are illustrated in the indicative content below.

The recommended word count for the response is 270–320 words, but the whole response will be marked regardless of length.
### Knowledge and understanding of society and culture (AO4)

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| 1–4   | • Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/references from the one country researched to support ideas; limited focus on the research subject.  
• Limited evidence of critical analysis of culture and society; points of view have little justification; limited/brief conclusions on the one country researched that are frequently contradictory; frequently relies on description rather than analysis. |
| 5–8   | • Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/examples/references from the one country researched; some loss of focus on the research subject.  
• Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions on the one country researched that may include contradictions; some reliance on description rather than analysis. |
| 9–12  | • Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/references from the one country researched; occasional loss of focus on the research subject.  
• Some critical analysis of culture and society is evident, with straightforward arguments and points of view that are sometimes developed and justified, sometimes drawing straightforward conclusions on the one country researched; occasionally relies on description rather than analysis. |

### Understand and respond to written language (AO2)

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1–2</td>
<td>• Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; information used is frequently contradictory/irrelevant.</td>
</tr>
<tr>
<td>3–4</td>
<td>• Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; sometimes information used is contradictory/irrelevant.</td>
</tr>
<tr>
<td>5–6</td>
<td>• Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched; occasionally information used is contradictory/irrelevant.</td>
</tr>
</tbody>
</table>
### Knowledge and understanding of society and culture (AO4)

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
</table>
| 13–16 | Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/examples/reference from the one country researched; focus predominantly maintained on the research subject.  
- Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions on the one country researched. |
| 17–20 | Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/reference from the one country researched; focused on the research subject.  
- Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions on the one country researched. |

### Understand and respond to written language (AO2)

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7–8</td>
<td>Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched.</td>
</tr>
<tr>
<td>9–10</td>
<td>Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture from the one country researched.</td>
</tr>
</tbody>
</table>

### Additional guidance

**Perceptive:** demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

**Ideas** include thoughts, feelings, impressions, opinions.

**Straightforward** ideas, arguments, conclusions are deemed to be those that give the standard, predictable response.
Accuracy and range of language mark grid (AO3)

This mark grid assesses students’ ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language</td>
</tr>
<tr>
<td>1–2</td>
<td>Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted. Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.</td>
</tr>
<tr>
<td>3–4</td>
<td>Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted. Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</td>
</tr>
<tr>
<td>5–6</td>
<td>Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing. Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.</td>
</tr>
<tr>
<td>7–8</td>
<td>Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response. Accurate language throughout most of the response, resulting in mostly coherent writing; errors occur that rarely hinder clarity of communication.</td>
</tr>
<tr>
<td>9–10</td>
<td>Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing. Accurate language throughout, resulting in consistently coherent writing; any errors do not hinder clarity of the communication.</td>
</tr>
</tbody>
</table>

Additional guidance

**Complex language** is considered to include the following:
- conceptually challenging tenses such as the pluperfect and future perfect
- passive voice
- adverbial uses of the accusative such as *al-Maf’ul al-Mutlaq, Tamyiz and al-Hal*
- the ‘La’ of absolute negation
- expressions of exclamation and wonder, use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways.
**Variation in use of grammatical structures/varied use of vocabulary**: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of articulate below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes, such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues.

**Articulate**: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier and more quickly the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments. The writing will become more difficult to read quickly and easily as the reader has to stop and re-read to understand the message.

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example the misuse of ‘*inna*’ and ‘*anna*’, some gender and adjectival agreements, as long as they do not include mismatch of cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example mismatch of subject and the possessive adjective, spelling errors that change the meaning of a word, inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
**Section C - Indicative content**

In their response, students are expected to demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must refer to information in the text that contributes to their ideas, arguments and conclusions, thereby showing understanding of the text.

The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in written language – AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks). Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas/information/references/examples related to aspects such as:

- important figures, both current and historical
- public opinion, feelings, reactions and behaviour.

This list is not exhaustive. The aspects above are illustrated in the indicative content below.

It is possible for an answer to be constructed without mentioning some or all of the points given below, as long as students provide alternative responses that fulfil the requirements of the question.

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Students may include:</td>
</tr>
<tr>
<td></td>
<td>- Information from knowledge of culture and society (research) on the origin of Arab social mores in desert regions in Saudi Arabia (AO4); students may compare it to information in the text on how the custom of hospitality was influenced by the desert environment (AO2).</td>
</tr>
<tr>
<td></td>
<td>- Reference from knowledge of culture and society (research) to social mores in Egypt, for example the changing attitudes to the three-day visiting rule in urban parts of northern and southern Egypt (AO4); students may make reference to information given in the text to how hospitality dictates that even now it is customary for coffee to be offered and a meal prepared for guests (AO2).</td>
</tr>
<tr>
<td></td>
<td>- Information from knowledge of culture and society (research) on the importance of social mores for social cohesion in one Arab country (AO4).</td>
</tr>
<tr>
<td></td>
<td>- Reference from knowledge of culture and society (research) to why social mores are changing in one Arab country and how this varies between town and country (AO4).</td>
</tr>
<tr>
<td></td>
<td>- Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).</td>
</tr>
<tr>
<td>Question number</td>
<td>Indicative content</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Students may include:</td>
</tr>
<tr>
<td></td>
<td>• Information from knowledge of culture and society (research) on a festive event they have studied, for example Ramadan in the United Arab Emirates (AO4); students may compare it to information in the text on Mawlid (AO2).</td>
</tr>
<tr>
<td></td>
<td>• Reference from knowledge of culture and society (research) to the commercialisation in recent years of a festive event they have studied, for example the growth of ‘trivial’ products to purchase such as greeting cards in Morocco (AO4); students may make reference to information in the text about how festivals such as Mawlid have changed, with an increased emphasis on sweets and entertainment (AO2).</td>
</tr>
<tr>
<td></td>
<td>• Information from knowledge of culture and society (research) on the role that tourism has played in the commercialisation of a festive event they have studied (AO4).</td>
</tr>
<tr>
<td></td>
<td>• Reference from knowledge of culture and society (research) to counter-arguments that suggest that despite some commercialism of a festival or event, its original meaning has not been lost (AO4).</td>
</tr>
<tr>
<td></td>
<td>• Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).</td>
</tr>
<tr>
<td>Question number</td>
<td>Indicative content</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>Students may include:</td>
</tr>
<tr>
<td></td>
<td>• Information from knowledge of culture and society (research) on how tourism has helped the economy of an Arab country, for example the hotel and restaurant trade in Tunisia (AO4); students may compare it to information in the text about the details of how tourism helps the economy: via input of foreign currency (AO2).</td>
</tr>
<tr>
<td></td>
<td>• Reference from knowledge of culture and society (research) to the disadvantages of tourism to people in an Arab country, for example tourists inadvertently breaking the strict laws in Dubai (AO4); students may make reference to information in the text about the problems that tourism can bring, for example higher inflation and the tension caused by tourists who do not understand local behaviour (AO2).</td>
</tr>
<tr>
<td></td>
<td>• Information from knowledge of culture and society (research) on the benefits that tourism has brought to local people, for example jobs in the tourism sector (AO4).</td>
</tr>
<tr>
<td></td>
<td>• Reference from knowledge of culture and society (research) about the impacts of tourism on local infrastructure, for example improvements in transport, problems with traffic congestion (AO4).</td>
</tr>
<tr>
<td></td>
<td>• Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).</td>
</tr>
<tr>
<td>Question number</td>
<td>Indicative content</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>9</td>
<td>Students may include:</td>
</tr>
<tr>
<td></td>
<td>• Information from knowledge of culture and society (research) on the historical context of the Berber in Algeria (AO4); students may compare it to information in the text about the fact that indigenous people have lived in Arab countries for thousands of years (AO2).</td>
</tr>
<tr>
<td></td>
<td>• Reference from knowledge of culture and society (research) to how far the Armenians in Syria are integrated into society (AO4); students may make reference to information in the text on how members of minority groups who live in cities have integrated more than those who live in rural areas (AO2).</td>
</tr>
<tr>
<td></td>
<td>• Information from knowledge of culture and society (research) on the ways in which the minority or minorities they have studied have been treated differently from the rest of the population and how they have tried to achieve equality (AO4).</td>
</tr>
<tr>
<td></td>
<td>• Reference from knowledge of culture and society (research) to the counter-argument that, to have a strong state and achieve true equality, minorities should be part of the wider national identity and not demand special treatment (AO4).</td>
</tr>
<tr>
<td></td>
<td>• Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).</td>
</tr>
</tbody>
</table>
Students may include:

- Information from knowledge of culture and society (research) on the historical context of the Berber in Algeria (AO4); students may compare it to information in the text about the fact that indigenous people have lived in Arab countries for thousands of years (AO2).

- Reference from knowledge of culture and society (research) to how far the Armenians in Syria are integrated into society (AO4); students may make reference to information in the text on how members of minority groups who live in cities have integrated more than those who live in rural areas (AO2).

- Information from knowledge of culture and society (research) on the ways in which the minority or minorities they have studied have been treated differently from the rest of the population and how they have tried to achieve equality (AO4).

- Reference from knowledge of culture and society (research) to the counter-argument that, to have a strong state and achieve true equality, minorities should be part of the wider national identity and not demand special treatment (AO4).

Arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).
The art of hand clapping is making a comeback. Before the emergence of musical instruments, people clapped their hands to define and create the rhythm of music. Another ancient art that is being revived is poetry improvisation. According to historians, this was widespread in the pre-Islamic period, when poets demonstrated their skill by inventing musical verses in market squares and camps. These poems dealt with topics like joy and sorrow, love, defeat and victory.

Now new groups of musicians and poets are forming to revive these ancient Arab performance methods. One well-known band leader said, 'We hope to open a school soon to teach new generations this priceless cultural experience'.
The art of hand clapping is making a comeback. Before the emergence of musical instruments, people clapped their hands to define and create the rhythm of music.

Another ancient art that is being revived is poetry improvisation. According to historians, this was widespread in the pre-Islamic period, when poets demonstrated their skill by inventing musical verses in market squares and camps. These poems dealt with topics like joy and sorrow, love, defeat and victory.

Now new groups of musicians and poets are forming to revive these ancient Arab performance methods. One well-known band leader said, ‘We hope to open a school soon to teach new generations this priceless cultural experience’.

*Improvisation: ارجال
TOTAL FOR SECTION A = 20 MARKS

respond to two questions. Choose two questions from Section B or one question from Section C

ةضِّح كيف يصور المؤلف الحالة المعيشية تحت نظام الحكم السودانى في الثمانينيات

فسِّر كيف صور المؤلف أحمد شوقي موضوع "السلوكية" خلال أحداث المسرحية

Section B AND ONE question from Section C

قيِّم تأثير الاختلافات الثقافية في علاقة الصداقة بين محسن وعائلة أندريه

قيِّم الدور الهام الذي لعبه مقهى "قصر الجميز" في القصة

حَلِّل أهمية ذَكْر الدِّين في القصة

(Total for Question 1 = 20 marks)
Respond to TWO questions. Choose TWO questions from Section B OR ONE question from Section B AND ONE question from Section C

SECTION B: WRITTEN RESPONSE TO WORKS (LITERARY TEXTS)

Write between 270 and 320 words for each question.

