

Part One: Reading**(Score:11/20)**

In the following selection the writer deals with the negative consequences of the marriage of Arab women to non-nationals. Read it carefully, and then answer the questions set on it.

A Call for Rights

- 1 Yasmine was just 8 years old when her Irish father died in 1974, leaving her in the sole care of her Lebanese mother. Although the family lived in Lebanon, Yasmine's mother was not allowed to pass on her Lebanese nationality. Only her father - had he been Lebanese - could have granted her that.
- 2 To ensure her daughter's legal residency, Yasmine's mother was forced to make "a very unpleasant trip" to the General Security each year to apply for a resident permit.
- 3 Now, over a quarter of a century later, virtually nothing has changed and Yasmine, like virtually all women across the Arab world, continues to be excluded from the basic right of citizenship. With the sole exception of Tunisia, where recently women, under strict guidelines, are allowed to pass on citizenship to their born children, it is only men who can pass their nationality on to their wives and children. In nearly every country across the Middle East and North Africa, the relationship between the state and women is an indirect one, arbitrated by a male kinsman – a brother, father or husband. Not only does this deny women their essential rights as citizens, it also denies their children and spouses fundamental rights as human beings.
- 4 For the average Arab women, basic citizenship rights such as the right to vote, to have an identity card or a passport, to access social protection schemes and entitlements, to send children to school, to marry, to travel... and to pass on citizenship to their children are either lacking or granted through the mediation of a male family member.
- 5 The Center for Research and Training on Development (CRTD) research, which was funded by the United Nations Development Program and the Program of Governance in the Arab region, looks into the lives of women married to non-nationals in Arab countries – Lebanon, Syria, Jordan, Palestine, Yemen, Tunisia, Morocco and Egypt – to see how the denial of these rights has affected their everyday lives, not only in terms of a child's and husband's access to education, health care, land ownership, and inheritance, but also in terms of psychological well being.
- 6 "I refuse to accept that my own flesh and blood, the baby I held inside me for nine months is not the same nationality as mine," said one woman, quoted in the (CRTD) report, released on the occasion of International Women's Day, entitled Denial of Nationality. A Jordanian woman, who could not mask her frustration said: "I am angry that men can get married to non-nationals without causing negative legal and socio-economic consequences, while we can't."
- 7 Perhaps of most immediate concern is that many women marry a non-national without realizing the dire implications it can have on their families. According to the report, the first painful contact with reality is when a woman discovers she cannot register her child in national civil records. Consequently, the need for an awareness campaign is urgent. In most cases, the only option for these women in the Arab world is to register their children at the embassies of their husband's countries.
- 8 However, being registered on their fathers' passports, children are denied the right to travel without his approval. And, in cases where the father is absent from the child's life, that child may be forced to travel without an identification or a passport. This forces families to live in constant fear of being stopped by the police. "When it gets dark and my children are not home yet, I get scared that they were arrested by the police and that they would be kicked out of the country," said a woman quoted in the report. "We are like prisoners in our own homes." added one teenager.
- 9 When children reach school age, new problems arise concerning matriculation, finances, certification and eventually employment. School officials constantly threaten to terminate children's education because they do not have the required official papers. Similarly, in Morocco and Tunisia, children without nationality face critical problems and situation when it comes to education and placements. "We had to

send our son, who is Lebanese, to France for his post-graduate studies in medicine,” said one Lebanese woman, speaking on the difficulties surrounding being denied public education. “As a result, the family suffered financially and morally because we couldn’t afford to do the same for his sister.” After graduation, these children, can’t work in the public sector, and in the private sector job opportunities can be limited. Besides, they don’t receive any sort of governmental social welfare, no matter how desperate their financial situation might be. Furthermore, many women admitted that they bear their husband’s maltreatment and violence for fear that the latter might leave the country and take the children with him.

10 But the future is not entirely bleak. Grass-roots organizations’ campaigns to change the laws. In Morocco, Jordan, and Egypt, significant moves have been made within the government to allow women to transfer nationality and/or citizenship. However, they are only symbolic first steps until materialized into real and functioning laws.

11 “My mother is Moroccan and my father is Syrian... . I grew up in a 100 percent Moroccan environment, my family and friends are Moroccan and so is my accent; above all I love this country,” said Rana, 14. “Haven’t I the right, being a Moroccan, to obtain the nationality?”

