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Mark Scheme (Results)

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In Arabic (9AA0/03)

Paper 3: Listening, reading and writing in Arabic

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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 وفقاً 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:

- لتخزين 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)

Question Number	Answer	Mark
1 (i)	C	(1)

Question Number	Answer	Mark
1 (ii)	A	(1)

Question Number	Answer	Mark
1 (iii)	D	(1)

Question Number	Answer	Mark
1 (iv)	C	(1)

Question Number	Answer	Mark
2 (i)	B	(1)

Question Number	Answer	Mark
2 (ii)	A	(1)

Question Number	Answer	Mark
2 (iii)	C	(1)

Question Number	Answer	Mark
2 (iv)	D	(1)

Question Number	Answer	Mark
2 (v)	D	(1)

Question Number	Answer	Accept	Reject	Mark
3(a)(i)	<p>تقبل أي إجابتين من الإجابات التالية. أنه: - ذو منحٍ وأبعادٍ شتى AND - يجب ألا يختلف باختلاف العمل OR - يعنى المساواة بين جميع العمال (العاملين)</p>	- أحد الوسائل المساعدة على تحقيق العدالة الاجتماعية		(2)

Question Number	Answer	Accept	Reject	Mark
3(a)(ii)	<p>- المساعدة على تحقيق العدالة الاجتماعية AND - تقليل الهوة بين أطراف المجتمع</p>			(2)

Question Number	Answer	Accept	Reject	Mark
3(a)(iii)	- يقلص النزاعات		- الشعور بفقدان الحقوق الشرعية وغياب العدالة	(1)

Question Number	Answer	Accept	Reject	Mark
3(a)(iv)	<p>- يساعد على الإبداع OR - إبراز المواهب</p>		- يدفع المجتمع ويطوره	(1)

Question Number	Answer	Accept	Reject	Mark
3(b)(i)	<p>ما قالته سامية عن: دستور اليمن: - ينص على مبدأ عدم التمييز بين المواطنين. (1) ذوي الاحتياجات الخاصة:</p>		- ينافي مبدأ تكافؤ الفرص. - منقوصي الحقوق	(3)

	<p>- من الواجب تخصيص حصص إجبارية في العمل لهم. (1)</p> <p>أساس مساهمة المرأة اليمينية:</p> <p>- أساس مساهمة المرأة اليمينية هو كفاءتها لا نوعها. (1)</p>		<p>- تمثل أكثر من نصف المجتمع</p>
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Question Number	Answer	Accept	Reject	Mark
3(b)(ii)	<p>ما قاله خالد حول:</p> <p>أسباب العمل بنظام الكوتا:</p> <p>ضمان حقوق أصحاب الفئات التي تعاني الإقصاء والتهميش (1)</p> <p>الأثر الإيجابي للعمل بنظام الكوتا:</p> <p>- كفاءة نصيب لهم في سوق العمل. (1)</p> <p>الجهات المسؤولة عن تحقيق المساواة في العمل:</p> <p>- السلطات وأصحاب العمل. (1)</p>			(3)

Question Number	Answer	Accept	Reject	Mark
4(a)	- اسطنبول		- مصر	(1)

Question Number	Answer	Accept	Reject	Mark
4(b)	<p>- جُلبوا قسراً</p> <p>- ولم يسمح لهم العودة إلى بلادهم</p> <p>OR</p> <p>- أصبحوا بمثابة "أسرى فن"</p>		زينوا قصور السلاطين	(2)

Question Number	Answer	Accept	Reject	Mark
4(c)	- غلبت عليها الطابع الزخرفي والحفر AND - وخلت من الرسوم الحية للكائنات البشرية والحيوانات		انسجامها مع فكرة التوحيد	(2)

Question Number	Answer	Accept	Reject	Mark
4(d)	- يتلمذ كل جيل جديد على يد والده أو جده AND - ويرث أدوات الصنعة منه	- يتعلم الأولاد من الآباء والأجداد		(2)

Question Number	Answer	Accept	Reject	Mark
4(e)	- يقدره الأوربيون لأنه حرف يدوية		لأنهم يقدرون الصناعات اليدوية.	(1)