2 عصفر من الشرق ( توفيق الحكيم)
(45) حَلَّل أهمية ذُكر الدَّين في القصة.
(a) OR
قِيِّم تأثير الاختلافات الثقافية في علاقة الصداقة بين محسن وعائلة أندريه.
(b)
(45)
(Total for Question 2 = 45 marks)

3 رواية صائد اليرقات (أمير تاج السور)
(45) وضّح كيف بُصِر المؤلف الحالة المعيشية تحت نظام الحكم السوداني في الثمانينيات.
(a) OR
قِيِّم الدور الهام الذي لعبه مقهى "قصر الجميز" في القصة.
(b)
(45)
(Total for Question 3 = 45 marks)

4 مسرحية البخيلة (أحمد شوقي)
(45) فَسَّر كيف صور المؤلف أحمد شوقي موضوع "السلوكيات" خلال أحداث المسرحية.
(a) OR
حَلَّل أسباب العلاقة بين الحفيد والجدة.
(b)
(45)
(Total for Question 4 = 45 marks)
SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

Write between 270 and 320 words for each question.

5. فيلم يوم مُرّ ويوم حلو (خيري بشارة)

(45)

(a) اشرح كيف أظهرت "عائشة" شخصيتها القوية بعد أن فقدت زوجها.

OR

(b) قَيّم دور المخرج في استخدام آلة التصوير والإضاءة لإبراز أحداث الفيلم.

(Total for Question 5 = 45 marks)

6. فيلم إشاعة حب (فطين عبد الوهاب)

(45)

(a) وضح لأي مدى يعتبر فيلم "إشاعة حب" فيلماً كوميدياً.

OR

(b) اشرح لأي مدى يعتبر "حسين" أفضل زوج مناسب لـ"سمية".

(Total for Question 6 = 45 marks)

7. فيلم وجدَة (هيفاء المنصور)

(45)

(a) اشرح كيف عبرت "وجدَة" عن ازدياد ثقتها بنفسها خلال الفيلم.

OR

(b) وضح كيف صور الفيلم حياة المرأة السعودية في القرن الواحد والعشرين.

(Total for Question 7 = 45 marks)
SECTION C: WRITTEN RESPONSE TO WORKS (FILMS)

Write between 270 and 320 words for each question.

فيلم يوم مُرّ ويوم حلو (خيري بشارة)

(أ) توضّح لأي مدى تعتبر isEqualTo
ework "عائشة" شخصية قوية بعد أن فقدت زوجها.

(ب) قِّيم دور المخرج في استخدام آلة التصوير والإضاءة لإبراز أحداث الفيلم.

(إجمالي نقاط السؤال 5 = 45 نقطة)

فيلم إشاعة حب (فطين عبد الوهاب)

(أ) وضح لأي مدى يعتبر isEqualTo
ework "إشاعة حب" فيلماً كوميدياً.

(ب) توضّح لأي مدى يعتبر isEqualTo
ework "حسين" أفضل زوج مناسب لـ"سميحة".

(إجمالي نقاط السؤال 6 = 45 نقطة)

وجدة (هيفاء المنصور)

(أ) توضّح كيف عبرت "وجدة" عن ازدياد ثقتها بنفسها خلال الفيلم.

(ب) وضح كيف صوّر الفيلم حياة المرأة السعودية في القرن الواحد والعشرين.

(إجمالي نقاط السؤال 7 = 45 نقطة)

---

Indicate your first question choice on this page. You must use this space to answer ONE question from Section B (Literary Texts). You will be asked to indicate your second question choice on page 10.

Indicate which question you are answering by marking a cross ☑ in the box. If you change your mind, put a line through the box (☒) and then indicate your new question with a cross ☑.

Chosen question number:

Question 2(a) ☐ Question 2(b) ☑

Question 3(a) ☐ Question 3(b) ☑

Question 4(a) ☐ Question 4(b) ☑
Indicate your second question choice on this page. You must use this space to answer ONE question from EITHER Section B (Literary Texts) OR Section C (Films).

Your second question must NOT be on the same literary text as your first question.

Indicate which question you are answering by marking a cross (\(\checkmark\)) in the box. If you change your mind, put a line through the box (\(\cancel{\checkmark}\)) and then indicate your new question with a cross (\(\checkmark\)).

<table>
<thead>
<tr>
<th>Chosen question number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 2(a) [ ]</td>
</tr>
<tr>
<td>Question 3(a) [ ]</td>
</tr>
<tr>
<td>Question 4(a) [ ]</td>
</tr>
<tr>
<td>Question 5(a) [ ]</td>
</tr>
<tr>
<td>Question 6(a) [ ]</td>
</tr>
<tr>
<td>Question 7(a) [ ]</td>
</tr>
</tbody>
</table>
Source information


Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.
Paper 2: Translation into Arabic and Written Response to Works

Section A - Marking principles and mark scheme

This task is a points-based mark scheme in which 1 mark is given for each correct, individual section of language. A correct translation is provided in a grid that also outlines the alternative translations that will be accepted or the translations to be rejected. Marking principles for error tolerance with examples are given directly above the grid.

Vocalisations (harakat): these are not required and therefore not penalised if used incorrectly.

Agreements: minor incorrect use is tolerated, as long as there is no ambiguity, for example using the impersonal masculine/feminine يوجد / توجد (there is/are); agreements with الناس and بعض.

Particles: some misuse is tolerated, for example using إن instead of أن and vice versa.

Spelling: minor misspellings and missing dots are tolerated as long as there is no ambiguity or change of meaning, for example هذا rather than هدا.

Verb endings must be correct and will not be classed as spelling errors.

Adjective endings must be correct and will not be classed as spelling errors.

Accept any appropriate alternatives that do not already appear in the ‘Acceptable answers’ column.

<table>
<thead>
<tr>
<th>Section</th>
<th>Text</th>
<th>Correct answer</th>
<th>Acceptable answers</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The art of hand clapping</td>
<td>فن التصفيق باليد</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>2</td>
<td>is making a comeback</td>
<td>سعيد سيرجع</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>3</td>
<td>Before the emergence of musical instruments,</td>
<td>قبل اختراع الآلات الموسيقية</td>
<td>أدوات المزيكا</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>4</td>
<td>people clapped their hands to</td>
<td>يصفق الناس بأيديهم</td>
<td>الجمهور</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>5</td>
<td>define and create the rhythm of music</td>
<td>تحديد وإبداع الألحان الموسيقية</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>6</td>
<td>Another ancient art that is being revived is poetry improvisation.</td>
<td>فن آخر قدّم به عودة هو ارجال الشعر</td>
<td>يعاد إحياءه الشعر المرتجل</td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>7</td>
<td>According to historians, this</td>
<td>وفقا للمؤرخين، هذا</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>Section</td>
<td>Text</td>
<td>Correct answer</td>
<td>Acceptable answers</td>
<td>Reject</td>
<td>Mark</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>----------------</td>
<td>-------------------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>8</td>
<td>was widespread in the pre-Islamic period,</td>
<td>الذي انتشر قبل العصر الإسلامي</td>
<td>في العصر الجاهلي</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>when poets demonstrated their skill</td>
<td>عندما عرض الشعراء مهاراتهم</td>
<td>قدّم قدراتهم أو مواهبهم</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>by inventing musical verses</td>
<td>بإبداعهم الأبيات الشعرية الموسيقية</td>
<td>ابتكارهم القصائد الملحنة</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>in market squares and camps.</td>
<td>في ميادين الأسواق والمخيمات</td>
<td>المعسكرات</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>These poems dealt with</td>
<td>عالجت هذه القصائد</td>
<td>موضوعات السعادة والرثاء</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>topics like joy and sorrow, love, defeat and victory.</td>
<td>أغراضا مثل الفرح والحزن والحب، الهزيمة والنصر</td>
<td>مواضيع السعادة والرثاء</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Now new groups of musicians and poets</td>
<td>الآن مجموعات جديدة من العازفين والشعراء</td>
<td>الموسيقى</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>are forming to revive these</td>
<td>تتكون لإحياء هذا</td>
<td>لإعادة لتعايش</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>ancient Arab performance methods.</td>
<td>الأداء العربي القديم</td>
<td>العرض</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>One well-known band leader</td>
<td>قائد فرقة مشهور</td>
<td>مشهورة</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>said, 'We hope to open a school soon</td>
<td>قال: &quot;نتمنى أن نفتح مدرسة قريبا&quot;</td>
<td>نأمل &quot;تتمنى أن نفتح مدرسة قريبًا&quot;</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>to teach new generations</td>
<td>لتعليم الأجيال الجديدة</td>
<td>لتعليم الأجيال الجديدة</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>this priceless cultural experience’.</td>
<td>هذه الخبرة الثقافية التي لا تقدر بثمن</td>
<td>لا تقدر بثمن</td>
<td>(1)</td>
<td></td>
</tr>
</tbody>
</table>
Sections B and C - Marking principles and mark schemes

There are three levels-based mark grids to be applied to each individual essay that makes up the written response to works. The mark grids are:

- critical and analytical response (AO4)
- range of grammatical structures and vocabulary (AO3)
- accuracy of language (AO3).

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student’s answer for that band.

- When assigning a level, you must look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 9–12 with a small amount of band 13–16 material, it would be placed in band 9–12 but be awarded a mark near the top of the band because of the band 13–16 content.

Step 2 Decide on a mark

- Once you have decided on a band, you will then need to decide on a mark within the band.

- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band, depending on how students have evidenced each of the descriptor bullet points.

- You must modify the mark based on how securely the trait descriptors are met at that band.

- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Critical and analytical response (AO4)

- This mark grid assesses students’ ability to respond critically and analytically to the aspect of the literary work or film outlined in the question. To provide a critical and analytical response, students should select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts.

- This grid should be applied twice, once for each essay individually.

- When deciding how to reward an answer, you should consult this mark grid as well as the indicative content associated with each question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points as long as students provide alternative responses that fulfil the requirements of the question.

