



*Let the mind manage the body  
Que l'esprit gère le corps*

**MAURITIUS  
EXAMINATIONS  
SYNDICATE**

# **NATIONAL CERTIFICATE OF EDUCATION**

## **ARABIC**

**Specimen paper**  
for first assessment in October 2020

## **Acknowledgements:**

The MES would like to place on record its gratitude and appreciation to all stakeholders who contributed to the development of the specimen assessment materials - the Educators (from the mainstream and extended stream), academics from the MGI and the MIE, representatives of the Ministry of Education and HR, TE and SR and representatives of recognised unions - who, at different stages in the development of the assessment, have been members of technical committees, validation committees and Secondary School Examination Committees that were set up by the MES. We are also grateful to the Rectors, Educators and students who took part in the trialling process of the specimen papers. The contribution of all these stakeholders provided us with vital information and feedback which fed into the production of the specimen papers.

## 1. Background

At the end of the Nine-Year Continuous Basic Education (NYCBE) cycle, all students from the Regular and Extended programmes take the National Certificate of Education (NCE) Assessment. This assessment is in line with the philosophy defined in the National Curriculum Framework (NCF) Grades 7, 8 and 9 (MIE, 2016)<sup>1</sup> and the learning outcomes detailed in the Teaching and Learning Syllabus (MIE, 2017)<sup>2</sup>.

The assessment will be carried out in the following subjects:

- English
- Mathematics
- French
- Science
- Information and Communication Technology
- Technology Studies
- Business and Entrepreneurship Education (BEE)
- Social and Modern Studies (SMS)
- Art and Design
- An optional core subject (Asian Languages, Arabic and Kreol Morisien, if chosen by the candidate)

A 7-point grading structure will be used in each subject, as illustrated below:

Numerical Grade	Marks
1	85 and above
2	75 and above but below 85
3	65 and above but below 75
4	55 and above but below 65
5	45 and above but below 55
6	35 and above but below 45
7	Less than 35

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<sup>1</sup> Mauritius Institute of Education, 2016, *National Curriculum Framework Nine-Year Continuous Basic Education Grades 7,8 & 9*, Republic of Mauritius

<sup>2</sup> Mauritius Institute of Education, 2017, *National Curriculum Framework Nine-Year Continuous Basic Education Grades 7,8 & 9*, Republic of Mauritius

## 2. Purpose of the NCE Assessment

The main purpose of the NCE Assessment is to measure and certify learning that has taken place at the end of the NYCBE cycle. The information gathered from the assessment will be used for:

- Certification

Meeting the minimum requirements on the NCE assessment (see the Award Rules in the Annual Programme) will lead to the candidate being conferred an NCE certificate which will be recognised at Level 2 on the National Qualifications Framework.

- Promotion to Grade 10

Assessment results from the NCE will guide schools in determining whether students get promoted to Grade 10.

- Orientation

The NCE assessment will provide information to guide students as to whether they want to continue in the general or in the technical/vocational stream. Within the general stream, it may guide students in their choice of subjects as from Grade 10.

- Admission to academies

Performance in the NCE Assessment will determine whether candidates are admitted to academies. The following extract from the Education Act indicates the criteria for admission to academies:

*Priority of admission to Grade 10 in an Academy shall be determined on the basis of the grade aggregate and the relative performance of the eligible pupil in the best 8 core subjects, including English, French and Mathematics, at the NCE assessment and the choice of the responsible party.*

### **3. Guiding principles in Assessment**

A number of key principles of assessment guided the development of the NCE assessment.

#### **(i) Validity**

Validity is a central concept in assessment. In simple terms, it refers to the extent to which an assessment measures what it is supposed to be measuring. Validity also refers to the extent to which the assessment is providing evidence of candidates' achievement levels. An assessment is considered valid if it meets its purposes. (Edwards et al, 2017)<sup>3</sup>

#### **(ii) Reliability**

Reliability, another crucial concept in assessment, refers to producing reliable, stable and consistent results over time. Ensuring reliability requires clear and consistent processes for the setting, marking and grading of the NCE assessment.

#### **(iii) Impact**

The NCE Assessment aims at having positive effects on teaching and learning with positive washback into the curriculum and into the educational system. An important consideration during the development of this assessment was the potential impact that it would have on the life chances of candidates, allowing for maximum inclusion and retention of students in the system while maintaining standards.

#### **(iv) Fairness**

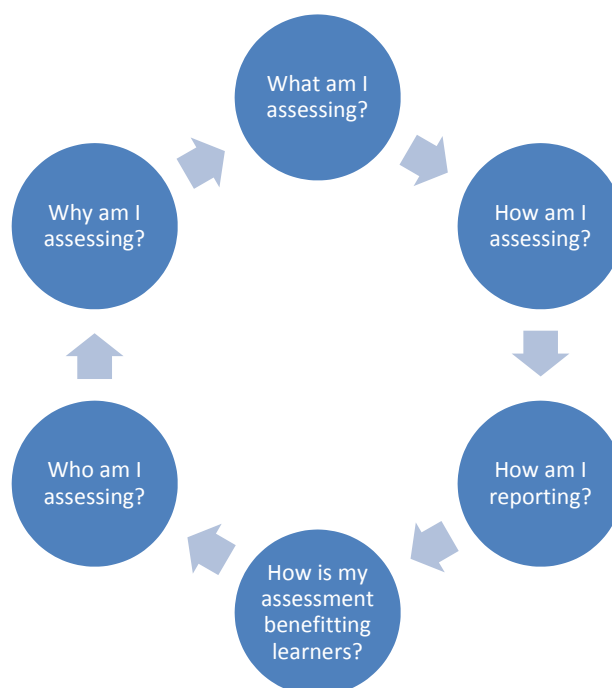
Needs and characteristics of learners were considered in the design of the NCE assessment so as not to disadvantage any group or individual. Care has been taken to minimise cultural and gender biases and to accommodate the different abilities and the social, cultural and linguistic backgrounds of candidates.