Question Number	Answer	Accept	Reject	Mark
4(f)	Insist on feeling ليس متفانلاً OR يرى أن مستقبل فن الأرابيسك مهدداً (تقبل أي معلومة تفيد هذا المعنى)			(1)

SECTION B: Mark scheme (listening, reading and writing)

Question Number	Answer	Reject	Mark
5(a) (i), (ii), (iii), (iv)	<p>Any four of the following:</p> <p>1. كانت الثورة بداية انطلق على أثرها الربيع العربي. (1)</p> <p>2. كان النظام في تونس صورياً. (1)</p> <p>3. الأداء الاقتصادي الإيجابي لتونس وانتشار القيم العلمانية جعلها تبدو واحدة من أقل الدول العربية المرشحة لحدوث حركة احتجاج جماعية. (1)</p> <p>4. بدأ التحول الديمقراطي في تونس متأخراً ولم يكن سلساً (بسبب نزاعات حول حدود سلطات الحكومة الانتقالية) (1)</p> <p>5. انتخابات 2011 أول انتخابات حرة ونزيهة (1)</p> <p>6. أحدثت هذه التغييرات حالة غير مسبوقة من الانفراج في مجال الحريات العامة/زادت من المشاركة السياسية (1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific factual details that do not express what Mr Sadiq thinks about the Tunisian revolution.</p> <p>For example:</p> <p>لم تحقق انتخابات 2011 أي نجاحات على المستوى السياسي</p>	(4)

Question Number	Answer	Reject	Mark
5(b) (i), (ii), (iii), (iv)	<p>Any four of the following:</p> <p>1. نجحت الثورة التونسية في البداية. (1)</p> <p>2. الشباب هم الفئة الأكثر حماسةً لإحداث تغيير شامل. (1)</p> <p>3. إن قوى الثورة المضادة تكاتفت بكل قوة من أجل إفشال المرحلة الانتقالية. (1)</p> <p>4. إن البلاد تنن تحت واقع اقتصادي متردي. (1)</p> <p>5. إن انخفاض القدرة الشرائية توجب من جديد الحركات الاحتجاجية. (1)</p> <p>6. زيادة البطالة تضع البلاد على مشارف ثورة جديدة. (1)</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific factual details that do not express what Mrs Al Wakeel thinks about the Tunisian revolution.</p> <p>For example:</p> <p>لم يكن الشباب من أنصار الثورة</p>	(4)

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.

Understand and respond to spoken language (AO1)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material		
1–2	<ul style="list-style-type: none">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.	1–2	<ul style="list-style-type: none">Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation.Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.

3-4	<ul style="list-style-type: none"> 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. 	3-4	<ul style="list-style-type: none"> Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation. Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.
5-6	<ul style="list-style-type: none"> 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. 	5-6	<ul style="list-style-type: none"> Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation. Draws convincing conclusions on written source, consistent with evaluation of viewpoints.

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.

Marks	Description
0	No rewardable language
1-2	<ul style="list-style-type: none"> 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.
3-4	<ul style="list-style-type: none"> 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.

5–6	<ul style="list-style-type: none"> • 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.
7–8	<ul style="list-style-type: none"> • 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.
9–10	<ul style="list-style-type: none"> • 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.

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, 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)

Question No	indicative content
5(c)	<ul style="list-style-type: none">Any answer that describes Mr. Sadiq's point view in positive or negative terms consistent with the information presented in the source material, e.g. agreement with the view that the Tunisian revolution opened the door to more political freedoms which is the most important factor.Any answer that describes Mrs Al Wakel's views in positive or negative terms consistent with the information presented in the source material, e.g. the Tunisian revolution did not achieve a lot of its aims and there is a threat of another revolution due to the deteriorating economic conditions.Conclusions consistent with candidate's line of argument, e.g. political liberties are a huge gain and successive gains will be achieved.

Additional Guidance- Example student answer to 5(c)

The example below demonstrates what a student might include in their answer to 5c 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*.