- The recommended word count for each essay is 270–320 words but you must mark the whole essay regardless of length.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>1-4</td>
<td>Points of view relating to issues/themes/cultural or social contexts are presented with simplistic justification or limited interpretation with frequent misunderstanding or confusion; any evidence from the work is descriptive.</td>
</tr>
<tr>
<td></td>
<td>Limited ability to form arguments or draw conclusions.</td>
</tr>
<tr>
<td></td>
<td>Response relates to the work but limited focus on the question.</td>
</tr>
<tr>
<td>5-8</td>
<td>Points of view relating to issues/themes/cultural or social contexts are presented, with attempts made at interpretation, but they occasionally show misunderstanding or confusion; evidence selected from the work for justification is occasionally appropriate but often descriptive.</td>
</tr>
<tr>
<td></td>
<td>Arguments are made but with inconsistencies; conclusions are drawn but do not fully link to arguments.</td>
</tr>
<tr>
<td></td>
<td>Response relates to the work but often loses focus on the question.</td>
</tr>
<tr>
<td>9-12</td>
<td>Critical analysis of issues/themes/cultural or social contexts is evident in relation to particular aspects of the question, with some appropriate interpretations and points of view, sometimes justified by appropriately selected evidence from the work.</td>
</tr>
<tr>
<td></td>
<td>Logical arguments are followed through on particular aspects of the question, occasionally detailed and with linked conclusions; some points are made without exploration.</td>
</tr>
<tr>
<td></td>
<td>Response is relevant to particular aspects of the question, occasional loss of focus.</td>
</tr>
<tr>
<td>13-16</td>
<td>Critical analysis of issues/themes/cultural or social contexts is frequently demonstrated, with some convincing interpretations and points of view, predominantly justified with appropriately selected evidence from the work.</td>
</tr>
<tr>
<td></td>
<td>Generally detailed, logical arguments are made, with some persuasive conclusions that mostly link together.</td>
</tr>
<tr>
<td></td>
<td>Predominantly relevant response to the question.</td>
</tr>
<tr>
<td>17-20</td>
<td>Critical analysis of issues/themes/cultural or social contexts is demonstrated through convincing interpretations and points of view, consistently justified with appropriately selected evidence from the work.</td>
</tr>
<tr>
<td></td>
<td>Detailed, logical arguments and conclusions are made that consistently link together.</td>
</tr>
<tr>
<td></td>
<td>Relevant response to the question throughout.</td>
</tr>
</tbody>
</table>
Critical and analytical response (AO4)

- This mark grid assesses students’ ability to use a range of grammatical structures and vocabulary in order to produce articulate written communication with a range of expression.
- This grid should be applied twice, once for each essay individually.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
</tbody>
</table>
| 1–3    | - Limited variation of straightforward grammatical structures with much repetition, producing writing that is often restricted and stilted.  
      | - Limited range of vocabulary resulting in repetitive expression.           |
|        | - Limited use of terminology appropriate to literary and cinematic analysis.|
| 4–6    | - Occasional variation in use of mostly straightforward grammatical structures, infrequent use of complex language, producing writing that is sometimes stilted.  
      | - Vocabulary is mostly high frequency with occasional variation, expression is frequently repetitive. |
|        | - Occasional use of terminology appropriate for literary and cinematic analysis. |
| 7–9    | - Some variation in the use of grammatical structures, including some recurrent examples of complex language; sections of articulate writing with occasionally stilted phrasing.  
      | - Some variation in use of vocabulary, resulting in variation of expression but this is not sustained. |
|        | - Some use of terminology appropriate for literary and cinematic analysis. |
| 10–12  | - Frequent variation in use of grammatical structures, including different types of complex language, producing writing that is articulate throughout the majority of the essay.  
      | - Frequently varied use of vocabulary, resulting in regular variation of expression. |
|        | - Frequent use of terminology appropriate for literary and cinematic analysis. |
| 13–15  | - Consistent variation in use of grammatical structures, including in use of complex language, producing consistently articulate writing.  
      | - Consistently varied use of vocabulary, allowing ideas to be conveyed in a variety of different ways. |
|        | - Consistent use of terminology appropriate for literary and cinematic analysis. |
Additional guidance

**Variation of vocabulary and grammatical structures:** the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of articulate below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary (including to express literary and cinematic analysis (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments and draw conclusions based on understanding.

**Articulate:** articulate communication is fluent, effective and coherent as students control/manipulate the language to say what they want to say rather than what they can say, for a number of different purposes. If students are restricted to what they can say, they may not be able to express themselves for all purposes, for example to develop arguments.

**Terminology for literary and cinematic analysis:** vocabulary for critical analysis according to the work being studied, for example ‘plot’, ‘character’; figures of speech such as ‘metaphor’, ‘similes’; to describe theme and style such as ‘camera technique’, ‘hand-held camera’, ‘use of black and white’, ‘first person narrative.’

**Complex language** is considered to include the following:
- conceptually challenging tenses such as the pluperfect and future perfect
- passive voice
- adverbial uses of the accusative such as al-Maf’ul al-Mutlaq, Tamyiz and al-Hal
- the ‘La’ of absolute negation
- expressions of exclamation and wonder, use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways.

**Straightforward** language is considered to be:
- simple sentences with limited linking of sentences and clauses
- high-frequency grammatical structures and vocabulary.
Accuracy of language (AO3)

- This mark grid assesses students’ ability to apply grammar and syntax accurately.
- This grid should be applied twice, once for each essay individually.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language.</td>
</tr>
<tr>
<td>1–2</td>
<td>Limited sequences of accurate language, resulting in lapses in coherence.</td>
</tr>
<tr>
<td></td>
<td>Errors occur that often prevent meaning being conveyed.</td>
</tr>
<tr>
<td>3–4</td>
<td>Some accurate sequences of language, resulting in some coherent writing.</td>
</tr>
<tr>
<td></td>
<td>Errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</td>
</tr>
<tr>
<td>5–6</td>
<td>Frequent sequences of accurate language, resulting in generally coherent writing.</td>
</tr>
<tr>
<td></td>
<td>Errors occur that occasionally hinder clarity of communication</td>
</tr>
<tr>
<td>7–8</td>
<td>Accurate language throughout most of the essay, resulting in mostly coherent writing.</td>
</tr>
<tr>
<td></td>
<td>Errors occur that rarely hinder clarity of communication.</td>
</tr>
<tr>
<td>9–10</td>
<td>Accurate language throughout, resulting in consistently coherent writing.</td>
</tr>
<tr>
<td></td>
<td>Any errors do not hinder clarity of communication.</td>
</tr>
</tbody>
</table>

Additional guidance

**Errors**: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:
- errors that do not affect meaning, for example the misuse of 'linna' and 'anna', some gender and adjectival agreements, as long as they do not include mismatch of cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example mismatch of subject and the possessive adjective, spelling errors that change the meaning of a word, inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

**NB**: these are examples only and do not constitute a finite list.
Sections B and C - Indicative content

Indicative content is not exhaustive. Students should be rewarded for any valid response and may draw on a range of relevant examples from the work.

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>2(a)</td>
<td>عصفور من الشرق (توفيق الحكم)</td>
</tr>
</tbody>
</table>

Students may refer to the following in their answers.

The positive and negative aspects of Eastern and Western religions have a significant impact on the characters’ lives.

- Encountering another religion changes Muhsin’s perspective on French society and his own society. He discovers that the church gives him the same sense of humility and spirituality as a mosque: ‘The same serenity, the same darkness in corners, the same thin light hovering like souls in the air’. Muhsin realises that the house of God is the same in every place and in every time but people pray to God in different ways. This makes him feel more tolerant and sympathetic to Christians.

- Religion is seen to give meaning and hope to people’s lives. Eastern religion is portrayed as both beautiful and optimistic, as opposed to the modern Western philosophy of Marxism, which is like a religion. Ivan wonders why Muhsin is always whistling and singing happily. He realises that it is because Islam allows its followers to live not only on the Earth but also in heaven. Conversely, Ivan is a Marxist who believes in just one life on Earth and is therefore miserable.

- Religion is at times a restrictive and frustrating force in Muhsin’s life. Muhsin falls in love with a French girl called Susie. He would like to approach her but he does not know how to speak to her as he has been brought up in a strict conservative Islamic family. His family frowns on relationships outside marriage and he feels he cannot escape the prison of his culture.
Students may refer to the following in their answers.

Andre’s family has a strong relationship with Muhsin because they help him to navigate and overcome the cultural differences he encounters.

- One of Andres’s roles in the novel is to be a ‘gate’ to French culture. For example, Andre spots Muhsin eating dates in the street like a bird and he informs him that this behaviour is viewed as very strange in France. Thus, Andre is useful to Muhsin because he enlightens him as to what is acceptable and unacceptable in French society. This strengthens their friendship.

- Muhsin and Andre have different approaches to time. Muhsin spends a long time reflecting on how the arts in France that Andre’s family introduced him to have impacted his life in a positive way. He sits alone in his room in his own world of imagination. This is alien to Andre who does not have time to waste. However, Andre does not resent this, as he learns a lot from Muhsin’s different approach to life, which complements Andre’s more pragmatic attitude.

- Andre’s family and Muhin have different ideas about the significance and value of objects. For example, Andre’s wife suggests that Muhsin gains Susie’s favour by giving her a bunch of flowers. Flowers are not symbolic in Muhsin’s culture and therefore he cannot understand this gesture. So Andre’s family try to help Muhsin by filling in the gaps in his cultural knowledge but this is not always successful because Muhsin’s reservations, stemming from his background, are too strong.
3(a)

رواية صائد اليرقات (أمير تاج السر)

Students may refer to the following in their answers.

The novel shows Sudan in the 1980s as a repressive place where fear of the security services dominates many aspects of life. The security services act pre-emptively against any perceived threats, and their mission is to encourage fear to discourage anyone from questioning or challenging the government.

- Life for ordinary people is harsh, as they are subjected to an extreme interpretation of Islamic law as a result of an attempted coup, limiting freedoms of speech and artistic outlets. Regardless of the faith of citizens, the government uses this as a tool to cover up institutional weaknesses. We see this, for example, during the monologue where the author describes the public as suffocated and unable to express themselves because they are in fear of the secret police watching them.

- For Abdullah Farfar, life is secretive as an opponent of the regime. He expresses his opposition through his stories as personal therapy, as he cannot publish them. We see this, for example, when he tries to discuss his work with a friend ‘A.T.’ in a café – A.T. in fear of the police listening, dismisses the work as poorly written and uninteresting.

- For journalists and artists in Sudan in the 1980s, their work is stifled by censorship and the threat of torture. We see this, for example, in their use of symbolism as a substitute for topics and subjects that the government have outlawed. They use metaphors for the regime, such as ‘The fruitless tree filled with dangerous snakes’ can be dealt with only by ‘uprooting it from the land’.
3(b) رواية صائد اليرقات (أمير تاج السر)

Students may refer to the following in their answers.

The café is central to the plot. It is a focal point for characters to meet and interact and is a hub of activity.

- Most of the plot is centred on the café – this is not just where the ‘action’ takes place but it is also the setting for Amir Taj al-Sirr to introduce the range of characters and their ideas. The café is where intellectuals and artists gather – they use the café as a place where they can share their thoughts and beliefs. Journalists share tables with politicians who oppose the government.
- However, the café is a dangerous place. The security services linger around the café undercover, spying on customers and staff, looking for suspects and suspicious individuals to arrest. For example, when the main character ‘A.T.’ returns to the café after a long absence, regular customers and old waiters Rambo and Antar have disappeared.
- The café is used by the author to show how Sudan changes over time. When A.T. returns, there are Ethiopian women refugees being served in the formerly male-only café. From A.T.’s point of view, the rules and social order he was used to have been erased. Later in the story, the café becomes an open place where people can talk freely – this shows more positive changes in Sudanese society in the years that follow.
Students may refer to the following in their answers.

Morality is a strong theme in this play, particularly seen through the actions of Rashad but also Jamil.

- Rashad works as a broker and he is the personification of capitalism. He lacks empathy and will not allow anything to prevent him from getting his cut of the proceeds of any dealings around him. He will go to any length to get his commission.
- However, Shawki shows that Rashad is rich but he is not happy. Although he accumulates wealth, this is a poor substitute for his lack of friends and family.
- Jamil is unemployed and has many vices (alcohol, drugs and gambling). He tries to take advantage of Rashad and vice versa: Rashad provides Jamil with drugs and alcohol, while Jamil provides Rashad with yet more money to satisfy his greed.
- Rashad and Jamil are not punished by the law but their immoral behaviour finally backfires. Rashad accumulates a lot of dreams of the promised money by Jamal but eventually loses it all. As for Jamil, he tries to cover up his addictions to please a girl’s father in order to marry her but he fails. Furthermore, after years of trying to stay in his grandmother’s favour to inherit her fortune, the grandmother left all her wealth to Houssna.