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<sup>3</sup> Edwards, M.C., Slagle, A., Rubright, J.D. and Wirth, R.J., 2018. Fit for purpose and modern validity theory in clinical outcomes assessment. *Quality of Life Research*, 27(7), pp.1711-1720

#### 4. Designing the NCE Arabic Assessment – The key considerations

On top of the fundamental assessment considerations spelt out in the previous section, the following key questions underpinned the design of the NCE Assessment for Arabic.



(Source: Cambridge Assessment English, 2018)

##### 4.1 Official guidelines

To ensure that all the candidates are given a fair chance of showing they have acquired the necessary knowledge, skills and competencies, the paper has been designed with 50% of items at basic level, 20% at intermediate level and 30% of items at proficient level.

##### 4.2 What will be assessed and how?

The NCE assessment in Arabic will assess the proficiency of candidates at the end of the NYCBE cycle in reading, writing, grammar and use of Arabic and in translation.

The tables below give a breakdown of the different learning areas, the kinds of tasks set and the marks allocated.

	<b>Task</b>	<b>Mark Allocation</b>
<b>Reading (25 %)</b>	Task 1 - Reading a short note or short notes, message, letter, poster or a short informative passage and locating explicit information.	10 marks
	Task 2 - Reading of an extended passage. Location of explicit and implicit information, vocabulary in context, personal response, synthesizing information, identifying main ideas, follow chronology of events.	15 marks

	<b>Task</b>	<b>Mark Allocation</b>
<b>Writing (25%)</b>	Task 1 – Functional Writing: a short note, e-mail or card (50-60 words)	10 marks
	Task 2 – Extended Writing. Narrative or descriptive composition. 150-175 words.	15 marks

<b>Grammar and Use of Target Language (40%)</b>	<b>Task</b>	<b>Mark Allocation</b>
	Task 1 – Spelling, Punctuation, Grammar (MCQs, Open ended etc...)	15 marks
	Task 2 – Vocabulary (MCQs)	5 marks
	Task 3 – Word Formation	5 marks
	Task 4 – Proofreading task with mistakes identified.	5 marks
	Task 5 – Cloze Text	10 marks

<b>Translation (10%)</b>	<b>Task</b>	<b>Mark Allocation</b>
	Task 1 – Translation of words. Five words to be translated from English to the target language.	5 marks
	Task 2 – Translation of a short paragraph from English to the target language.	5 marks

### **4.3 Who will be assessed?**

A major consideration in the conception of the paper was to cater for the entire ability range of the entire student population. This, in effect, meant designing a paper that would be fair to all students, whether from the extended stream or the mainstream, while ensuring that Grade 9 standards are maintained.

### **4.4 How will the assessment be beneficial for learners?**

The NCE assessment in Arabic aims at being beneficial to learners in different ways. Firstly, it will encourage the teaching and learning of the key competencies and skills in Arabic. It will also provide feedback to learners and stakeholders in general about the overall proficiency level achieved. By assessing functional literacy through a

series of authentic tasks, as well as assessing more traditional academic tasks, it aims at providing a firm grounding in Arabic as students progress through the system, whether they wish to continue to the academic stream or move to the technical/vocational stream.

## **5. The Paper Description**

### **Question 1: (15 marks)**

This question will assess knowledge of basic Arabic grammar, spelling and punctuation. Multiple-choice items, matching, fill-in-the blanks, ticking the right option and open ended items may all be set to elicit the required information from candidates.

### **Question 2: (5 marks)**

This question will assess knowledge of basic vocabulary in Arabic in context. Multiple-choice items will be set.

### **Question 3: (10 marks)**

This question will assess functional reading at a basic level. Candidates will be required to read a short note or short notes / letter / e-mail / poster / message and show understanding by locating explicit information from the given text(s).

### **Question 4: (5 marks)**

This question will assess candidates' knowledge and ability to apply word formation rules in Arabic. A short paragraph will be set and candidates will have to complete the text by effecting the required transformations.

### **Question 5: (5 marks)**

This question will assess candidates' ability to deal with grammar and spelling in context. A short paragraph containing grammatical and spelling mistakes will be set and candidates will be required to correct these mistakes.

### **Question 6 A: (5 marks)**

This task will be a closed Cloze Text. Candidates will be required to complete a text with 5 gaps using one suitable word to be chosen from a given list.

**Question 6 B:****(5 marks)**

This task will be an open Cloze Text. Candidates will be required to complete a text with 5 gaps using one suitable word. No list will be given.

**Question 7:****(10 marks)**

This question will assess functional writing. Candidates will be required to write 50-60 words on a given task – writing a short note, e-mail, letter or card. They will be assessed on their ability to complete the task properly and their accurate use of Arabic.

**Question 8:****(15 marks)**

This question will assess candidates' ability to read an extended passage of a narrative or informative type. Candidates will be assessed, inter alia, on their ability to locate explicit information, make inferences, synthesise information, explain the meaning of words as used in the given context, follow the chronology of events, identify main ideas and offer personal response.

**Question 9 A:****(5 marks)**

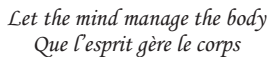
This question will assess candidates' ability to translate common English words into the target language.

**Question 9 B:****(5 marks)**

This question will assess candidates' ability to translate a short paragraph from English into the target language.

**Question 10:****(15 marks)**

This question will assess candidates' ability to produce an extended piece of writing in 150-175 words. They will be required to write one composition out of a choice of a narrative or descriptive topics.

[illegible]

**Index Number:** .....

# NATIONAL CERTIFICATE OF EDUCATION

Specimen paper for first assessment in October 2020

## ARABIC (N 660)

**TIME: 2 HOURS 15 MINUTES**

## READ THESE INSTRUCTIONS FIRST

1. Write your Index Number in the space provided above.
2. Write in dark blue or black ink.
3. Answer all questions.
4. All answers must be written in the spaces provided.
5. Any rough working should be done in this booklet.
6. Do not use correction fluid.
7. The total of the marks for this paper is **100**.  
The number of marks is given in brackets for each question or part question.
8. Check that this assessment booklet consists of **10** questions printed on **15** pages from pages **2** to **16**.
9. Any discrepancy in the document must be immediately notified to the invigilator.