Student answer	Comment
تباينت وجهات نظر السيد عاصم والسيدة سعاد؛ فالسيد عاصم يرى أن الثورة قضت على النظام الديمقراطي السوري في تونس وأن التحول الديمقراطي بدأ متأخراً ولم يكن سلساً بسبب نزاعات حول حدود سلطات الحكومة الانتقالية. واعتبر انتخابات 2011 أول انتخابات حرة ونزيهة في تاريخ تونس. ويعتقد التغييرات الناجمة عن الثورة أحدثت حالة غير مسبوقه من الانفراج في مجال الحريات السياسية وزادت من المشاركة في الحياة السياسية. كشاب شارك في الثورة المصرية أجد أن كلامه وحججه صحيحة وقوية. فالنظام الديمقراطي السوري لا يخدم مصلحة الوطن ولا طموح الشباب.	Makes relevant judgements on the spoken source. Also demonstrates understanding and gives personal opinion.
السيدة سعاد، التي تبدو أكبر سناً، تنظر إلى الموضوع من وجهة نظر مختلفة تماماً. فهي تتفق مع السيد عاصم في أن الثورة التونسية نجحت في البداية وأن الشباب كانوا الفئة الأكثر حماسة لإحداث تغيير شامل وأن قوى الثورة المضادة تكاتفت بكل قوة من أجل إفشال المرحلة الانتقالية، ولكن تقول	Makes relevant judgements on the written source. Also demonstrates understanding and makes

<p>إن المكاسب السياسية ليست كافية لأن البلاد تئن تحت واقع اقتصادي متردي وتتوقع أن انخفاض القدرة الشرائية توجب من جديد الحركات الاحتجاجية، كما أن زيادة البطالة تضع البلاد على مشارف ثورة جديدة.</p> <p>هذه وجهة نظر جيدة أيضاً ولكن يجب ألا تكون هذه حجة لكبح وتقييد الحريات السياسية.</p>	<p>some inferences based on the sources.</p>
<p>ربما أسباب تباين وجهات النظر بينهما هو اختلاف رؤيتهما السياسية وخبرتهما الحياتية، وأنا أتفق مع رأي السيدة سعاد لأن أي تحول سياسي لا يؤدي إلى انتعاش الاقتصاد لن يدوم طويلاً.</p>	<p>Draws conclusions consistent with own viewpoints made about the spoken and written sources. Demonstrates understanding.</p>



Pearson

Transcript

Autumn 2021

Pearson Edexcel GCE

In Arabic (9AA0) Paper 03

Section A: Listening

Passage 1 جمعية "بيتي" في السودان

M1

نشأت جمعية "بيتي" في مطلع السبعينات وظلت منذ ذلك الوقت تعمل جاهدة لحماية البيئة السودانية خاصة في مكافحة التصحر وتقليص الغطاء النباتي والحد من خطر زحف الرمال على الأراضي الزراعية وقنوات الري.

ومن أهم مشاريعها الحالية مكافحة الآثار السلبية لشجرة المسكيت التي قد تبدو خضراء جميلة ولكنها أضحت عقبة تهدد الماء والزراعة في السودان.

تعترف الجمعية بفضل المسكيت في مقاومة التصحر لما لها من قدرة عالية على العيش في ظروف صحراوية جافة، كذلك استخدمتها جمعية "بيتي" حديثاً كمصدات للرياح لطبيعة نموها في تجمعات كبيرة.

إلا أن قدرتها الفائقة على الإستهثار بالمياه في التربة أضرّ بالنباتات الأخرى. كذلك قابليتها حجب ضوء الشمس جعلت البقاع الظليلة أسفلها موطناً للزواحف الضارة.

yatarad al-mujtama al-jazairi li-taguraten fi al-qyam al-ijtimaeyyah as-saedah monzo seneen daweelah.

يَتَعَرَّضُ الْمُجْتَمَعُ الْجَزَائِرِيُّ لِتَغْيِيرَاتٍ فِي الْقِيَمِ الْاجْتِمَاعِيَةِ السَّائِدَةِ مُنْذُ سِنِينَ طَوِيلَةٍ، وَتَلَعَّبَ وَسَائِلُ الْإِعْلَامِ مِنْ صُحُفٍ وَمَجَلَّاتٍ وَوَسَائِلِ التَّوَاصُلِ الْاجْتِمَاعِيِّ دَوْرًا هَائِلًا فِي ذَلِكَ التَّغْيِيرِ.