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(a)</td>
<td>مسرحية البخيلّة (أحمد شوقي)</td>
</tr>
</tbody>
</table>

Students may refer to the following in their answers.

Morality is a strong theme in this play, particularly seen through the actions of Rashad but also Jamil.

- Rashad works as a broker and he is the personification of capitalism. He lacks empathy and will not allow anything to prevent him from getting his cut of the proceeds of any dealings around him. He will go to any length to get his commission.
- However, Shawki shows that Rashad is rich but he is not happy. Although he accumulates wealth, this is a poor substitute for his lack of friends and family.
- Jamil is unemployed and has many vices (alcohol, drugs and gambling). He tries to take advantage of Rashad and vice versa: Rashad provides Jamil with drugs and alcohol, while Jamil provides Rashad with yet more money to satisfy his greed.
- Rashad and Jamil are not punished by the law but their immoral behaviour finally backfires. Rashad accumulates a lot of dreams of the promised money by Jamal but eventually loses it all. As for Jamil, he tries to cover up his addictions to please a girl’s father in order to marry her but he fails. Furthermore, after years of trying to stay in his grandmother’s favour to inherit her fortune, the grandmother left all her wealth to Houssna.
<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>4(b)</td>
<td>مسرحية البخيل (أحمد شوقي)</td>
</tr>
</tbody>
</table>

Students may refer to the following in their answers.

The grandmother and her grandson have only each other for companionship. The reality is that they are both using each other and have ulterior motives, which ultimately causes harm.

- The grandmother spoils her grandson with affection. She does this by giving him a bedroom and food every day, and she regularly buys him new clothes and gives him pocket money for going out. Despite all this, he does not love her because her affection is not enough to enable him to pursue his addiction to drugs, alcohol and gambling.

- There is a great contrast in their financial resources. She is very wealthy and owns a lot of properties and businesses, in comparison her grandson has very little and is dependent on her for money.

- Despite her wealth, the grandmother is famously miserly. Her nickname is ‘The Clean’, which means that she never has any money in her hand. The pocket money her grandson receives is not much and he is completely dependent on it, which is exactly what she wants as it means that he has to stay at home and help her.

- This has negative consequences for the grandson. Not only does he become a gambler and a drunk but he wishes and prays that she will die so that he can inherit her fortune and marry the daughter of a rich local family.
### Question number 5(a)

As a widow, she is left to deal with heavy debts and five children (four girls and one boy) to look after. She shows great resourcefulness in dealing with these different problems.

- **Her biggest problem is financial**, particularly because her landlord becomes increasingly frustrated with her delays in paying her rent. She shows great strength of character by finding ways to earn money. She invests in a sewing machine to start a business making clothes and school uniforms. She sends her son to work in the landlord’s bakery as part payment, one daughter starts working in a sweet factory and another starts work as a nurse for a local doctor.

- The problem with her landlord is complicated because he constantly harasses her to marry him. She shows great determination in avoiding this by prioritising the payment of rent and arrears over any other needs, including food.

- Another pressing difficulty is what to do about her unmarried daughter. She manages to persuade her to get married but this only makes her financial problems worse as both her daughter and her new husband end up having to come and live with her because of their own financial problems.

- Once her son-in-law (Orabi) comes to live with them, he adds to her difficulties by attempting to take over the household. He does not want to get a job but she shows her strength of character by forcing him to take a job as a carpenter on the understanding that if he does not keep it, his wife will divorce him.

### Question number 5(b)

<table>
<thead>
<tr>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>فيلم يوم مَّر ويوم حلو (خيري بشارة)</strong></td>
</tr>
</tbody>
</table>

Students may refer to the following in their answers.

The director uses zoom, multiple-camera angles and lighting contrasts throughout the film in order to dramatise the events and living conditions.

- The director uses multiple camera angles to add suspense and energy to the scenes. He focuses on faces to emphasise emotions and suffering. The quick movements suggest the anxiety felt by the characters and they add extra layers of meaning to the dialogue and scene.

- The director sets scenes with detailed situations of destitute lives and conditions and in these scenes the camera zooms into the impoverished faces, rags of clothing, filth and hunger of the people to show very clearly the desperate poverty that the characters face. At other times, close ups are used to highlight the emotional contrast with the desperate conditions, for example when the camera focuses on the beaming face of a contestant who has won a radio.

- The lighting is used to add emphasis to the shadowy locations and lack of basic amenities. Indoor scenes are often dark and gloomy, and this helps create an atmosphere of uneasiness and fear.

- But lighting is also used at more hopeful moments in the film. Colour and light are used to represent hope and happiness such as at the wedding and also when the family wins the radio, with bright colours and flashing lights.
5(b)

فيلم يوم مُر و يوم حلو (خيري بشارة)

Students may refer to the following in their answers.

The director uses zoom, multiple-camera angles and lighting contrasts throughout the film in order to dramatise the events and living conditions.

- The director uses multiple camera angles to add suspense and energy to the scenes. He focuses on faces to emphasise emotions and suffering. The quick movements suggest the anxiety felt by the characters and they add extra layers of meaning to the dialogue and scene.
- The director sets scenes with detailed situations of destitute lives and conditions and in these scenes the camera zooms into the impoverished faces, rags of clothing, filth and hunger of the people to show very clearly the desperate poverty that the characters face. At other times, close ups are used to highlight the emotional contrast with the desperate conditions, for example when the camera focuses on the beaming face of a contestant who has won a radio.
- The lighting is used to add emphasis to the shadowy locations and lack of basic amenities. Indoor scenes are often dark and gloomy, and this helps create an atmosphere of uneasiness and fear.
- But lighting is also used at more hopeful moments in the film. Colour and light are used to represent hope and happiness such as at the wedding and also when the family wins the radio, with bright colours and flashing lights.
<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>6(a)</td>
<td>فيلم إشاعة حب (فطين عبد الوهاب)</td>
</tr>
</tbody>
</table>

Students may refer to the following in their answers.

The film contains many comic elements – in particular, there is a lot of comedy in the farcical situations that arise between the mother and the father but there are also serious elements.

- One source of comedy is in the great contrast between the two potential husbands. The mother wants her daughter to marry Lucy, who is similar to her daughter with his love of dancing, music and going out. But the father wants her to marry Hussein, one of his favourite employees who is the exact opposite of Lucy (very serious and uptight, cannot dance and is conservative).
- The father and mother do not like each other very much and the father starts having affairs. This leads to some farcical and very funny situations when the father’s (male) secretary tries to cover for him. For example, the secretary is speaking to the wife by phone, pretending to be the father, at the same time as the father returns home.
- There is more farce when the actress comes to town, and the daughter and Lucy scheme to test the rumour that she wants to marry Hussein by following her to see what she does and who she meets. The spying and voice impressions of other characters lead to a number of humorous situations and dialogue.
- On the other hand, some aspects of the film are not comical. The film shows a culture of families deeply involved in the marriage choices of their children. It highlights the selfishness and lack of consideration of parents to their children’s emotions for the sake of reputation in addition to the dysfunctional relationship of the parents.
Students may refer to the following in their answers.

In many ways, Hussein is quite well suited to Samiha, despite some ways in which he is not a perfect match.

- In some ways he appears to be a good catch. He is a reliable man, and, according to the father, he is good ‘husband material’. He has good qualifications and has devoted his life to working for Samiha’s father, who is his own father’s brother. By contrast, Lucy (who is related to the mother) is not a serious man, only interested in dancing, music and going out. In terms of character and family connections, this makes Hussein a better choice than Lucy.

- However, in some ways Hussein is not well suited to Samiha. She seems, at first sight, more suited to Lucy, with whom she shares a love of going out and having fun. She feels no attraction to Hussein, she finds him old fashioned and serious, and sees him more as a brother than a suitor.

- Hussein has other deficiencies in his character. He is socially awkward and unable to express his feelings properly – he can come across as rude, for example when he tells his aunt that she is very old and when he says he does not like the food.

- However, Hussein shows in the end that he is, in fact, a better match for Samiha than Lucy. She finds the photo, which is apparently from the actress, saying she loved Hussein. This made Samiha jealous and she realises that she actually has feelings for him after all.
<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>7(a)</td>
<td>Wadjda (هيفاء المنصور) فيلم وحيدًا</td>
</tr>
</tbody>
</table>

Students may refer to the following in their answers.

Wadjda shows her growing confidence through small but significant acts, which challenge social convention and school rules.

- She lacks a fear of authority. She is confident in her dealings with the hired driver, putting him in his place on numerous occasions. She challenges authority at school, for example not coming back to class on time after breaks. She is confident enough to walk around unaccompanied and play with boys, unlike other girls her age.

- Wadjda’s choice of clothing shows her confidence in being different from other children and she bends the school’s rules about uniform. All her peers wear black-leather shoes and clothes, blending into the background. Wadjda, however, is noticeable because she always wears purple Converse shoes and is often seen wearing a decorative waistcoat.

- Wadjda is an entrepreneur and shows her confidence in driving a hard bargain. She creates her own products to sell at school, taking the opportunity to quadruple her income from couriering a love letter for 10 riyals by demanding 20, then demanding another 20 from the recipient. She openly barter's with the shopkeeper for price reductions and reservation of the green bike.

- She shows confidence in her own abilities by refusing help from her good-willed friend Abdullah. When Abdullah brings his bike up to Wadjda’s rooftop for her to learn to ride, she is enraged that he attaches stabilisers and insists that he remove them. Later she refuses Abdullah’s offer to give her his own bike, seeing this offer as a defeat – she still believes she can acquire the bike eventually on her own.
### 7(b) فلم وحّدة (هيفاء المنصور)

Students may refer to the following in their answers.

The film portrays a number of women and girls, and shows us some aspects of their life in modern-day Saudi Arabia.

- Women are expected to dress modestly. Throughout the film, Wadjda as a child is not fully veiled as only her hair is covered. This is publicly accepted on her journey to school but she is repeatedly reminded to cover up by the principal. Her mother is always fully veiled outside and is pleased when Wadjda complains that the school says she needs to cover her face, suggesting that Wadjda is becoming a woman.

- Women and girls are often segregated from men and need to respect male authority. When the husband invites his friends to visit, the wife cooks the food, leaves it outside the door and knocks on the door to tell her husband it is ready; she is not allowed to call him or to join them while they eat. After the men have left, the women are allowed to go in and eat what is left.

- Women are not allowed to drive. We see the female teachers, including Wadjda’s mother, dependent on the hired driver to transport them to and from work as it is illegal for them to drive.

- Women are expected to be religiously devout. Wadjda is looked down on by her peers and teachers as lacking in religious humility, as she is distracted during Quranic recitals and careless about her veil.
جَزِيرَةُ كُبَّر

المكان هو جزيرة كبر، إحدى الجزيرتين الكويتية غير المسجلة بالسكان. أما المهمة، فهي إنهاء الجريمة من التصحر. مبادرة بيئية قطعها أحد المواطنين من توجه الزراعية غير مواقع التواصل الاجتماعي، سرعان ما تفعل معها الكويتيون؛ ذلك التفاعل الذي جذب أنظار المسؤولية فسارعت إلى تقديم الدعم والمُساعدة للمتطوعين.