(أ) مِنْ سُؤَال رَقْم ١ إِلَى ٩، أَرْسُمْ دَائِرَةً حَوْلَ الْحَرْفِ الَّذِي يَدُلُّ عَلَى الْجَوَابِ الصَّحِيحِ:

[١]

١. زُرْنَا الْحَدِيقَةَ .....

- أ- الواسِعَ
- ب- الواسِعَانِ
- ج- الواسِعَةَ
- د- الواسِعَتَانِ

[١]

٢. ..... الْبَائِعُونَ يَبِيعُونَ الْخَضِرَاوَاتِ.

- أ- هذا
- ب- هؤلاءِ
- ج- هذه
- د- هذانِ

[١]

٣. يَا فَاطِمَةُ، ..... فِي مَكَانِكَ!

- أ- اجْلِسْنَ
- ب- اجْلِسْ
- ج- اجْلِسُوا
- د- اجْلِسِي

[١]

٤. عِنْدِي ..... أَقْلَامٌ.

- أ- ثَلَاثَةُ
- ب- ثَلَاثُ
- ج- ثَالِثُ
- د- ثَالِثَةٌ

٥. التّلمِيزانِ ..... دَخَلَ المَكْتَبَةَ مُجْتَهِدَانِ. [١]

أ- الذي

ب- التي

ج- اللتانِ

د- اللذانِ

٦. سَأُخِيْمُ مَعَ أَصْدِقَائِي عَلَى شَاطِئِ ..... [١]

أ- البَحْرُ

ب- البَحْرِ

ج- بَحْرًا

د- بَحْرٌ

٧. إِنَّ ..... غَائِبٌ. [١]

أ- الطَّيِّبِ

ب- الطَّيِّبُ

ج- الطَّيِّبَانِ

د- الطَّيِّبِ

٨. ..... سَمِعَ جَابِرَ الجَرَسِ، دَخَلَ الفَصْلَ. [١]

أ- أَوْ

ب- لَكِنَّ

ج- ثُمَّ

د- عِنْدَمَا

٩. اِخْتَرِ الْجُمْلَةَ الَّتِي تَحْتَاجُ إِلَى عِلَامَةِ الاسْتِفْهَامِ (؟): [١]
- أ- مَا أَخَذْتُ الْكِتَابَ
- ب- الْكِتَابُ فِي الْحَقِيقَةِ
- ج- أَينَ الْكِتَابِ
- د- لَا أَقْرَأُ الْكِتَابَ

(ب) مِنْ سُؤَالِ رَقْمِ ١٠ إِلَى ١٥، اِتَّبِعِ التَّعْلِيمَاتِ الْوَارِدَةَ أَدْنَاهُ:

١٠. اكْمِلِ الْجُمْلَةَ بِخَبَرٍ مُنَاسِبٍ: [١]

..... الْفُنْدُقُ

١١. اِمْلَأِ الْفَرَاغَ بِحَرْفٍ جَرٍّ مُنَاسِبٍ: [١]

أَسَلَّمَ ..... وَالِدَيَّ كُلَّ صَبَاحٍ.

١٢. حَوِّلِ الْجُمْلَةَ الْآتِيَةَ إِلَى الْمُؤَنَّثِ: [١]

..... الْمُدِيرُ حَاضِرٌ.

١٣. هَاتِ الضَّمِيرَ الْمُنْفَصِلَ لِلْكَلِمَةِ الَّتِي تَحْتَهَا خَطٌّ: [١]

..... الْأُمُّ تُنَظِّفُ الْمَطْبَخَ.

١٤. حَوِّلِ الْفِعْلَ الَّذِي تَحْتَهُ خَطٌّ إِلَى الْفِعْلِ الْمَاضِي: [١]

..... يَلْعَبُ الْوَلَدُ كُرَّةَ الْقَدَمِ.

١٥. هَاتِ اسْمَ التَّفْضِيلِ لِلْكَلِمَةِ الَّتِي تَحْتَهَا خَطٌّ: [١]

إِبْرَاهِيمُ طَوِيلٌ وَسُلَيْمَانُ ..... مِنْهُ.

Question 2 (5 marks)

أرسم دائرة حول الحرف الذي يدلُّ على الجواب الصحيح:

١. تحتاج الجدَّة إلى ..... لِتَقْطَعَ الفَوَاكِهَ. [١]
- أ- قَلَمٍ      ب- سِكِّينٍ  
ج- مِلْعَقَةٍ      د- مِفْتَاحٍ
٢. مِنْ فَضْلِكَ، ..... يَدِيكَ قَبْلَ أَنْ تَأْكُلَ! إِنَّهُمَا وَسِخَتَانِ. [١]
- أ- اِغْسِلْ      ب- اِفْتَحْ  
ج- اَلْعَبْ      د- اِفْرَأْ
٣. فَرِحَ الْمُدَرِّسُ لِأَنَّ عُمَرَ ..... الواجباتِ. [١]
- أ- اِنْتَظَرَ      ب- نَسِيَ  
ج- أَكَلَ      د- كَتَبَ
٤. ما ..... الأَخَذِيَّةَ لِأَنَّهَا كَانَتْ غَالِيَةً جِدًّا. [١]
- أ- جَرَى      ب- قَفَزَ  
ج- اشْتَرَى      د- رَكَبَ
٥. كَانَ يَمْشِي ..... جِدًّا، فَسَقَطَ عَلَى الْأَرْضِ. [١]
- أ- بِسُهُولَةٍ      ب- بِسُرْعَةٍ  
ج- بِبُطْءٍ      د- بِهُدوءٍ

