



FEDERAL PUBLIC SERVICE COMMISSION  
COMPETITIVE EXAMINATION - 2016  
FOR RECRUITMENT TO POSTS IN BS-17  
UNDER THE FEDERAL GOVERNMENT

Roll Number

ARABIC

TIME ALLOWED: THREE HOURS PART-I(MCQS): MAXIMUM 30 MINUTES	PART-I (MCQS) PART-II	MAXIMUM MARKS = 20 MAXIMUM MARKS = 80
<b>NOTE:</b> (i) Part-II is to be attempted on the separate Answer Book. (ii) Attempt <b>ONLY FOUR</b> questions from PART-II. Answers must be written in respective language. <b>ALL</b> questions carry <b>EQUAL</b> marks. (iii) All the parts (if any) of each Question must be attempted at one place instead of at different places. (iv) Candidate must write Q. No. in the Answer Book in accordance with Q. No. in the Q. Paper. (v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed. (vi) Extra attempt of any question or any part of the attempted question will not be considered.		

PART-II

- (20) السؤال 2. تأثرت القصيدة العربية من الحضارة في عهد الاسلامي العباسي. بين مواضع التي تغيرت من هذا الوجه.
- (20) السؤال 3. في قصيدة "بانت سعاد" لـعبد بن زهير، تدور النسيب حول سعاد. هل ذكر سعاد رمز و تمهيد لبقية القصيدة، وكيف؟ اجب مثلاً.
- (20) السؤال 4. القصيدة في الادب العربي تصنف لمقاصد خاصة. فلي القرآن، لاي غرض او الاغراض، بين الله سبحانه و تعالى قصة يوسف؟
- (20) السؤال 5. من هو المتنبي؟ هل ادعى النبوة في شعره ام هذه اتهام عليه؟
- (20) السؤال 6. اكتب عن المؤشحة كيف نشأت، و ما اغراضها؟
- (20) السؤال 7. "الايام" رواية لطف حسين. كيف هو يتعرض فيها لبيئة الدينية في مصر؟
- (20) السؤال 8. اشرح الابيات التالية ووضح لمن هذه الابيات وما غرضها:  
ومن يجعل المعروف من ثوب عرضه  
يفره، ومن لا يثق الشتم يشتم  
ومهما تكن عند امرى من خليفة  
وان خالها تحفى على الناس تعلم  
وكا ان ترى معجب لك شخصه  
زيادته او نقصه في التكلم  
لسان الفتى تصرف و تصف فواده  
فلم يبق الا صورة اللحم و الدم

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# Gcse Past Papers In Arabic 23

**Jicheng Xie**



### Gcse Past Papers In Arabic 23:

*Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Commons,2012      Multilingualism in European Language Education Cecilio Lapresta-Rey,Ángel Huguet,2019-05-09 This book explores how different European education systems manage multilingualism Each chapter focuses on one of ten diverse settings Andorra Asturias the Basque Country Catalonia England Finland France Latvia the Netherlands and Romania and considers how its education system is influenced by historical sociolinguistic and legislative and political processes and how languages are handled within the system stressing the challenges and opportunities in each area of study The chapters provide the reader with insights around three key aspects the management of the guarantee of the rights of regional language minorities the incorporation of the language background inherited by immigrants living in Europe whether they are European citizens or not and the need to promote the learning of international languages Individually the chapters offer deep insights into a specific education system and together the studies allow for a comparison and holistic understanding of multilingualism in European education      Daily Graphic Ransford Tetteh,2010-01-09      The British Library General Catalogue of Printed Books 1986 to 1987 British Library,1988

**Current Research in Britain** ,1998      **The Times Index** ,2005 Indexes the Times and its supplements      Whitaker's Books in Print ,1998      **The British National Bibliography** Arthur James Wells,2006      **British Education Index** ,1991

**Whitaker's Book List** ,1987      **Current Index to Journals in Education** ,1987      **Linguistics and Language Behavior Abstracts** ,2003      *Arts & Humanities Citation Index* ,1991

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