جَزِيرَةُ كُبَّر تبعد عن الشواطئ الكويتية تسعة وعشرين كيلومتراً، وتتميز بكونها موطناً هاماً للشعاب والطيور البحرية وبعض الأعشاب والنباتات البحرية التي أُحترس بسبب ممارسات الإنسان غير المشروعة نحو البيئة.

واليوم باتُ المتطوعون يدفعون اعتبار للجزيرة وتعويض العطاء البشري المفقود؛ من خلال زرع أربع مئات غرسة.

فَتَفَادَي الثَّار السَّلْبِيَّة لِلرَّبِيْعِ الْعَرَبِّ عَلَى الْمَغْرِب نََحَبِسِبَبِ سِيَاسَةِ الاْحْتِوَاءِ وِالاْبْتِعَادِ عَنِ الْعُنْفِ، فـَقَدْ أُعْطِيَتِ الأَْوَامِرُ لِلسُّلُطَاتِ اْلأَمْنِيَّةِ بِعَدَمِ مُوَاجَهَةِ الْمُتَظَاهِرِيْن، وَالسَّمَاحِ لَُمْ بِالتـَّعْبِي عَنِ الرَّأْي، وَأَعْطَتِ السُّلْطَةُ وَعْداً بِالإِصْلَحِ لأَِحْزَابِ الْمُعَارَضَة، مَِا أَبـْعَدَهَا عَنِ الْمُشَارَكَةِ فِ الِْرَاكِ الشَّعْبِ.

فَالْوَاقِعُ فِ الْمَغْرِبِ الْعَرَبِ بِرَأْي الْبـَعْضِ كَانَ صِيـْغَةً لِتَخَطِّي النِّظَامِ الَْاكِمِ مَوْجَةَ الرَّبِيْعِ الْعَرَبِِّ بِأَقَلِّ الأَْضْرَار، رُغْمَ عَدَمِ الْتِزَامِهِ بَِمِيعِ تـَعَهُدَاتِه.
Passage 1

جزيرة كبر

المكان هو جزيرة كبر، إحدى الزويا الكويتية غنية بالسكان. أما المهمة، فهي إنقاذ الجزيرة من التصحر. مبادرة بيئية تخطيطية أطلقتها أحد المواطنين من هواة الزراعة عبر مواقع التواصل الاجتماعي، سرعة ما تفاعل معه الكويتيون؛ ذلك التفاعل الذي جذب أنظار الهمة المسئولة فسارعت إلى تقديم الدعم والمساعدة للمتطوعي.

جزيرة كبر تبعد عن الشواطئ النوبية تسعة وعشرين كيلومتراً، وتتميز بكونها موطناً هاماً للسلحف والطيور البحرية وبعض الأعشاب والنباتات البرية ان.LastName بسبب ممارسات الإنسان غير المسئولة.

واليوم يُأخَذ المتطوعون رد الاعتبار للجزيرة وتعويض الغطاء النباتي المفقود؛ من خلال زراعة أربعمئة غرسة استناداً إلى دراسة بيئية قامت بها الهمة المخصصة.

Passage 2

الربيع العربي في المغرب

في الوقت الذي حولته فيه كثير من ثورات الربيع العربي بلدانها إلى دمار، وشعوبها إلى لاجئين، استطاع المغرب العربي تجاوز تلك العاصفة. فقد ضربت السلطة ببعض أسبوعين من خروج الناس للشارع بأنها ستقوم بتعديل الدستور القديم، وستتنازل عن جزء من صلاحياتها الكبيرة، وستحل البرلمان والحكومة، وتدعو لانتخابات جديدة، وأنها ستقوم بإصلاحات اقتصادية وإجتماعية وقانونية. فاستجابت لبعض مطالب الشعب المغربي، الذي رفع شعارات عديدة تطالب بالحرية وإصلاحات في توزيع السلطة والثروة.

فتفتادي الآثار السلبية للحراك العربي على المغرب يحدد بسبب سياسة الاختواء والابتعاد عن العنف، فقد أعطت إلا الأوامر لسلطات الأمنية بعدم مواجهة المتظاهرين، والسماح لهم بالتعبير عن الرأي، واغتلت السلطة وغداً بالإصلاح لأحزاب المعارضة، مما أبعدها عن المشاركة في الحراك الشعبي.

فالمواقع في المغرب العربي برأي البعض كان صيغة لتحسين النظام الحاكم موجهة الربيع العربي بأقل الأضرار، رغم عدم التزامه بجميع تبعاته.
المواقع الإخبارية في الأردن

هل تلاحظين معي يا إقبال أن كثرة المواقع الإخبارية في الأردن تشوذ على المواطنين، وتفعيلهم من تكوين فكرة صحيحة عن الأحداث.

إن بعض هذه المواقع غير مخصصة؛ بما يعرضها لنضال في أداء رسالتها الإعلامية.

النظرة السلبية لإعلام قد تدفع بعض المستثمرين الأجانب للاستثمار على القيم يمكنها كبيرة في الأردن، بما يؤدي لخسارة بعض العمالة لوظائفهم؛ ويدمر بالإقتصاد الوطني.

أليف معك يا إقبال أن الإعلام دور مهم، ولكن تنوع الأفكار أمر طبيعي ومفيد.

أهمية ميرأة تنوع هذه المواقع أنها تساعدنا على الإحاطة بالموضوع الإقتصادية والسياسية، حتى تستطيع الحكم عليها بعد الأطلاع على وجهات النظر المختلفة.

هذه المواقع تحوي المجتمع؛ لأنها تمنيها إلى تحاورات كبار المستثمرين، وتسمح لنا بمراقبة تصرفاتهم بما يقودنا لمجتمع عادل ومنفتح.
المواقع الإخبارية في الأردن

ولكن، للأسف، الكثير من هذه المواقع غير مؤهلة، ويديرها أشخاص غير متخصصين بالمجال الإعلامي. هؤلاء الأشخاص لا يقومون بإنتاج على أكمل وجه، فلا تصل المعلومات الصحيحة للمتابعين، مما يؤدي إلى القسم للرأي العام، ويتعكَّس سلباً على البلاد.

لهذا السبب يجب وضع قوانين فعالة لتنظيم الإعلام الأردني دون التأثير على حرية الصحافة. القوانين الجديدة يجب أن تضم الحصول على وسائل إعلام عالية الجودة تلعب دوراً هاماً في التنمية وتطوير البلاد.

لكن الاختلاف أمر طبيعي، فبلدنا متعددة الآراء السياسية والفكرية، وهذا التنوع في مصادر الأخبار يؤدي لزيادة التواصل بين أبناء المجتمع. التصبيح على هذه المواقع أمر خاطئ؛ لأنها تمثل الحرية الإعلامية التي يكفلها القانون، مما يعكس ضعوة خاطئة عن الأردن. وكثير من هذه المواقع يؤدي لتطويقها، وزيادة التنافس فيما بينها، ويشجع الإعلاميين على تطوير مواقعهم الإخبارية.

يرحب شعبنا بهذا التحسن لأن أبواب الحرية ستبقى مفتوحة دائماً وتسمح لهم بالتعبير عن أنفسهم.
فَنُّ الأَرَابِيسْكِ

كَانَتِ الأَْسْوَاقُ الْعَرَبِيَّةُ فِ الْعُصُوْرِ الْقَدِيَْةِ تَْتَلِئُ بِالْفَنِّ وَالْفَنَانِيْ، وَلَكِنْ مَعَ تَطَوِّرِ الَْيَاةِ السَّرِيْع، وَظُهُورِ
الْلاَتِ الَْدِيـْثَة، أَصْبَحَ مِنَ الصَّعْبِ الِْفَاظُ عَلَى الْفُنُونِ التُّرَاثِيَّة، فَانَْصَرَتْ هَذِهِ الْفُنُونُ فِ الأَْكَادِيِْيَّاتِ
وَالْمَعَارِض، بـَعْدَمَا كَانَ الْفَنُّ يُِيْطُ بِالنَّاس. لَكِنَّ بِضْعَ عَائِلَتٍ مَصْرِيَّةٍ جَاهَدَتْ لِلْحِفَاظِ عَلَى فَنِّ اْلأَرَابِيسْكِ
وَلَْ تَتَخَلَّ عَنْه، وَمِنـْهَا عَائِلَةُ ضَيْفِنَا الأُْسْتَاذ عَلِي. كَيْفَ نَشَأَ فَنُّ الأَْرَابِيسْكِ أُسْتَاذ عَلِي؟

ظَهَرَ فَنُّ الأَْرَابِيسْكِ فِ أَيَّامِ الْفَاطِمِيِّي، حَيْثُ كَانَ هُنَاكَ نـَقْصٌ شَدِيْدٌ فِ الأَْخْشَاب، بِسَبَبِ الُْرُوبِ الْكَثِيـْرَةِ
فِ ذَلِكَ الْوَقْت، وَلأَِنـَّهَمْ كَانُوا يَسْتَخْدِمُونَهُ فِ صِنَاعَةِ السِّهَامِ وَالرِّمَاحِ وَالسُّفُن. وَكَانَ النَّاسُ يُرِيْدُونَ صِنَاعَةَ
سَوَاتِرَ لِنـَوَافِذِ بِيُوتِِمْ، فـَبَدَأُوا بِاسْتِخْدَامِ بـَقَايَا الأَْجْزَاءِ الَْشَبِيَّةِ الْصَّغِيـْرَةِ وَتَْمِيْعِهَا لِصُنْعِ هَذِهِ السَّوَاتِر، وَنـَوَّعُوا
فِ أَشْكَالَِا ثَُّ أَضَافُوا إِلَيـْهَا مَوَادَّ أُخْرَى مِثْلَ الصَّدَفِ وَالنُحَاسِ وَالْفِضَة، وَمِنْ هُنَا نَشَأَ فَنُّ الأَْرَابِيسْكِ وَتَطَوَّر.

هَلْ تـَقْتَصِرُ أَعْمَالُكَ عَلَى الزَّخَارِفِ الْعَرَبِيَّة؟

أَنَا أُسَافِرُ لِتَمْثِيْلِ بـَلَدِي فِ مِهْرَجَانَاتٍ دُوَلِيَّة، لِذَلِكَ أَحْرَصُ عَلَى مَزْجِ الزَّخَارِفِ الْعَرَبِيَّةِ بِزَخَارِفَ مُسْتَمَدَةٍ مِنَ
الثـَّقَافَاتِ الأُْخْرَى، لأُِظْهِرَ جََالَ الْتـَّعَايُشِ وَالتَّبَادُلِ الثـَّقَافِِّ بـَيَْ الأُْمَم.