(أ) اِقْرَأْ بِطَاقَةِ دَعْوَةِ زَوَاجِ الْآتِيَةِ ثُمَّ اِمْلَأِ الْفَرَاقَاتِ:

دَعْوَةُ زَوَاجِ

بِمُنَاسَبَةِ زَوَاجِ

سُهَيْلِ

(ابن السيد والسيدة جُومَن)

بـ

مَرْيَمَ

(ابنة السيد والسيدة عبد الرحمن)

يَسُرُّنَا أَنْ نَدْعُوَكُمْ لِحُضُورِ حَفْلِ الزَّوْاجِ، وَذَلِكَ، فِي قَاعَةِ السَّيِّدِ عَبْدِ الرَّزَّاقِ مُحَمَّدٍ،  
يَوْمَ السَّبْتِ الْمُوَافِقِ ١٤/٢/٢٠١٧ م السَّاعَةَ الثَّانِيَةَ ظُهْرًا.

كَمَا يَسُرُّنَا أَنْ نَدْعُوَكُمْ لِتَنَاوُلِ طَعَامِ الْعِشَاءِ فِي نَفْسِ الْيَوْمِ، السَّاعَةَ السَّادِسَةَ مَسَاءً فِي  
مَنْزِلِنَا، شَارِعِ رُوْيَال، كِيُورِيْب.

وَنَتَشَرَّفُ بِحُضُورِكُمْ.

مَعَ أَجْمَلِ تَمَنِّيَّاتِ أُسْرَةِ جُومَن

شَارِعِ رُوْيَال، كِيُورِيْب

سُهَيْلِ

مثال: اِسْمُ الْعُرُوسِ:

[٧] .....

١. اِسْمُ الْعُرُوسَةِ:

[٧] .....

٢. مَكَانُ حَفْلِ الزَّوْاجِ:

[٧] .....

٣. تَارِيخُ حَفْلِ الزَّوْاجِ:

[٧] .....

٤. وَقْتُ حَفْلِ الزَّوْاجِ:

[٧] .....

٥. الْمَكَانُ الَّذِي سَيُقَدَّمُ فِيهِ طَعَامُ الْعِشَاءِ:

(ب) اِقْرَأِ الرِّسَالَةَ الْآتِيَةَ ثُمَّ أَجِبْ عَنِ الْأَسْئَلَةِ الَّتِي تَلِيهَا:

صَدِيقِي الْعَزِيزُ مُحَمَّدٌ،

أَتَمَنَّى أَنْ تَكُونَ بِخَيْرٍ. أَنَا أَقْضِي إِجَازَتِي عِنْدَ عَمِّي فِي قَرْيَةِ "سُويَاك". وَأَقْضِي أَوْقَاتًا جَمِيلَةً فِي سَعَادَةٍ مَعَ أَبْنَاءِ عَمِّي هُنَا. الْيَوْمَ ذَهَبْنَا لِلْسَّبَاحَةِ، وَغَدًا نَفْكَرُ فِي أَنْ نَذْهَبَ إِلَى السَّيْنِمَا، لِأَنِّي أُرِيدُ أَنْ أَشَاهِدَ آخِرَ فِيلْمٍ لـ"هَارِي بُوْتَر".

وَكَذَلِكَ، سَيَحْتَفِلُ عَمِّي بِعِيدِ مِيلَادِهِ يَوْمَ الْجُمُعَةِ. وَأُرِيدُ أَنْ أَشْتَرِيَ لَهُ هَدِيَّةً جَمِيلَةً. أَفْكَرُ فِي أَنْ أَقْدِمَ لَهُ قَمِيصًا، وَهُوَ يُحِبُّ الْأَقْمِصَةَ كَثِيرًا.

وَهُنَا أَخْتِمُ رِسَالَتِي، وَسَأَتَّصِلُ بِكَ عِنْدَمَا أَرْجِعُ إِلَى الْبَيْتِ. أَرَاكَ قَرِيبًا.

أحمد

مثال: مَنْ كَتَبَ الْبُطَاقَةَ؟

أحمد

١. أَيْنَ يَعِيشُ عَمُّ أَحْمَدُ؟

[١] .....

٢. كَيْفَ يَقْضِي أَحْمَدُ إِجَازَتَهُ؟

[١] .....

٣. أَذْكَرُ نَشَاطًا قَامَ بِهِ أَحْمَدُ وَأَبْنَاءُ عَمِّهِ؟

[١] .....

٤. أَيِّ فِيلْمٍ يُرِيدُ أَحْمَدُ أَنْ يُشَاهِدَهُ؟

[١] .....

٥. مَاذَا يُرِيدُ أَحْمَدُ أَنْ يَشْتَرِيَ لِعَمِّهِ؟

[١] .....

أَكْمِلِ الْقِطْعَةَ الْآتِيَةَ مُسْتَعْمِلًا الصِّيْغَةَ الصَّحِيْحَةَ لِلْكَلِمَاتِ الَّتِي بَيْنَ الْقَوْسَيْنِ كَمَا فِي الْمِثَالِ:

يُوسُفُ طَالِبٌ ..... مُجْتَهِدٌ (اجْتَهِدْ)، يُحِبُّ أَنْ يَذْهَبَ إِلَى ..... (دَرَسَ).

هُوَ يَدْرُسُ فِي الصَّفِّ ..... (سَبْعَةَ) فِي الْمَرْحَلَةِ الثَّانَوِيَّةِ. يَصِلُ دَائِمًا إِلَى هُنَاكَ

..... (بَكَرَ). وَفِي الْفَصْلِ، يَسْتَمِعُ يُوسُفُ إِلَى شَرْحِ ..... (عَلَّمَ) جَيِّدًا

حَتَّى يَفْهَمَ دُرُوسَهُ. وَعِنْدَمَا يَرْجِعُ إِلَى الْبَيْتِ، يَسْتَرِيحُ ..... (قَلَّ)، ثُمَّ يُذَاكِرُ دُرُوسَهُ.