إِلَّا أَنَّ التَّلَفَّازَ لَهُ دَوْرٌ مَحْوَرِيٌّ لِأَنَّهُ وَسِيلَةٌ فِي مُتَتَاوَلِ الْجَمِيعِ، وَهَذَا مَكْنَهُ مِنْ تَغْيِيرِ أَعْرَقِ الْقِيَمِ فِي الْمُجْتَمَعِ. كَمَا أَنَّ الْبَثَّ بِالصَّوْتِ وَالصُّورَةِ، وَسُرْعَةَ نَشْرِ الْأَخْبَارِ مِنْ أَفْصَى الْكُرَةِ الْأَرْضِيَّةِ إِلَى أَدْنَاهَا جَعَلَهُ أَكْثَرَ مُتَعَةً مِنْ الْوَسَائِلِ الْأُخْرَى.

وَفِي دِرَاسَةٍ أَكَادِيمِيَّةٍ تَبَيَّنَ أَنَّ جُلَّ مَنْ يُتَابِعُ الْقَنَاةَ الْوَطَنِيَّةَ الْجَزَائِرِيَّةَ هُمْ أَهْلُ الْجَنُوبِ، وَلِذَا فَهْمٌ يَتَأَثَّرُونَ بِمَا تَعْرِضُهُ. فَمَثَلًا أَثْبَتَتِ الدِّرَاسَةُ أَنَّ عَدَدًا كَبِيرًا مِنَ الْمُوَاطِنِينَ يَتَقَبَّلُونَ مِهْنَتِي الْحِيَاكَةِ وَالْحِلَاقَةِ كَمِهْنَتَيْنِ مُنَاسِبَتَيْنِ لِلْمَرَأَةِ بَعْدَمَا قَدَّمَتْهُمَا الْمُسْلَسَلَاتُ التِّلْفِزِيُونِيَّةُ بِصُورَةٍ مَقْبُولَةٍ وَمُشَجَّعَةٍ.

وَتَرَى الْمُدْبِعَةَ نَوَالِ يُوسُفِي بِأَنَّ تَعَدَّدَ الْقَنَوَاتِ التِّلْفِزِيُونِيَّةِ الَّتِي تَعْرِضُ بَعْضَ الْبَرَامِجِ التَّرْفِيهِيَّةِ وَالرِّيَاضِيَّةِ سَمَحَ بِإِنْتِاجِ مَحْتَوَى ثَرِيًّا، وَسَاهَمَ فِي رَسْمِ مَلَاحِجِ الْهُوِيَّةِ الْجَزَائِرِيَّةِ بِكُلِّ أَبْعَادِهَا.

Passage 3(a)

مبدأ تكافؤ فرص العمل في اليمن

M1

ألاً تَتَقَيَّنَ مَعِيَ يَا سَامِيَةَ أَنَّ مَبْدَأَ تَكَافُؤِ الْفُرْصِ فِي الْعَمَلِ ذُو أْبْعَادٍ شَتَى، وَيَجِبُ أَلَ يَخْتَلِفَ بِاخْتِلَافِ الْعَمَلِ؛ فَهُوَ يَعْنِي الْمُسَاوَاةَ بَيْنَ جَمِيعِ الْعَمَّالِ.

وَقَدْ سَعَتْ الْعَدِيدُ مِنَ الْمُنْظَمَاتِ فِي الْيَمَنِ إِلَى الْاعْتِرَافِ بِتَكَافُؤِ الْفُرْصِ كَأَحَدِ حُقُوقِ الْعَمَّالِ الْأَسَاسِيَّةِ.

تُعَدُّ الْمُسَاوَاةُ فِي الْعَمَلِ أَحَدَ الْوَسَائِلِ الْمُسَاعِدَةِ عَلَى تَحْقِيقِ الْعَدَالَةِ الْإِجْتِمَاعِيَّةِ وَتَقْلِيلِ الْهُوَّةِ بَيْنَ أَطْيَافِ الْمَجْتَمَعِ، لِأَنَّهَا تُعَزِّزُ فِكْرَةَ أَنَّ الْعَمَّالَ مِنْ جَمِيعِ الطَّبَقَاتِ وَالْأَجْنَاسِ لَهُمْ نَفْسُ الْقِيَمَةِ.

