

2013 HSC Arabic Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a good understanding of what led Ibrahim Hanafi to decide to commit suicide	2
• Provides some relevant information	1

Sample answer:

Ibrahim Hanafi considered committing suicide because he wasn't able to feed his family and felt that they'd be better off without him.

Question 1 (b)

Criteria	Marks
• Demonstrate a comprehensive understanding of the statement	3
• Demonstrates a good understanding of the statement	2
• Provides some relevant information	1

Sample answer:

Ibrahim himself thinks that God shows him the way to escape the misery and pain of life by guiding him to the Nile to commit suicide. Suicide will be a release from all pains and will give him peace of mind. This is why he said this to Abdel Qawi. Saving him from death means taking him and his family back to their miserable life and that is the evil he's talking about in the statement.

Question 1 (c)

Criteria	Marks
• Demonstrates an excellent understanding of Ibrahim Hanafi's various feelings	4
• Demonstrates a good understanding of Ibrahim Hanafi's feelings	3–2
• Provides some relevant information	1

Sample answer:

Ibrahim's feeling are generated by two facts: starvation and jealousy.

- Facing the starving situation he feels powerless. He is not able to provide even the daily bread for his family. This feeling of powerlessness creates in Ibrahim a hatred of life.
- Jealousy – the feeling of powerlessness creates the feeling of jealousy. Ibrahim's suspicions towards his wife are the result of his powerlessness. He accused her of having an affair with her old lover. This situation creates in him the desire of vengeance.
- Attitude of someone full of anger. This feeling creates in him the desire to be aggressive.
- Appeasing feeling – after all these feelings Ibrahim found a solution to his misery. He even thinks that it is a divine solution.

Question 1 (d)

Criteria	Marks
• Demonstrates excellent understanding of the question and references	6
• Demonstrates good understanding of the question and references	5
• Demonstrates sound understanding of the question and references	3–4
• Demonstrates satisfactory understanding of the question and references	2
• Gives general ideas about the question	1

Sample answer:

In the story of *al Jū*, Naguib Mahfouz draws a comparison between the wealthy and the poor.

- Mohamed Abdul Qawi, the wealthy man, has an easy life. Ibrahim Hanafi, the poor man, has a miserable life.

كان يتعاطى الميسر بغير مبالاة (من القصة) محمداً عبد القوي

أنا جائع (حنفي)

- The wealthy person is always proud of himself but the poor person is willing to lose his dignity to survive.

ثم ينسأها بمجرد الانفصال عن المائدة الخضراء (القصة)

همت على الطرقات أسأل السابلة ... مستدراً رحمتهم (حنفي)

- The attitude between the wealthy and the poor people is different. Mohamed Abdul Qawi shows disrespect to Ibrahim and calls him 'animal'. On the other hand Ibrahim calls him 'human' which shows respect.

تكلم يا حيوان (محمد عبد القوي)

تكلم يا إنسان (حنفي)

- The wealthy person tries to take possession of the poor like the baker who tries to bribe Hanafi's wife with bread.

بعد أن ملأها الوغد الذي خطب ودها فيما مضى وراجع هو فسهى ... الجوع

Section I — Response to Prescribed Text

Part B

Question 2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive and sensitive understanding of the prescribed text • Demonstrates flair and originality in the approach taken • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9–10
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the prescribed text • Demonstrates some flair in the approach taken • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	7–8
<ul style="list-style-type: none"> • Demonstrates an understanding of the prescribed text • Demonstrates a satisfactory control of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5–6
<ul style="list-style-type: none"> • Demonstrates some understanding of the prescribed text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Writes within the parameters of the task 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the prescribed text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures 	1–2

Sample answer:

- Issues of wealth, poverty and integration
- Links between wealth and integration, and integration and poverty
- Whether the wealthy are able to integrate completely
- Society's view on wealth and poverty
- Acceptance of others based on financial status

Section II — Writing in Arabic

Questions 3 and 4

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops a sophisticated, coherent argument, discussion or explanation • Writes effectively and perceptively for a specific audience, purpose and context • Demonstrates breadth and depth in the treatment of relevant ideas • Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13–15
<ul style="list-style-type: none"> • Presents and develops a coherent argument, discussion or explanation • Writes effectively for a specific audience, purpose and context • Demonstrates breadth and some depth in the use of relevant supporting material and examples • Writes accurately using a range of vocabulary and sentence structures 	10–12
<ul style="list-style-type: none"> • Attempts to present and develop a coherent argument, discussion or explanation • Writes with some understanding of audience, purpose and context • Supports points with relevant material and examples • Writes using a range of vocabulary and sentence structures 	7–9
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Demonstrates the use of appropriate supporting materials • Demonstrates evidence of the use of complex sentences 	4–6
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Communicates primarily in simple sentences or set formulae 	1–3

Arabic Extension

2013 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Global village — monologue	H1.1, H1.2
2	10	Pressure on the individual — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>al Jū</i>	H2.1, H2.2, H2.3
1 (b)	3	<i>al Jū</i>	H2.1, H2.2, H2.3
1 (c)	4	<i>al Jū</i>	H2.1, H2.2, H2.3
1 (d)	6	<i>al Jū</i>	H2.1, H2.2, H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>al-Judhūr al-Khafīyya</i> — diary entry	H2.1

Written Examination

Section II — Writing in Arabic

Question	Marks	Content	Syllabus outcomes
3	15	Pressure on the individual — article (youth forum)	H1.1, H1.2
4	15	Coping with change — article (youth forum)	H1.1, H1.2