صَحِّحْ الكَلِمَاتِ الخاطِئَةَ الَّتِي تَحْتَهَا خَطٌّ فِي الْقِطْعَةِ التَّالِيَةِ كَمَا فِي الْمِثَالِ:

يَعِيشُ صَدِيقَتِي إِسْمَاعِيلُ فِي بَاكِسْتَانٍ، وَهُوَ تُحِبُّ السَّفَرَ كَثِيرًا. فِي الْعُتْلَةِ الصَّيْفِيَّةِ، دَعَوْتُهُ  
صَدِيقِي

لِزِيَارَتِي وَالْإِقَامَةَ عِنْدِي، فَقَبِلَ دَعْوَتَكَ. وَبَعْدَ أُسْبُوعٍ، وَصَلَ عَلَى جَزِيرَتِي مَوْرِيْشْيُوسَ بِالطَّائِرَةِ،

فَاسْتَقْبَلْتُهُ إِسْتِقْبَالًا حَارَّةً.

Question 6A (5 marks)

إملاً كُلَّ فَرَاغٍ فِي الْقِطْعَةِ الْآتِيَةِ بِكَلِمَةٍ مُنَاسِبَةٍ مِنَ الْقَائِمَةِ التَّالِيَةِ كَمَا فِي الْمِثَالِ، عَلِّمًا  
بِأَنَّ فِيهَا كَلِمَةً زَائِدَةً:

أَكْبَرُ	فِي	عَاصِمَتُهُ	الْجِبَالُ	بَنَاهَا	كَثِيرَةٌ	يَمَشِي
----------	-----	-------------	------------	----------	-----------	---------

بُورْت لُؤيس ..... عَاصِمَتُهُ ..... مَورِيشُوس. .... الفَرَنْسِيُّونَ فِي عَامِ  
١٧٣٥م. وَالْيَوْمَ، بُورْت لُؤيس هِيَ ..... مَدِينَةٌ فِي مَورِيشُوس. وَفِي بُورْت لُؤيس  
أَمَاكِنَ جَمِيلَةٍ ..... وَتُحِيطُ بِهَا ..... مِنْ جَانِبٍ وَالْمُحِيطُ مِنْ جَانِبٍ  
آخَرٍ. وَتُشَاهِدُ الْمَنَاطِرَ الْجَمِيلَةَ أَيْنَمَا تَكُونُ ..... بُورْت لُؤيس.

Question 6B (5 marks)

إملاً كُلَّ فَرَاغٍ فِي الْقِطْعَةِ الْآتِيَةِ بِكَلِمَةٍ مُنَاسِبَةٍ مِنْ عِنْدِكَ كَمَا فِي الْمِثَالِ:

وَكَذَلِكَ، فِي بُورْت لُؤيس ..... كَثِيرٌ ..... مِنَ الْمَبَانِي الْقَدِيمَةِ. بَنَى الْفَرَنْسِيُّونَ وَالْبَرِيطَانِيُّونَ  
هَذِهِ الْمَبَانِي مُنْذُ ..... طَوِيلٍ. وَمِثَالُ ذَلِكَ، مَبْنَى "سِيَتَادِيل" .....  
بَنَاهُ الْبَرِيطَانِيُّونَ فِي عَامِ ١٨٣٥م. وَمَكَانٌ ..... آخَرُ فِي بُورْت لُؤيس هُوَ مَبْنَى  
مَكْتَبِ الْبَرِيدِ. وَهُنَاكَ أَيْضًا السُّوقُ حَيْثُ يَسْتَطِيعُ النَّاسُ أَنْ ..... جَمِيعَ أَنْوَاعِ  
الطَّعَامِ. وَلِكُلِّ هَذِهِ الْأَسْبَابِ، بُورْت لُؤيس مَكَانٌ ..... لِلسُّيَاحِ.

ذَهَبَ خَالِدٌ مُؤَخَّرًا فِي رِحْلَةٍ نَظَّمَتْهَا مَدْرَسَتُهُ. يُرِيدُ خَالِدٌ أَنْ يَكْتُبَ رِسَالَةً مُوجِزَةً إِلَى صَدِيقَتِهِ عَائِشَةَ لِيُخْبِرَهَا عَنِ الرِّحْلَةِ.

اُكْتُبْ نَحْوَ ٥٠-٦٠ كَلِمَةً مُسْتَنِدًا إِلَى مَا يَلِي:

- الأَماكنَ الجميلةَ التي زارها.
- النِّشاطاتَ التي قامَ بها.
- كَيْفَ اسْتَمْتَعَ بِنَفْسِهِ مَعَ أَصْدِقَائِهِ وَأَسَاتِذَتِهِ؟
- مَتَى رَجَعَ إِلَى بَيْتِهِ؟

عزيزتي عائشة

خالد

اقْرَأِ النَّصَّ الْآتِيَّ بِعِنَايَةٍ، ثُمَّ أَجِبْ عَنِ الْأَسْئَلَةِ الَّتِي تَلِيهِ:

- ١ كانت هُنَاكَ دُمِيَّةٌ إِسْمُهَا سَامِيَّةٌ، وَهِيَ أَجْمَلُ الدُّمَى فِي مَحَلِّ الْأَلْعَابِ. ذَاتَ يَوْمٍ، اشْتَرَتْ طِفْلَةً غَنِيَّةً، إِسْمُهَا فَاطِمَةُ، تِلْكَ الدُّمِيَّةُ. فَفَرِحَتْ الدُّمِيَّةُ لِأَنَّهَا سَتَذْهَبُ إِلَى بَيْتِ فَاطِمَةَ الْجَدِيدِ، وَهُنَاكَ سَيُحِبُّهَا كُلُّ النَّاسِ، وَتُصْبِحُ الصَّدِيقَةَ الْمُفَضَّلَةَ لِفَاطِمَةَ.
- ٢ ولكن، مَا كَانَتْ الْأُمُورُ كَمَا تَمَنَّتْهَا سَامِيَّةٌ. عِنْدَمَا وَصَلَتْ إِلَى بَيْتِهَا الْجَدِيدِ، أَلْقَتْهَا فَاطِمَةُ فِي رُكْنٍ مِنْ أَرْكَانِ الْغُرْفَةِ، حَيْثُ كَانَتْ الدُّمَى الْأُخْرَى. كَانَتْ الدُّمَى فِي حَالَةٍ سَيِّئَةٍ جِدًّا، فَكَانَتْ لِبَعْضِهَا يَدٌ وَاحِدَةٌ أَوْ رِجْلٌ وَاحِدَةٌ. وَكَانَتْ إِحْدَى الدُّمَى بِدُونِ رَأْسٍ، وَأُخْرَى مَلَابِسُهَا قَدِيمَةٌ جِدًّا. خَافَتْ سَامِيَّةٌ لَمَّا رَأَتْ حَالَةَ الدُّمَى، وَاکْتَشَفَتْ أَنَّ فَاطِمَةَ لَا تُحِبُّ الدُّمَى، وَهِيَ تَصِيحُ عَلَيْهَا، وَتَضْرِبُهَا عِنْدَمَا تَغْضَبُ.
- ٣ وَذَاتَ يَوْمٍ، أَلْقَتْ فَاطِمَةُ الطَّعَامَ عَلَى مَلَابِسِ سَامِيَّةِ الْجَمِيلَةِ. وَلَمَّا وَجَدَتْ أَنَّ الدُّمِيَّةَ وَسِخَةً جِدًّا، رَمَتْهَا خَارِجَ الْبَيْتِ. مَسْكِينَةُ سَامِيَّةُ! لَقَدْ نَزَلَ الْمَطَرُ بِغَزَارَةٍ تِلْكَ اللَّيْلَةَ، وَأَصْبَحَتْ الدُّمِيَّةُ وَسِخَةً. وَفِي الصَّبَاحِ، فَقَدَتْ سَامِيَّةُ كُلَّ الْأَمَلِ فِي أَنَّ شَخْصًا سَيُنْقِذُهَا.
- ٤ نَادَى صَوْتُ خَفِيفٍ بِفَرَحٍ: "يَا إِلَهِي! دُمِيَّةُ! إِنَّهَا دُمِيَّةٌ. لَيْسَتْ عِنْدِي دُمِيَّةٌ." إِنَّهَا صَوْتُ بِنْتٍ فَقِيرَةٍ، إِسْمُهَا خَدِيجَةُ، وَهِيَ تَعِيشُ فِي الشُّوَارِعِ. أَخَذَتْ خَدِيجَةُ الدُّمِيَّةَ، وَنَظَّفَتْهَا وَمَشَّطَتْ شَعْرَهَا. وَهِيَ تُغْنِي لَهَا دَائِمًا، وَتُقَرِّبُهَا إِلَيْهَا. مَا كَانَ لِخَدِيجَةَ بَيْتٌ كَبِيرٌ مِثْلُ بَيْتِ فَاطِمَةَ، وَلَكِنْ قَلْبُهَا كَبِيرٌ جِدًّا.
- ٥ وَفِي النَّهَايَةِ، وَجَدَتْ سَامِيَّةُ شَخْصًا يُحِبُّهَا.

١. أَيْنَ رَأَتْ فَاطِمَةُ الدُّمِيَّةَ لِأَوَّلِ مَرَّةٍ؟

[١] .....

٢. ماذا كَانَتْ تَتَمَنَّى سامية عِنْدَمَا أَخَذَتْهَا فَاطِمَةُ إِلَى بَيْتِهَا؟

[١] .....

٣. أُذْكَرُ دَلِيلَيْنِ اثْنَيْنِ عَلَى أَنَّ فَاطِمَةَ لَمْ تُعَامِلْ دُمَاهَا مُعَامَلَةً حَسَنَةً.

[١] ..... (i)

[١] ..... (ii)

٤. لِمَاذَا رَمَتْ فَاطِمَةُ الدُّمِيَّةَ خَارِجَ الْبَيْتِ؟

[١] .....

٥. لِمَاذَا فَرَحَتْ خَدِيجَةُ عِنْدَمَا رَأَتْ سامية؟

[١] .....

٦. ما الْفَرْقُ بَيْنَ شَخْصِيَّةِ فَاطِمَةَ وَشَخْصِيَّةِ خَدِيجَةَ؟

.....

[٢] .....

٧. ماذا نَتَعَلَّمُ مِنْ هَذِهِ الْقِصَّةِ؟

[١] .....

٨. رَتِّبْ الْأَفْكَارَ الْآتِيَةَ حَسَبَ وُرُودِهَا فِي النَّصِّ بِكِتَابَةِ الْأَرْقَامِ ١، ٢، ٣ فِي الْمُرَبَّعِ الْمُنَاسِبِ:

[٨]

(أ) نَظَّفَتْ خَدِيجَةُ الدُّمَيْيَةَ.

[٨]

(ب) أَخَذَتْ فَاطِمَةُ الدُّمَيْيَةَ إِلَى بَيْتِهَا.

[٨]

(ج) أَلْقَتْ فَاطِمَةُ الطَّعَامَ عَلَى مَلَابِسِ سَامِيَةِ.

٩. اِشْرَحْ ثَلَاثًا مِمَّا يَأْتِي بِكَلِمَاتِكَ الْخَاصَّة:

[٨]

(i) يَدُون (سطر ٦) : .....

[٨]

(ii) أَلْقَتْ (سطر ٩) : .....

[٨]

(iii) غَزَارَةَ (سطر ١٠) : .....

[٨]

(iv) بَفَرَحَ (سطر ١٢) : .....

[٨]

(v) تَعِيشُ (سطر ١٣) : .....