وَأَبْرَزُ تَدَاعِيَاتِهَا لِرِجَالِ الصَّنَاعَةِ أَنَّهَا تُقَلِّصُ النِّزَاعَاتِ فِي مِيَادِينِ الْعَمَلِ النَّاتِجَةِ غَالِباً عَنِ الشُّعُورِ بِفَقْدَانِ الْحُقُوقِ الشَّرْعِيَّةِ لِلْعَمَّالِ وَغِيَابِ الْعَدَالَةِ.

لِذَا أَرَى أَنَّ تَوْفِيرَ فُرْصٍ مُتَكَافِئَةٍ خَاصَّةً بَيْنَ النِّسَاءِ الْعَامِلَاتِ يُسَاعِدُ عَلَى الْإِبْدَاعِ وَإِبْرَازِ الْمَوَاهِبِ الَّتِي تَدْفَعُ الْمَجْتَمَعَ لِلْأَمَامِ وَتُطَوِّرُهُ.

Passage 3(b)

الكوتا النسائية في اليمن

F1

هَذَا صَاحِحٌ يَا خَالِدُ، فَدُسْتُورُ الْجُمْهُورِيَّةِ الْيَمَنِيَّةِ يَنْصُ عَلَى مَبْدَأِ عَدَمِ التَّمْيِيزِ بَيْنَ الْمُوَاطِنِينَ، وَلَكِنِّي أَعْتَقِدُ أَنَّ تَخْصِيصَ حِصَّةٍ إِجْبَارِيَّةٍ لِلْمَرْأَةِ الْيَمَنِيَّةِ فِي مَجَالِ الْعَمَلِ أَي "نِظَامِ الْكُوتَا" يُنَافِي مَبْدَأَ تَكَافُؤِ الْفُرْصِ.

إِنَّهُ لِأَمْرٍ مُوجِعٍ أَنْ تَعْتَبِرُ الْمَرْأَةَ نَفْسَهَا مَنقُوصَةَ الْحُقُوقِ وَتُطَالِبِ بِتَخْصِيصِ مَقَاعِدَ لَهَا فِي الْوِظَائِفِ الْعَامَّةِ. أَرَى أَنَّهُ مِنَ الْوَاجِبِ تَخْصِيصَ حِصَّةٍ إِجْبَارِيَّةٍ فِي الْعَمَلِ لِذَوِي الْاِحْتِيَاجَاتِ الْخَاصَّةِ، وَلَكِنَّ الْمَرْأَةَ تُمَثِّلُ أَكْثَرَ مِنْ نِصْفِ الْمَجْتَمَعِ فَلَا يَصِحُّ تَخْصِيصَ حِصَصٍ لَهَا.

لَا أَحْبِذُ إِطْلَاقًا أَنْ يُنظَرَ لَهَا ككائنٍ مَنقُوصِ الْحُقُوقِ، فَالْمَطْلُوبُ هُوَ مُشَارَكَةُ النِّسَاءِ بِكِفَاءَتِهِنَّ لَا بِنَوْعِهِنَّ.

M1

لَكِنَّ نِظَامَ الْكُوتَا مُطَبَّقٌ فِي الْكَثِيرِ مِنَ الْبِلَادِ لِضَمَانِ حُقُوقِ أَصْحَابِ الْفِئَاتِ الَّتِي تُعَانِي الْإِقْصَاءَ وَالنَّهْمِيشَ، وَبِذَلِكَ تَكْفُلُ لَهُمْ نَصِيبًا مِنْ سُوقِ الْعَمَلِ.

وَيُعْتَبَرُ هَذَا أَقْلَ تَعْوِيضٍ مِنْ قِبَلِ السُّلْطَاتِ وَأَصْحَابِ الْعَمَلِ لِتِلْكَ الْجَمَاعَاتِ الْمَحْرُومَةِ لِتَحْقِيقِ مَبْدَأِ تَكَافُؤِ الْفُرْصِ فِي أَبْهَى صُورِهِ .