فَنُّ الأَرَابِيسْكِ

مَتَ بَدَأْتَ الْعَمَلَ فِ هَذِهِ الْمِهْنَة؟

بَدَأْتُ الْعَمَلَ مَعَ وَالِدِي فِ السِّتِيْنِيَّات، حَيْثُ كَانَ يُشَجُّعُنِ عَلَى إِتـْقَانِ حِرْفِتِه. كَمَا أَنَّنِ وُلِدْتُ وَتـَرَعْرَتُ فِ
حَيٍّ شَعْبٍِّ مُشْبَعٍ بِالفَنِّ وَالتـُّرَاث، فَأَتـْقَنْتُ الْمِهْنَةَ بِسُرْعَة. وَرَغْمَ حُصُولِ أَوْلاَدِي الْنَ عَلَى شَهَادَاتٍ جَامِعِيَّة،
فَإِنَنِ أَصْرَرْتُ عَلَى غَرْسِ حُبِّ الْمِهْنِةِ فِ قـُلُوبِِمْ حَتَّ أَضْمَنَ الِْفَاظَ عَلَى هَذَا الْفَنِّ مِنَ الاْنْدِثَار.

هَلْ تُقْتَصِرُ أَعْمَالُكَ عَلَى الزَّخَارِفِ الْعَرَبِيَّة؟

أَنَا أُسَافِرُ لِتَمْثِيْلِ بـَلَدِي فِ مِهْرَجَانَاتٍ دُوَلِيَّة، لِذَلِكَ أَحْرَصُ عَلَى مَزْجِ الزَّخَارِفِ الْعَرَبِيَّةِ بِزَخَارِفَ مُسْتَمَدَةٍ مِنَ
الثـَّقَافَاتِ الأُْخْرَى، لأُِظْهِرَ جََالَ الْتـَّعَايُشِ وَالتَّبَادُلِ الثـَّقَافِِّ بـَيَْ الأُْمَم.

هُناَكَ وَاقِعٌ مَفْرُوضٌ لاَ نَسْتَطِيعُ الفِرَارَ مِنْه، وَهْوَ التـَّعْقِيدَاتُ الاجْتِمَاعِيَّةُ وَالاقْتِصَادِيَّةُ الَّتِ سَبَّبـَهَا عَمَلُ الـمَرْأَة.

خَالِدَةُ الْمَرْأَةِ يـُؤَثِرُ عَلَى صِحَّتِهَا. فـَعَدَدٌ لَيْسَ بِالْقَلِيلِ مِنَ النِّسَاءِ يـُعَانِ مِنْ أَمْرَاضٍ لـَهَا
صِلَةٌ بِضَغْطِ الْعَمَلِ مِثْلَ الصُّدَاعِ وَآلاَمِ الظَّهْرِ وَغَيِْهَا.

كَمَا أَنَّ لِعَمَلِ الْـمَرْأَةِ بُعْداً اجْتِمَاعِيّاً آخَر، حَيْثُ أَنَّ هُنَاكَ رَبْطٌ بـَيـْنَهُ وَبـَيَْ نِسْبَةِ الْبَطَالَةِ عِنْدَ الشَّبَاب، مَِّا
يـُؤَثـِّرُ سَلْباً عَلَى نِسْبَةِ الْعُنُوسَةِ وَتَأَخُّرِ سِنِّ الزَّوَاجِ فِ شَرِيَةِ الشَّبِابِ بِسَبَبِ التـَّفَاوُتِ الـمَادِّيِّ بـَيَْ الشَّابِّ
وَالْفَتَاة.

هُناَكَ وَاقِعٌ مَفْرُوضٌ لاَ نَسْتَطِيعُ الفِرَارَ مِنْه، وَهْوَ التـَّعْقِيدَاتُ الاجْتِمَاعِيَّةُ وَالاقْتِصَادِيَّةُ الَّتِ سَبَّبـَهَا عَمَلُ الـمَرْأَة.
نظرًا لكثرّة المسؤوليات الملقاة على عاتق المرأة، أرى أن عملها خارج البيت له تأثير كبير على نمطية الأطفال وتلبية احتياجات الزوج لأنها تُزددُ مهنة بعد العمل.

ومن الناحية المالية، لا معنى لعمل الأمهات، فبعضهن ينتهي بين الأمور إلى دفع أكثر من نصف رواتبهم لرعاية الأطفال.

من ناحية أخرى فإن عمل المرأة يؤثر على صحتها. عدد ليس بالقليل من النساء يعانيان من أمراض لها صلة بضغط العمل مثل الصداع، وألام الظهر، وغيرها.

كما أن عمل المرأة يعدًا اجتماعيًا آخر، حيث أن هناك ربط بينه وبين نسبيّة البطالة عند الشباب، مما يؤثر سلبًا على نسبية العُولمة وتأخر سن الزواج في شريحة الشباب بسبب التفاوت المادي بين الشاب والفتاة.

هناك واقع متفرد لا تستطيع الفرار منه، وهو التعقيدات الاجتماعية والاقتصادية التي سببتها عمل المرأة.
Please check the examination details below before entering your candidate information

Candidate surname | Other names

Pearson Edexcel
Level 3 GCE Advanced

Specimen Paper

(Time: 2 hours 15 minutes) Paper Reference 9AA0/03

Arabic
Paper 3: Listening, reading and writing in Arabic

You must have:
listening equipment
CD/MP3.
Dictionaries are not allowed in this examination.

Instructions
• Use black ink or ball-point pen.
• Fill in the boxes at the top of this page with your name, centre number and candidate number.
• Answer all questions.
• Answer the questions in the spaces provided – there may be more space than you need.
• Candidates are recommended to start with Section A: Listening comprehension and work through each question as presented in the question paper.
• We recommend you spend 45 minutes on Section A: Listening Comprehension and 1 hour 30 minutes on Section B: Listening, Reading and Writing.
• You must not use a dictionary.

Information
• The total mark for this paper is 60.
• The marks for each question are shown in brackets – use this as a guide as to how much time to spend on each question.

Information
• Read each question carefully before you start to answer it.
• Try to answer every question.
• Check your answers if you have time at the end.

Turn over
SECTION A: LISTENING

Answer ALL questions.
Write your answers in the spaces provided.
We recommend you spend no more than 45 minutes on this section.

Multiple-choice questions must be answered with a cross in a box ( ). If you change your mind about an answer, put a line through the box ( ) and then mark your new answer with a cross ( ).

Open-response questions do not require full sentences and you may respond using single words or phrases. You may use words from the listening passages but you must not transcribe whole sections.

You are going to listen to five passages in Section A. The duration of each passage is approximately:
- Passage 1 = 0 minutes 36 seconds
- Passage 2 = 0 minutes 45 seconds
- Passage 3a = 1 minute 48 seconds
- Passage 3b = 1 minute 15 seconds
- Passage 4 = 2 minutes 30 seconds

You will be in charge of the recording and you may listen to each passage as often as you wish, and write your answers whenever you wish to do so.
SECTION A: LISTENING

Answer ALL questions.

Write your answers in the spaces provided.

We recommend you spend no more than 45 minutes on this section.

Multiple-choice questions must be answered with a cross in a box (◯). If you change your mind about an answer, put a line through the box (✗) and then mark your new answer with a cross (◯).

Open-response questions do not require full sentences and you may respond using single words or phrases. You may use words from the listening passages but you must not transcribe whole sections.

You are going to listen to five passages in Section A. The duration of each passage is approximately:

Passage 1 = 0 minutes 36 seconds
Passage 2 = 0 minutes 45 seconds
Passage 3a = 1 minute 48 seconds
Passage 3b = 1 minute 15 seconds
Passage 4 = 2 minutes 30 seconds

You will be in charge of the recording and you may listen to each passage as often as you wish, and write your answers whenever you wish to do so.
نص الاستماع الأول: جزيرة كبيرة

1. استمع إلى هذا التقرير الإخباري حول إحدى الجزر الكويتية، ثم اختر الإجابة الصحيحة بوضع علامة X أمامها.

(i) عُرضت هذه المبادرة من قبل ............

(A) السلطات الكويتية
(B) منظمة بيئية
(C) سكان الجزيرة
(D) أحد الناشطين

(ii) هدف هذه الحملة هو ..........

(A) تشجير الجزيرة
(B) تنظيف الجزيرة
(C) زيادة أعداد الطيور البحرية
(D) إعادة السكان للجزيرة

(iii) تناقصت الحياة الطبيعية في الجزيرة بسبب ..........

(A) نقص المياه
(B) ارتفاع درجات الحرارة
(C) أفعال الإنسان الخاطئة
(D) انتشار الأمراض
igers السَّمَحَ بِحَوََّت بِحَمَّة... 

(1)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>العُرضت هذه المبادرة من قِبْلَ (i)</td>
</tr>
<tr>
<td></td>
<td>منظمة بيئية</td>
</tr>
<tr>
<td></td>
<td>سكان الجزيرة</td>
</tr>
<tr>
<td></td>
<td>أحد الناشط</td>
</tr>
<tr>
<td>2.</td>
<td>هدف هذه الحملة هو (ii)</td>
</tr>
<tr>
<td></td>
<td>تشجير الجزيرة</td>
</tr>
<tr>
<td></td>
<td>تنظيف الجزيرة</td>
</tr>
<tr>
<td></td>
<td>زيادة أعداد الطيور البحرية</td>
</tr>
<tr>
<td></td>
<td>إعادة السكان للجزيرة</td>
</tr>
<tr>
<td>3.</td>
<td>تناقصت الحياة الطبيعية في الجزيرة بسبب (iii)</td>
</tr>
<tr>
<td></td>
<td>نقص المياه</td>
</tr>
<tr>
<td></td>
<td>ارتفاع درجات الحرارة</td>
</tr>
<tr>
<td></td>
<td>أفعال الإنسان الخاطئة</td>
</tr>
<tr>
<td></td>
<td>انتشار الأمراض</td>
</tr>
<tr>
<td>4.</td>
<td>استرشد المشاركون ببحوث قامت بها (iv)</td>
</tr>
<tr>
<td></td>
<td>الحكومة الكويتية</td>
</tr>
<tr>
<td></td>
<td>إحدى الجامعات الكويتية</td>
</tr>
<tr>
<td></td>
<td>جمعية خيرية محلية</td>
</tr>
<tr>
<td></td>
<td>جامعة الدول العربية</td>
</tr>
</tbody>
</table>

(Total for Question 1 = 4 marks)
نص الاستماع الثاني: الربيع العربي في المغرب

استمع إلى هذا الجزء من ندوة حول الربيع العربي، ثم اختر الإجابة الصحيحة بوضع علامة ✗ أمامها.

أدت معظم ثورات الربيع العربي بحسب المتحدث إ (i)

- تحقيق أهداف الشعوب. A
- الاتفاق بين الشعوب والحكام. B
- اغتراب الكثير من الناس عن أوطانهم. C
- انتصار الحكم على الشعوب. D

قامت السلطات المغربية ب (ii)

- إصلاحات في نظام التعليم. A
- إنشاء أحزاب سياسية جديدة. B
- دعم الحكومة القديمة. C
- تحسين النظام السياسي. D

السلطات المغربية (iii)

- واجهت المتظاهرين بالعنف. A
- تحاولت مطالب المتظاهرين. B
- حققت جميع رغبات المتظاهرين. C
- تجنبت استخدام القوة ضد المتظاهرين. D

نتيجة الربيع العربي في المغرب (v)

-محافظة النظام الحاكم على وجوده A
- سقوط النظام الحاكم B
- أيضا: عدم تنفيذ النظام الحاكم أيًّا من وعوده C
- أيضا: عدم تنفيذ النظام الحاكم أيًّا من وعوده D

(Total for Question 2 = 5 marks)
نص الاستماع الثاني: الربيع العربي في المغرب

استمع إلى هذا الجزء من ندوة حول الربيع العربي، ثم اختر الإجابة الصحيحة بوضع علامة أمامها.