Question 9A (5 marks)

تَرْجِمُ الْكَلِمَاتِ الْآتِيَةَ إِلَى الْعَرَبِيَّةِ:

(i) Night [١]

.....

(ii) Teacher [١]

.....

(iii) Eat [١]

.....

(iv) Hungry [١]

.....

(v) Large [١]

.....

Question 9 B (5 marks)

تَرْجِمُ الْقِطْعَةَ الْآتِيَةَ إِلَى الْعَرَبِيَّةِ:

Yesterday, a man came to our house to sell flowers. Salma bought some beautiful flowers. She gave them to her mother. It was her mother's birthday.

.....

.....

.....

.....

.....

[٥]

Please turn over this page

اُكْتُبْ تَغْيِيرًا نَحْوَ ١٥٠ - ١٧٥ كَلِمَةً عَنْ أَحَدِ الْمَوْضُوعَيْنِ الْآتِيَيْنِ:

(أ) صِفْ يَوْمَكَ الْأَوَّلَ فِي الْمَدْرَسَةِ.

أو

(ب) اُكْتُبْ قِصَّةً تَشْمَلُ الْجُمْلَةَ الْآتِيَةَ:

قال: "لَنْ أَتَحَدَّثَ مَعَكَ مَرَّةً أُخْرَى".

المَوْضُوع:

[illegible]

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# MARK SCHEME

# ARABIC

**Specimen paper Mark scheme**  
for first assessment in October 2020

Note: This mark scheme is provided for guidance purposes only and does not provide an exhaustive list of all acceptable answers. For the end of year assessment, the mark scheme is only finalized after a rigorous sampling exercise.

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Question 1 (15 marks)

1 Mark For Each Correct Answer

1. ج		6. ب
2. ب		7. أ
3. د	(i) Accept answers which are <b>systematically</b> ticked/encircled/underlined/copied/crossed.	8. د
4. أ	(ii) Mark wrong if different answers are ticked/encircled/underlined/copied/crossed. But if two systems are systematically used, one of which is the circle, then consider only the <b>encircled</b> answer.	9. ج
5. د		

10. (Award 1 mark if the sentence is grammatically correct)

Accept any plausible answer.

Example:

كبير - جميل - واسع - جديد

11. (Award 1 mark if the preposition is correctly written)

على

12. (Award 1 mark if both words are in the feminine)

المديرة حاضرة

13. (Award 1 mark to the correct detached pronoun used)

هي

14. (Award 1 mark if the verb has been correctly transformed into the past tense)

لعب

15. (Award 1 mark to the correct relative form)

أطول

Question 2 (5 marks)

1 Mark For Each Correct Answer

1. ب	<p>(i) Accept answers which are <b>systematically</b> ticked/encircled/underlined/copied/crossed.</p> <p>(ii) Mark wrong if different answers are ticked/encircled/underlined/copied/crossed. But if two systems are systematically used, one of which is the circle, then consider only the <b>encircled</b> answer.</p>
2. أ	
3. د	
4. ج	
5. ب	

**Question 3 (10 marks)****Note:**

- Candidates **do not** have to answer in full sentences.
- Grammatical and spelling mistakes are **not** penalized if evidence of understanding is clearly shown.

**Part A**

Question	1 mark	Remarks	0 mark
1	مریم		
2	قاعة السيد عبد الرزاق محمد		
3	٢٠١٧/٢/١٤ م		
4	الساعة الثانية ظهرًا		
5	شارع رويال، كيوريب or منزل أسرة جومن.		

**Part B**

Question	1 mark	Remarks	0 mark
1	في قرية سويك.		
2	في سعادة.		
3	السباحة / ذهب إلى السينما		
4	هاري بوتر.		
5	قميصا Or هدية جميلة.		

#### Question 4 (5 marks)

(Note: Award 1 mark for each correct transformation made.)

	1 Mark	0 Mark
1.	مدرسة	
2.	سابع	
3.	مبكرًا	
4.	معلم	
5.	قليلا	

#### Question 5 (5 marks)

(Note: Award 1 mark for a correct answer.)

يعيش صديقي إسماعيل في باكستان، وهو يحب السفر كثيرًا. في العطلة الصيفية، دعوته لزيارتي والإقامة عندي، فقبل دعوتي. وبعد أسبوع، وصل إلى جزيرتي موريشيوس بالطائرة، فاستقبلته استقبالًا حارًا.

**Question 6A (5 marks)**

(Note: Award 1 mark for each correct answer.)

	1 Mark	0 Mark
1.	بناها	
2.	أكبر	
3.	كثيرة	
4.	الجبال	
5.	في	

**Question 6B (5 marks)**

(Note: Award 1 mark for each correct answer. If there is a spelling or grammatical mistake, give 0)

	1 Mark	0 Mark
1.	زمن / وقت	
2.	الذي	
3.	جميل / مثير / ممتع / قديم	
4.	يأكلوا / يشتروا / يشاهدوا / يروا	
5.	مشهور / محبوب / جيد / جميل / مُفضَّل	

**Question 7 (10 marks)**

<b>Band</b>	<b>Descriptors</b>
<b>Band 1 (9-10 marks)</b>	<ul style="list-style-type: none"><li>• Clear awareness of audience and purpose</li><li>• All required points developed in detail</li><li>• G/S/P and syntax very accurate. Only very occasional slips.</li><li>• Accurate and appropriate vocabulary</li><li>• Organised and coherent</li></ul>
<b>Band 2 (6-8 marks)</b>	<ul style="list-style-type: none"><li>• Awareness of audience and purpose</li><li>• All points developed</li><li>• G/S/P and syntax essentially accurate. Occasional slips</li><li>• Vocabulary accurate</li><li>• Organised, but may lack the overall fluency of a Band 1 script.</li></ul>
<b>Band 3 (3 to 5 marks)</b>	<ul style="list-style-type: none"><li>• Some awareness of audience and purpose</li><li>• Required points addressed, but may lack detail</li><li>• G/S/P and syntax accurate enough, but errors are noticeable.</li><li>• Accurate but simple vocabulary</li><li>• Some coherence in the flow of ideas</li></ul>
<b>Band 4 (1-2 marks)</b>	<ul style="list-style-type: none"><li>• No real sense of audience and purpose</li><li>• Points briefly addressed</li><li>• G/S/P and syntax erratic. Sense can be made, but multiple errors confuse meaning.</li><li>• Simple, often inaccurate vocabulary</li><li>• Disjointed writing</li></ul>
<b>Band 5 (0 marks)</b>	<ul style="list-style-type: none"><li>• Meaningless</li><li>• Irrelevant</li><li>• Not recognisable as Arabic</li></ul>

### Question 8 (15 marks)

**Note:**

- Grammatical and spelling mistakes are not penalized if evidence of understanding is clearly shown.