F1

مَعَنَا الْحَاجُّ صِدْقِي، أَحَدُ أُمَّهَرِ صُنَّاعِ الْأَرَابِيسِكِ بِمِصْرَ، احِكْ لَنَا تَجْرِبَتَكَ.

M1

قَدْ تَعَلَّمْتُ هَذَا الْفَنَ مِنْ جَدِّي وَأَبِي، وَعَرَفْتُ مِنْهُمَا أَنَّ صُنَّاعَ الْأَرَابِيسِكِ الْأَوَائِلِ ظَهَرُوا فِي مِصْرَ، ثُمَّ فِي الْقَرْنِ 19 تَمَّ إِيفَادُهُمْ إِلَى إِسْطَنْبُولَ لِتَرْيِيبِ قُصُورِ السَّلَاطِينِ. كَانَتْ هَذِهِ الْعَمَلِيَّةُ قَسْرِيَّةً، لِذَا لَمْ يُسْمَحْ لِبَعْضِهِمْ بِالْعُودَةِ إِلَى بِلَادِهِ بَعْدَ إِنْجَازِ عَمَلِهِ، فَأَصْبَحُوا بِمِثَابَةِ "أَسْرَى فَن".

F1

وَلِمَاذَا يَتَوَارَثُ الْأَبْنَاءُ هَذِهِ الْحِرْفَةَ؟

M1

رُبَّمَا لِأَنَّ رَوْعَةَ الْفُنُونِ الْإِسْلَامِيَّةِ بِأَشْكَالِهَا الْمُتَنَوِّعَةِ وَإِنْسِجَامِهَا مَعَ فِكْرَةِ التَّوْحِيدِ تَحْتَاجُ إِلَى أَجْيَالٍ مُتَعَدِّدَةٍ لِتَقْدِيرِهَا، فَمُعَظَمُ الْأَعْمَالِ الْفَنِيَّةِ الَّتِي زَيَّنَتْ الْقُصُورَ وَالْمَسَاجِدَ يَغْلِبُ عَلَيْهَا الطَّابِعُ الرَّحْرَفِيُّ وَالْحَفْرُ، وَخَلَّتْ مِنَ الرُّسُومِ الْحَيَّةِ لِلْكَائِنَاتِ الْبَشَرِيَّةِ وَالْحَيَوَانَاتِ.

F1

وَهَلْ تُشَجِّعُ أَوْلَادَكَ عَلَى هَذِهِ الْحِرْفَةِ؟

M1

نَعَمْ. فَهِيَ تَحْتَاجُ إِلَى كَتِيبَةٍ فَنَّانِينَ؛ فَالنَّجَّارُ يُنْتِجُ الْقِطْعَةَ كَامِلَةً ثُمَّ يَأْتِي الرَّسَّامُ لِيَصْعَ النَّقْشَةَ الْمَرْغُوبَةَ ثُمَّ عَامِلُ دَقِ الْقَصْدِيرِ الَّذِي يَحْفَرُ مَكَانًا لِلْخُيُوطِ وَيُحْكِمُهَا، وَبَعْدَهَا يُنْبِثُ عَامِلُ الصَّدْفِ الْقِطْعَ الْمَقْطُوعَةَ، وَيُمْكِنُ إِدْخَالَ خُيُوطِ الْفِضَّةِ فِي الْقِطْعِ الثَّمِينَةِ. وَعَادَةً يَتَلَمَّذُ كُلُّ جِيلٍ جَدِيدٍ عَلَى يَدِ وَالِدِهِ أَوْ جَدِّهِ وَيَرِثُ أَدْوَاتَ الصَّنْعَةِ مِنْهُمَا.