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Questions

A. Answer each of the following questions in 2 to 3 sentences of your own. **(Score: 06/11)**

1. What type of introduction does the writer use? Discuss the importance of this type.
2. What ideas are common between Paragraphs 3 and 8? Illustrate by giving two of them.
3. What makes the trip of Yasmine’s mother to the General Security “unpleasant”?
4. How does the writer achieve credibility? Illustrate with evidence from the selection.
5. What do you infer from the woman’s statement “*We are prisoners in our own homes.*” in Paragraph 8.
6. What does Rana’s question in Paragraph 11 “*Haven’t ... nationality?*” reflect?

B. The following statements are false because they misinterpret the writer’s ideas. Rewrite them correctly.

(Score: 01/11)

1. Tunisia is among many other Arab countries where a mother can pass on her nationality to her children without any problem.
2. In spite of the difficulties children born of non-national fathers face, it is very easy for those children to travel abroad without any complications.

C. The selection highlights various problems mothers married to non-nationals and their children face.

Read Paragraphs 7, 8, 9, and 10 to complete the following table with relevant phrases. Copy the table in your booklet.

(Score: 02/11)

Educational Problems	Social/Psychological Problems
a.	a.
b.	b.

D. Write a one-sentence summary of Paragraph 7.

(Score: 01/11)

E. Identify the sentence pattern of each of the following:

(Score: 01/11)

1. Sentence 1, Paragraph 3 “Now, over a quarter of a century... .”
2. Sentence 1, Paragraph 8 “However, being registered.... .”
3. Sentence 1, Paragraph 9 “When children reach school age... .”
4. Sentence 3, Paragraph 9 “Similarly, in Morocco and Tunisia... .”

Part Two: Writing

(Score: 09/20)

Some sociologists favor absolute equality between males and females and consider it a sign of civilization and progress; others, however, adopt a more traditional attitude which gives more privileges to males. Where do you stand? In a 300-500 - word essay defend your position and explain your point(s) of view, giving examples selected from your daily life and personal experience. See that, in your introduction, you put your reader in the general atmosphere of your topic and clearly provide a thesis statement, and that each of your body paragraphs starts with a topic sentence which you back up with relevant supporting details. Draft, revise, and proofread your essay. Your writing will be assessed for **ideas, language, style, and tidiness**. **(Score: 05** for ideas, **03** for language and style, and **01** for tidiness and legible handwriting).

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Humanities Section

Answer Key

A.

- 1.● It is an anecdote/ example from real life.
 - It draws the readers’ attention, introduces the topic, the problem and the consequences of the marriage of Arab women to non-nationals.
2. Both paragraphs show male dominance in the Arab world.
 - With the exception of Tunisia, men can pass their nationality to their wives and children
 - The ill-treatment of men to their wives and the former’s right to take the children with them.
 - The relationship between state, women, and children always goes through men.
3.
 - She is worried about her daughter’s illegal residency.
 - She wants to avoid problems that her daughter might face in Lebanon.
4. The writer achieves credibility by providing :
 - Real live examples from different countries .
 - Reports (CRTD report pointing out the problems of frustrated women) .
 - Researches (CRTD) .
5. Possible answer:

Without a nationality, or legal papers, or any sense of security where her children are subject to arrest or deportation, the woman, with her children, feels secluded and imprisoned in her own country without any freedom of movement or work.

6. It reflects pain, frustration, bitterness, resistance, rejection, rebellion, passion to gain citizenship.

B.

1. Tunisia is the only Arab state which permits women to pass on citizenship to their children though under strict guidelines.
2. The children, practically speaking, are unable to travel without their fathers’ approval.

C.

Educational	Social/Psychological
Lacking the access to education	Lacking any governmental or social welfare
Terminating children’s education due to missing official papers	Fearing of arrest and deportation
Suffering financial burden at higher education levels	Causing mothers endless stress and anxiety for their children.
	Suffering maltreatment and violence

N.B. Any two of educational and social/ psychological factors

D. Suggested summaries:

1. The writer in paragraph 7 stresses the need to launch an informational campaign cautioning women against one of the negative consequences that children born of non- nationals face.
2. The writer in paragraph 7 of the selection talks about the need to have an awareness campaign which would draw the attention of women in the Arab world to the serious consequences of marrying non-nationals.

E.

Sentence 1	Paragraph 3	Time order/ Exemplification/ Comparison
Sentence 1	Paragraph 8	Contrast/ Cause-effect/ Result
Sentence 1	Paragraph 9	Time order/ Cause- effect/ Listing
Sentence 3	Paragraph 9	Comparison/ Exemplification/ Cause-effect