(1) لى

1. لاحظت معظم ثورات الربيع العربي بحسب المتحدث إ

- تحقيق أهداف الشعوب
- الاتفاق بين الشعوب والحكام
- اغتراب الكثير من الناس عن أوطانهم
- انتصار الحكام على الشعوب

(2) قامت السلطات المغربية

- بإصلاحات في نظام التعليم
- بإنشاء أحزاب سياسية جديدة
- بدعم الحكومة القديمة
- في تحسين النظام السياسي

(3) واجهت المتظاهرين بالعنف

- تجاهلت مطالب المتظاهرين
- حققت جميع رغبات المتظاهرين
- تجنبت استخدام القوة ضد المتظاهرين
- لم تشارك أحزاب المعارضة المغربية بالمظاهرات بشكل فعال بسبب

(4) لم تشارك أحزاب المعارضة المغربية بالمظاهرات بشكل فعال بسبب

- الخوف من السلطة
- اقتناها بوعود الإصلاح
- عدم دعمها لمطالب الشعب
- الخشية من لجوء الناس إلى العنف

(5) من نتائج الربيع العربي في المغرب

- تنفيذ النظام الحاكم لجميع وعوده
- المحافظة النظام الحاكم على وجوده
- سقوط النظام الحاكم
- عدم تنفيذ النظام الحاكم أيًا من وعوده

(Total for Question 2 = 5 marks)
المقطع الثالث: المواقع الإخبارية في الأردن

(i) ما الأمر الذي يربك الأردنيين برأي أيمن؟

(ii) لماذا لم تنجح بعض المواقع الإعلامية الأردنية في القيام بواجباتها؟

(iii) لماذا يعتبر المستثمرون الأجانب مهمين للاقتصاد الأردني؟ اذكر نقطتين.

(iv) ما أكبر فائدة لقراءة آراء مختلفة برأي إقبال؟

(v) كيف يؤثر تنوع وسائل الإعلام على تصرفات كبار المسؤولين؟
استمع إلى الحوار التالي حول المواقع الإخبارية في الأردن. أجب عن الأسئلة باللغة العربية.

(i) ما الأمر الذي يربك الأردنيين برأي أيمن؟
- المشرفين على بعض المواقع الإخبارية
- الرأي العام الأردني

(ii) لماذا لم تنجح بعض المواقع الإعلامية الأردنية في القيام بواجباتها؟
- أهمية تنظيم الإعلام الأردني
- فائدة التنافس الإعلامي
- الشعب الأردني

(Total for Question 3 = 12 marks)
نص الاستماع الرابع (فنُّ الأرابيسك)

4 استمع إلى المقابلة التالية حول فنُّ الأرابيسك. ثم أجب عن الأسئلة التالية باللغة العربية.

(a) ما الذي كان يميز الأسواق العربية قديماً؟

(b) لماذا قل الاهتمام بالفنون القديمة في العصر الحديث؟ اذكر سببين.

(c) ما سبب نشوء فنُّ الأرابيسك؟ اذكر سببين.

(d) ما الذي دفع علي إلى تعلم فنُّ الأرابيسك؟ اذكر شيئين.

(e) لماذا فعل علي لحماية مهنة أجداده؟

(f) كيف تطور السيد علي فنُّ الأرابيسك؟

(Total for Question 4 = 9 marks)

TOTAL FOR SECTION A = 30 MARKS
SECTION B: LISTENING, READING AND WRITING

Answer ALL questions.

Write your answers in the spaces provided.

For this task you must summarise information in response to a spoken passage (5a) and a text (5b). You must also answer a question on the two sources (5c).

For Question 5(a) you are going to listen to one passage. The duration of the passage is approximately:

Passage 5(a) = 1 minute 15 seconds

You will be in charge of the recording and you may listen to the passage as often as you wish. For this question you do not have to write in full sentences, you may respond using short phrases. You may use words from the listening passage but you must not transcribe whole sections.

For Question 5(b) you are going to read one text. For this question you do not have to write in full sentences, you may respond using short phrases. You may use words from the text but you must not transcribe whole sections.

For Question 5(c) you must answer a question on both the spoken passage and the text. For this question you must write in full sentences. Write approximately 180–230 words.
النص الخامس

(а) استمع إلى المقطع التالي من التقرير التلفزيوني. المراسل يوسف حسن يتحدث عن عمل المرأة.

لخص آراء السيد يوسف حسن عن عمل المرأة. اكتب أربع نقاط.

(i) ................................................................................................................................................

(ii) ................................................................................................................................................

(iii) ..............................................................................................................................................

(iv) ...............................................................................................................................................
(b) قرأ المقطع من تعلق المشاهدة، السيدة منى علي، التي كتبته ردًا على آراء السيد يوسف حسن في المقطع السابق.

أنا امرأة عاملة ولا أتفق مع السيد يوسف حسن لأن الدراسات قد أثبتت أن بنات الأمهات العاملات أفضل من بنات الأمهات غير العاملات على صعيد الثقة بالنفس والنجاح الدراسي ومتابعة الأعمال المختلفة. رغم أن الأمهات العاملات يصرفن وقتا أقل مع أطفالهن - مقابلة غير العاملات - إلا أنه من حيث الأداء والفائدة أكثر هدفية وجدية.

أبناء الأمهات العاملات يفهمون موضوع المساواة بين الجنسين ودور الرجل والمرأة في المجتمع بطريقة أفضل. كما أن تعاون المرأة ومشاركتها المادية في نفقات البيت والمعيشة تخلق استقرارًا أسرى يعكس على الأطفال فيكونون سعداء، كما أن المرأة العاملة تبدو أكثر سعادة بسبب الاستقلال المادي.

أولاد الطبقات الدنيا والفقيرة من حيث الموارد الاقتصادية يستفيدون أكثر من غيرهم من عمل أمهاتهم، فينعمون بنمو ذهني وتفوق دراسي أكبر.

تحص آراء السيدة منى علي عن عمل المرأة. اكتب أربع نقاط.

(i) 
.................................................................................................................................
.................................................................................................................................

(ii) 
.................................................................................................................................
.................................................................................................................................

(iii) 
.................................................................................................................................
.................................................................................................................................

(iv) 
.................................................................................................................................
.................................................................................................................................
قيّم وجهات النظر في كلا المصدرين. اذكر مع أي الآراء تتفق. ولماذا؟ اكتب حوالي 180 - 230 كلمة.
قيِّم وجهات النظر في كلا المصدرين. اذكر مع أي الآراء تتفق. ولماذا؟ اكتب حوالى ۰۸۱ –۰۳۲ كلمة
Source information
Title: The Island of Kubar
Adapted from: https://www.youtube.com/watch?v=4qIM685Nw9Q

Title: The Arab Spring in Morocco
Adapted from: https://www.youtube.com/watch?v=OdNzCmg2_q4

Title: News sites in Jordan
Adapted from: https://m.youtube.com/watch?v=gi2tYMUPthE

Title: Arabseque Art
Adapted from: https://www.youtube.com/watch?v=fwSi8I3WXXk

Title: Passage 5(a)
Adapted from: https://www.youtube.com/watch?v=qTDO3qc_WUY

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd. will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.
Marking principles for Section A and Section B, Questions 5(a) and 5(b)

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.
- When responding to open-response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

Transcript:

Question:

Rewardable answer:

Non-rewardable answer:

أنا أركز على تناول الخضار والفواكه للحفاظ على صحتي

التركيز على أكل الخضار والفواكه

أنا أركز على تناول الخضار والفواكه للحفاظ على صحت

Candidates who copy the whole sentence, as exemplified above as the Non-rewardable answer, would not be awarded marks without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However, as the exemplified Rewardable answer shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in Section A or in Questions 5(a) and 5(b) in Section B. Therefore, errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication. However, there are marks for quality of language in Question 5(c) in Section B (see mark grid for Accuracy and range of language).

- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.

- Written responses in the wrong language cannot be awarded a mark.
Paper 3: Listening, reading and writing in Arabic

Marking principles for Section A and Section B, Questions 5(a) and 5(b)

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.

- When responding to open-response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to render the response accurate to the question.

Example:

**Transcript:** أنا أركز على تناول الخضار والفواكه للحفاظ على صحتي

**Question:** مم يتكون النظام الغذائي الصحي وفقًا للنص؟

**Rewardable answer:** التركيز على أكل الخضار والفواكه

**Non-rewardable answer:** أنا أركز على تناول الخضار والفواكه للحفاظ على صحتي

Candidates who copy the whole sentence, as exemplified above as the *Non-rewardable answer*, would not be awarded marks without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However, as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in Section A or in Questions 5(a) and 5(b) in Section B. Therefore, errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication. However, there are marks for quality of language in Question 5(c) in Section B (see mark grid for **Accuracy and range of language**).

- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate’s first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.

- Written responses in the wrong language cannot be awarded a mark.
Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example:

- تخزين الدماء/ لحفظ الدماء

- Where appropriate, responses have been separated with ‘AND’ for compulsory answers and ‘OR’ for possible answers, for example:

- بسبب تطور الحياة السريع (1)
  AND

- ظهور الآلات الحديثة (1)

Use OR to show the various answers where there are more possibilities than available marks:

Any one of:

- بسبب تسرب المواد الكيميائية منها للطعام والشراب (1)
  OR

- لأنها تسبب الأمراض (1)

- Any parts of an answer that are not essential are bracketed, for example:

المواد البلاستيكية تؤذي الطبيعة (بمخلفاتها)

- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.

- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.