F1

وَعَالِبًا مَنْ يَشْتَرِي الْأَرَابِيسِكِ؟

M1

يَتِمُّ تَصْدِيرُهُ إِلَى أُرُوبَا لِتَقْدِيرِ أَهْلِهَا الْحِرْفَ الْيَدَوِيَّةَ، كَمَا يَقْبَلُ عَلَيْهِ الْعَرَبُ الَّذِينَ يُفَضِّلُونَ الْأَشْكَالَ التُّرَاثِيَّةَ. وَهَذَا يُشْجِعُ الْأَجْيَالَ النَّاشِئَةَ عَلَى الْإِسْتِمْرَارِ فِي الْإِنْتِاجِ.

F1

وَمَا مُسْتَقْبَلُ هَذِهِ الصَّنَاعَةِ فِي مِصْرَ؟

M1

كَثِيرٌ مِنَ الْوَرَشِ أَغْلَقَتْ أَبْوَابَهَا، وَلَمْ يَتَّبَقْ إِلَّا عَدَدٌ قَلِيلٌ مِنَ الْحِرَفِيِّينَ يَشْتَغِلُونَ بِنِظَامِ الْأَجْرِ الْيَوْمِيِّ مِمَّا يَهْدُ إِسْتِمْرَارِيَّةَ الْحِرْفَةِ، بَلْ إِنَّ مِائَاتٍ مِنَ أَوْلَادِ الصَّنَاعِ الْمَهَرَّةِ قَدْ يَهْجُرُونَهَا وَيَتَوَجَّهُونَ لِأَعْمَالٍ أُخْرَى أَكْثَرَ رِبْحًا.

M1

كَانَتْ مَأْسَاءُ الْبُوعَزِي فِي تُونِسِ بِمِثَابَةِ نُقْطَةِ الْبِدَايَةِ لِمَوْجَةِ الْاِحْتِجَاجَاتِ الَّتِي آدَتْ إِلَى تَغْيِيرِ النِّظَامِ، وَانْطَلَقَ عَلَى أَثَرِهَا الرَّبِيعُ الْعَرَبِيُّ.

فِي رَأْيِي، كَانَ النِّظَامُ الدِّيمُقْرَاطِيُّ فِي تُونِسِ صُورِيًّا وَلَمْ يَلْبَثْ أَنْ اِنْهَارَ فِي فِتْرَةٍ وَجِيْزَةٍ. وَأَعْتَقِدُ أَنَّ مَا جَعَلَ تُونِسَ تَبْدُو وَاحِدَةً مِنْ أَقْلِ الدُّوَلِ الْعَرَبِيَّةِ الْمُرْشَحَةِ لِحُدُوثِ حَرَكَةِ اِحْتِجَاجٍ جَمَاعِيَّةٍ هُوَ آدَاءُ الْاِقْتِصَادِ الْاِيجَابِيِّ وَانْتِشَارُ الْقِيَمِ الْعِلْمَانِيَّةِ.

بَلَّا شَكِّ إِنَّ التَّحْوَلَ الدِّيمُقْرَاطِيَّ فِي تُونِسِ بَدَأَ مُتَأَخِّرًا وَلَمْ يَكُنْ سَلْسِيًّا؛ وَذَلِكَ فِي رَأْيِي بِسَبَبِ نِزَاعَاتٍ حَوْلَ حُدُودِ سُلْطَاتِ الْحُكُومَةِ الْاِنْتِقَالِيَّةِ، ثُمَّ أُجْرِيَتْ اِنْتِخَابَاتٌ فِي 2011 اِعْتَبَرَهَا أَوَّلَ اِنْتِخَابَاتٍ حُرَّةٍ نَزِيْهَةٍ.

وَقَدْ اِسْفَرَتْ عَن تَشْكِيلِ جَمْعِيَّةٍ تَأْسِيسِيَّةٍ، وَأَتَّاحَتْ لِاِسْلَامِيَّيْنَ الْاِنْدِمَاجَ دَاخِلَ النِّظَامِ السِّيَاسِيِّ.

وَأَرَى أَنَّ هَذِهِ التَّغْيِيرَاتِ اِحْدَثَتْ حَالَةً غَيْرَ مَسْبُوقَةٍ مِنْ الْاِنْفِرَاجِ فِي مَجَالِ الْحُرِّيَّاتِ الْعَامَّةِ وَزَادَتْ مِنْ الْمُشَارَكَةِ السِّيَاسِيَّةِ.