Question	Accept	Marks	Remarks
1	في محل الألعاب.	1	
2	<b>Accept any of the following:</b> - أن تصبح الصديقة المفضلة لفاطمة. - أن يحبها كل الناس.	1	
3	<b>Accept any <u>two</u> of the following:</b> - أَلقت الدمية في ركن من أركان الغرفة. - كانت الدمى في حالة سيئة جدًا. - كانت لبعض الدمى يد واحدة أو رجل واحدة. - كانت إحدى الدمى بدون رأس. - تصيح فاطمة على الدمى. - تضرب فاطمة الدمى عندما تغضب.	2	

4	<b>Accept any of the following:</b> - لأنها أَلقت الطعام على ملابس الدمية. - لأن الدمية أصبحت وسخة جدًّا.	1	
5	لأنها ليست عندها دمية.	1	
6	<b>Accept any plausible answer:</b> Example: - فاطمة بنت متكبرة لا تراعي مشاعر الآخرين. أما أخلاق خديجة فهي عالية وسامية. - فاطمة لا تبالي بالنظافة وأما خديجة فإنها تهتمُّ بها. - خديجة ترحم وفاطمة لا ترحم.	2	
7	<b>Accept any plausible answer:</b> Example: - أن المال ليس كل شيء في الحياة. - أن السعادة لا تشتري بمال. - أن الفقر ليس حاجزا على السعادة. - الغنى لا يساوي السعادة.	1	

8	<p>أ. ٣</p> <p>ب. ١</p> <p>ت. ٢</p>	3	
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9	Note: Choose any <u>three</u> of the following. Award 1 mark for each correct answer.		Marks
(i)	بدون (سطر ٦)	بلا / بغير	3
(ii)	ألقت (سطر ٩)	رمت	
(iii)	غزارة (سطر ١٠)	كثرة	
(iv)	بفرح (سطر ١٢)	بسرور / بسعادة	
(v)	تعيش (سطر ١٣)	تسكن / تمكث	

**Question 9A (5 Marks)****Note:**

- Award 1 mark for each correct answer.

	English	Arabic
1.	Night	(ال) ليل
2.	Teacher	(ال) مدرس / معلم / أستاذ
3.	Eat	أكل / يأكل
4.	Hungry	جائع (ة) / جوعان / جوعى
5.	Large	كبير / واسع / شاسع (ة)

**Question 9B (5 Marks)****Note:**

- The paragraph is divided into 10 marking groups as shown in the table below. Each marking group carries ½ mark.

	English	Arabic
1.	Yesterday,	أمس
2.	a man came	جاء / أتى / وصل رجل
3.	to our house	عندنا / إلى بيتنا / منزلنا / دارنا
4.	to sell flowers.	ليبيع / لبيع الزهور / الأزهار.
5.	Salma bought	اشتريت سلمى
6.	some beautiful flowers.	بعض الزهور / الأزهار الجميلة
7.	She gave them	أعطتها / قدمتها
8.	to her mother.	لأمها / لوالدتها / أمها
9.	It was her mother's	كان (عيد ميلاد) أمها / والدتها
10.	birthday.	عيد ميلاد

**Question 10 (15 marks)**

<b>Band</b>	<b>Descriptors</b>
<b>Band 1 (13-15 marks)</b>	<ul style="list-style-type: none"><li>• Highly accurate G/S/P and syntax; only very occasional slips</li><li>• Varied sentence structures used consistently and for particular effects</li><li>• Vocabulary wide and precise.</li><li>• Complex, sophisticated piece of writing. Reader's interest sustained throughout.</li></ul>
<b>Band 2 (10-12 marks)</b>	<ul style="list-style-type: none"><li>• Accurate G/S/P and syntax, occasional slips</li><li>• Some variation in sentence structures.</li><li>• Vocabulary generally precise, but may lack sophistication</li><li>• Strong, accurate piece of writing, but may lack complexity and sophistication. Reader's interest generally sustained.</li></ul>
<b>Band 3 (7 to 9 marks)</b>	<ul style="list-style-type: none"><li>• Mostly accurate G/S/P and syntax. Errors occur when complexity is attempted.</li><li>• Instances of sentence variety but simple sentences dominate overall.</li><li>• Accurate but simple vocabulary.</li><li>• Relevant piece of writing. Some interest for the reader.</li></ul>
<b>Band 4 (4-6 marks)</b>	<ul style="list-style-type: none"><li>• G/S/P and syntax – Meaning not in doubt but errors are quite frequent.</li><li>• Sentence structures are generally simple</li><li>• Simple vocabulary, not always accurate.</li><li>• Relevant but little interest for the reader.</li></ul>
<b>Band 5 (1-3 marks)</b>	<ul style="list-style-type: none"><li>• G/S/P and syntax – Many serious errors which make meaning unclear.</li><li>• Mostly simple sentences.</li><li>• Simple vocabulary with many inaccuracies.</li><li>• Just relevant – no interest for the reader.</li></ul>
<b>Band 6 (0 marks)</b>	<ul style="list-style-type: none"><li>• Irrelevant</li><li>• Not Arabic</li><li>• Meaningless</li></ul>