- Suggested incorrect answers are indicated in the ‘Reject’ column.
Section A - Mark scheme (listening comprehension)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(i)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>1(ii)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>1(iii)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>1(iv)</td>
<td>A</td>
<td>(1)</td>
</tr>
<tr>
<td>2(i)</td>
<td>C</td>
<td>(1)</td>
</tr>
<tr>
<td>2(ii)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>2(iii)</td>
<td>D</td>
<td>(1)</td>
</tr>
<tr>
<td>2(iv)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>2(v)</td>
<td>B</td>
<td>(1)</td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Reject</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>3(a)(i)</td>
<td>كثرة المواقع الإخبارية (في الأردن) بعض المواقع الإخبارية المواقع غير المتخصصة</td>
<td></td>
</tr>
<tr>
<td>3(a)(ii)</td>
<td>لأنها غير متخصصة لأنها تركز على السلبيات فقط</td>
<td></td>
</tr>
<tr>
<td>3(a)(iii)</td>
<td>لأنهم يقومون بمشاريع كبيرة (1) AND لأنهم يخلقون فرص عمل (1)</td>
<td></td>
</tr>
<tr>
<td>3(a)(iv)</td>
<td>الحكم على المواضيع السياسية and/or الاقتصاد (1)</td>
<td></td>
</tr>
<tr>
<td>3(a)(v)</td>
<td>يمنعهم من القيام بأي تجاوزات تنبيهنا إلى تجاوزات المسؤولين تسمح لنا بمراقبة تصرفاتهم</td>
<td></td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Reject</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>3(b)(i)</strong></td>
<td>- أشخاص غير متخصصين بالعمل الإعلامي OR لا يقومون بواجباتهم على أكمل وجه (1) المعلومات الخاطئة قد تؤدي إلى انقسام الرأي العام OR انقسام الرأي العام يعكس سلباً على البلاد (1) تحسين جودة وسائل الإعلام OR ليكون لها آثر إيجابي / بناء أكثر على البلد (1) الحصول على قوانين فعالة دون التأثير على حرية الصحافة</td>
<td></td>
</tr>
<tr>
<td><strong>3(b)(ii)</strong></td>
<td>- أمر خاطئ OR يعكس صورة خاطئة عن الأردن (1) التنافس يؤدي إلى تطوير المواقع الإخبارية (1) حب الحرية OR حب التعبير عن أنفسهم (1) تعدد المواقع الإخبارية يزيد التنافس فيما بينها أبواب الحرية مفتوحة دائماً</td>
<td></td>
</tr>
<tr>
<td>Question number</td>
<td>Answer</td>
<td>Reject</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>4(a)</td>
<td>أنها كانت تمتلئ بالفن والفنانين</td>
<td></td>
</tr>
<tr>
<td>4(b)</td>
<td>بسبب تطور الحياة السريع (1) بسبب انحصار الفنون في الأكاديميات والمعارض</td>
<td>AND</td>
</tr>
<tr>
<td></td>
<td>ظهور الآلات الحديثة (1)</td>
<td></td>
</tr>
<tr>
<td>4(c)</td>
<td>النقص الشديد في الأخشاب (1) AND رغبة الناس في صنع سواتر لنوافذهم (1)</td>
<td></td>
</tr>
<tr>
<td>4(d)</td>
<td>تشجيع والده له (على إتقان المهنة (1) AND نشوبه في حي شعبي مشبع بالفن والتراث (1)</td>
<td></td>
</tr>
<tr>
<td>4(e)</td>
<td>أصرّ على غرس حب مهنة الأرابيسك في قلوب أولاده</td>
<td></td>
</tr>
<tr>
<td>4(f)</td>
<td>مزج في أعماله بين الزخارف العربية والزخارف المستمدة من الثقافات الأخرى</td>
<td></td>
</tr>
</tbody>
</table>

Section B - Mark scheme (listening, reading and writing)

Question number 5(a) (i), (ii), (iii), (iv)

Any four of the following:

His views are:

- يؤثر عمل المرأة سلباً على تربية أطفالها
- تقصر المرأة العاملة في حق زوجها
- لا معنى لعمل المرأة بسبب ما تدفعه للمربية
- يؤثر العمل سلباً على صحة المرأة العاملة
- هناك علاقة بين عمل المرأة ونسبة البطالة بين الشبان
- ساهم عمل المرأة في ارتفاع سن الزواج

(Any other appropriate phrasing of the above points is acceptable.)

Specific factual details that do not express what he thinks about women’s work, for example:

هناك واقع مفروض لا نستطيع الفرار منه

(4)
### Section B - Mark scheme (listening, reading and writing)

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5(a)</strong> (i), (ii), (iii), (iv)</td>
<td>Any <strong>four</strong> of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>His views are:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1)</strong> يُؤثر عمل المرأة سلباً على تربية أطفالها</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1)</strong> تقتصر المرأة العاملة في حق زوجها</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1)</strong> لا معنى لعمل المرأة بسبب ما تدفعه للمربية</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1)</strong> يُؤثر العمل سلباً على صحة المرأة العاملة</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1)</strong> هناك علاقة بين عمل المرأة ونسبة البطالة بين الشبان</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1)</strong> ساهم عمل المرأة في ارتفاع سن الزواج</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Any other appropriate phrasing of the above points is acceptable.)</td>
<td>Specific factual details that do not express what he thinks about women’s work, for example:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>هناك واقع مفروض لا نستطيع الفرار منه</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mark**: (4)
<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Reject</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>5(b) (i), (ii), (iii), (iv)</td>
<td>Any four of the following: Her views are:</td>
<td>Specific factual details that do not express what she thinks about women working, for example:</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>بنات النساء العاملات أكثر ثقة</td>
<td>هي امرأة عاملة</td>
<td></td>
</tr>
</tbody>
</table>
Marking principles for Section B, Question 5(c)

There are three levels-based mark grids applied to Question 5(c). The mark grids are:
- understand and respond to spoken language (AO1)
- understand and respond to written language, (AO2)
- accuracy and range of language (AO3).

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band
- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 3–4 with a small amount of band 5–6 material, it would be placed in band 3–4 but be awarded a mark at the top of the band because of the band 5–6 content.

Step 2: Decide on a mark
- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.
Mark grids

Understand and respond to spoken language (AO1 – 6 marks)
This mark grid assesses the student's understanding of spoken language and how well they use information from it to evaluate and draw conclusions.

Understand and respond to written language (AO2 – 6 marks)
This mark grid assesses the student's understanding of written language and how well they use information from it to evaluate and draw conclusions.

The two mark grids for AO1 and AO2 are presented side by side. This is because of the interconnection of the task in that students need to compare information that they hear to the information that they read. They need to do this in order to weigh up the views in both sources to be able to write their evaluation and come to cohesive conclusions.

Indicative content
When deciding how to reward the answer, you should consult these mark grids as well as the indicative content associated with the question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

<table>
<thead>
<tr>
<th>Understand and respond to spoken language (AO1)</th>
<th>Understand and respond to written language (AO2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marks</td>
<td>Description</td>
</tr>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1–2</td>
<td>• Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation. • Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints.</td>
</tr>
<tr>
<td>3–4</td>
<td>• Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation. • Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints.</td>
</tr>
<tr>
<td>5–6</td>
<td>• Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation. • Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints.</td>
</tr>
</tbody>
</table>
Accuracy and range of language mark grid (AO3)

This mark grid assesses students’ ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable language</td>
</tr>
<tr>
<td>1–2</td>
<td>Limited variation in the use of grammatical structures and vocabulary, limited use of complex language; limited variation of expression relying on rehearsed language that may be irrelevant; communication is sometimes restricted/stilted. Limited sequences of accurate language; often errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed.</td>
</tr>
<tr>
<td>3–4</td>
<td>Occasional variation in the use of grammatical structures and vocabulary, with use of repetitive complex language, resulting in occasional variation of expression; occasional sequences of articulate writing. Occasional sequences of accurate language; sometimes errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed.</td>
</tr>
<tr>
<td>5–6</td>
<td>Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex language, resulting in some variation of expression; some sequences of articulate writing. Some sustained sequences of accurate language; occasionally errors occur that hinder clarity of communication.</td>
</tr>
<tr>
<td>7–8</td>
<td>Frequent variation in use of grammatical structures and vocabulary, including examples of complex language, resulting in frequent variation of expression and predominantly articulate writing. Accurate language throughout most of the response; errors occur but rarely hinder clarity of communication.</td>
</tr>
<tr>
<td>9–10</td>
<td>Consistent variation in use of grammatical structures and vocabulary, including different types of complex structures, expressing ideas in a variety of ways, resulting in articulate writing. Accurate language throughout; any errors do not hinder clarity of the communication.</td>
</tr>
</tbody>
</table>

Additional guidance

Complex language is considered to include the following:
- conceptually challenging tenses such as the pluperfect and future perfect
- passive voice
- adverbial uses of the accusative such as al-Maf’ul al-Mutlaq, Tamyz and al-Hal
- the ‘La’ of absolute negation
- expressions of exclamation and wonder, use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions, pronouns
- using synonyms and a variety of expressions to say things in different ways.
Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. Examiners should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become (see definition of articulate below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments/interest the reader. The writing will become more difficult to read easily as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that do not hinder clarity:
- errors that do not affect meaning, for example the misuse of ‘inna’ and ‘anna’, some gender and adjectival agreements, as long as they do not include mismatch of cases
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that hinder clarity:
- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example mismatch of subject and the possessive adjective, spelling errors that change the meaning of a word, inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that prevent meaning being conveyed:
- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.
### Section B, Question 5(c) - Indicative content

**Students must evaluate the points of view in both 5(a) and 5(b)**

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>5(c)</td>
<td>Any answer that describes Mr Yusuf Hassan’s point of view in positive or negative terms consistent with the information presented in the source material, for example agreement with the view that working makes women suffer from health problems.</td>
</tr>
<tr>
<td></td>
<td>Any answer that describes Mrs Mona Ali’s view in positive or negative terms consistent with the information presented in the source material, for example disagreement with the view that women’s financial contributions to the family make for a more stable family.</td>
</tr>
<tr>
<td></td>
<td>Conclusions consistent with the candidate’s line of argument, for example that while it is true (as Yusuf Hassan points out) that childcare is expensive, this is outweighed by the fact that, as Mona Ali argues, working women benefit greatly by being financially independent.</td>
</tr>
</tbody>
</table>

### Additional guidance – example student answer to 5(c)

The example below demonstrates what a student might include in their answer to 5(c) and how it may be structured. The *Comment* column demonstrates how the answer meets the requirements of the assessment criteria in the mark grid *Understand and respond to spoken/written language.*

<table>
<thead>
<tr>
<th>Student answer</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>أرى أن هناك وجهة نظر مختلفة تماماً للسيد يوسف حسن، حيث يعترف بحالة صحة المرأة في العمل واللغة. إلا أنه يرى أن هناك بعض الظروف التي قد تحاول تقليل تأثير هذه الأمور من خلال القدرة على الإنتاجية.</td>
<td>Makes relevant judgements on the spoken source. Demonstrates understanding.</td>
</tr>
<tr>
<td>.Whereas Mr. Yusuf Hassan argues that working women suffer from health problems, some of these issues are mitigated by their ability to produce.</td>
<td></td>
</tr>
<tr>
<td>عليه وقد أتباح مسألة صحة المرأة، ولكنها تجادل بأن عمل النساء له الفعل أن يجعل إيجابياً على العلاقات مع أزواجها وأطفالهن. كما أنه يمكن أن يغير أفكار الفتيان حول دور المرأة في المجتمع.</td>
<td>Makes relevant judgements on the written source. Demonstrates understanding.</td>
</tr>
<tr>
<td>It also highlights the importance of women’s health, but argues that work can actually have a positive impact on relationships with their spouses and children. Also, it can change the girls’ perceptions of women’s roles.</td>
<td></td>
</tr>
<tr>
<td>على الرغم من أنه صحيح أن الأمهات العاملات في بعض الأحيان يمكن أن يكون متعبات جداً من عملهن، عموماً أتفق أكثر مع ميى علي. في العصر الحديث، فإن الأمور التي تسببه النساء تحدث فرقاً كبيراً في الشؤون المالية للأسرة. ليس كل النساء العاملات أكثر سعادة بسبب الاستقلال العالمي، ولكن صحيح أن الكثير منهن سعيدات. كما أتفق معها أن بعض النساء اللواتي يعملن أكثر سعادة، ولكنني اعتقد أن هذا يعتمد كثيراً على نوع العمل الذي يقيد به.</td>
<td>Draws conclusions consistent with own viewpoints made about the spoken and written sources. Demonstrates understanding.</td>
</tr>
</tbody>
</table>