

2014 HSC Arabic Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Demonstrates a good understanding of the purpose of this announcement	2
• Provides some relevant information	1

Sample answer:

To announce that there will be a change in opening times for the next two weeks because the store is being renovated.

Question 2

Criteria	Marks
• Demonstrates a good understanding of why Sami is unhappy	3
• Demonstrates some understanding of why Sami is unhappy	2
• Provides some relevant information	1

Sample answer:

Sami is unhappy with his recent flight because seats were small, leg space narrow, bad service.

Question 3

Criteria	Marks
• Demonstrates a good understanding of the father's concerns	3
• Demonstrates a satisfactory understanding of the father's concerns	2
• Provides information about the father's concerns	1

Sample answer:

He is concerned that his daughter is going out often and that she is not giving sufficient time to study for coming exams. He is also concerned about her safety while driving at night.

Question 4

Criteria	Marks
• Demonstrates a good understanding of the change in Amira's feelings about the party	3
• Demonstrates some understanding of the change in Amira's feelings about the party	2
• Provides some relevant information	1

Sample answer:

Amira's feelings have changed.

Before the party, Amira wasn't comfortable because she had never gone alone to such a party and she is shy and insecure particularly with strangers/large groups.

At the party, Amira found that everyone was friendly and welcoming. She was very happy, especially because at the party she met up with one of her good friends from childhood.

Question 5 (a)

Criteria	Marks
• Identifies the incident being discussed	1

Sample answer:

The theft of a famous painting is being discussed.

Question 5 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding about how those responsible for the incident might feel, with evidence from the text	4
• Demonstrates a good understanding about how those responsible for the incident might feel, with evidence from the text	3
• Demonstrates some understanding about how those responsible for the incident might feel, with some evidence from the text	2
• Provides some relevant information	1

Sample answer:

Those responsible are likely to be very upset with the interviewer/speaker who is calling them thieves and irresponsible people who are trying to justify their action. The interviewer does not sympathise with them. But they are likely to feel very relieved when Andrew says that it was not a robbery but a legitimate action to bring an important issue out in the public. They would feel proud that they had succeeded in getting the attention of the media and public.

Question 6

Criteria	Marks
• Demonstrates a comprehensive understanding of how the speaker attempts to convince the audience, with reference to language and content	4
• Demonstrates a good understanding of how the speaker attempts to convince the audience, with some reference to language and content	3
• Demonstrates a satisfactory understanding of how the speaker attempts to convince the audience, with limited reference to language and/or content	2
• Provides some relevant information	1

Sample answer:

The speaker attempts to persuade the audience of the need to change by introducing himself as an expert in the matter – as a dietician. He identified the problem based on statistics and he explained the reasons for such issues (inactive ... eating junk food). He links childhood obesity to serious adult problems. He uses metaphor/simile (slow-moving snails) to emphasise the severity of the problem and uses rhetorical questions (why do we have this problem – what do children eat today) to encourage/engage the audience to think about their own situation. He provides hope that benefits can be achieved without cost.

Question 7

Criteria	Marks
• Demonstrates a comprehensive understanding of how Souad resembles and differs from Patricia	5
• Demonstrates a good understanding of how Souad resembles and differs from Patricia	4
• Demonstrates a satisfactory understanding of how Souad resembles and differs from Patricia	3
• Demonstrates some understanding of how Souad resembles and differs from Patricia	2
• Provides some relevant information	1

Sample answer:

Souad and her on-screen character both come from a poor background and both find financial security.

However, Patricia doesn't have direction in her life. She spends her money and her time with no benefit to society. She is lonely and she doesn't have real friends. Also, Patricia is indifferent towards others whereas Souad cares and wants to help.

Souad on the other hand is a very active person in a charity organisation where she made a lot of friends and is able to make changes to the community and the world.

Section II — Reading and Responding

Part A

Question 8 (a)

Criteria	Marks
• Identifies the criteria	2
• Provides some relevant information	1

Sample answer:

Do some activity with the elderly / help with the gardening.

Question 8 (b)

Criteria	Marks
• Demonstrates a good understanding of Salma's personality	3
• Demonstrates some understanding of Salma's personality	2
• Provides some relevant information	1

Sample answer:

She is very lonely and sad and moody. However, this has changed since the young people arrived. She loves talking to others but she is very considerate as well.

Question 8 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the project's success with detailed evidence from the passage	5
• Demonstrates a good understanding of the project's success with some evidence from the passage	4
• Demonstrates a satisfactory understanding of the project's success with limited evidence from the passage	3
• Demonstrates some understanding of the project's success	2
• Provides some relevant information	1

Sample answer:

In relation to the residents of the nursing home, the project was successful. The elderly people became more sociable (they talk more). They have various activities to perform and their days are full of energy. They see that there are people who listen to their problems and have compassion for their life's difficulties. They are in contact with the modern world. The students also benefit as they are away from their families. The residents of the nursing home serve as 'parents' for the students and provide tenderness, love, support and their life experiences. Its success was also evident as students were provided with cheap and convenient accommodation.

In relation to the gardening at the nursing home the project wasn't successful because the students didn't help with the maintenance.

Question 9 (a)

Criteria	Marks
• Identifies Claudia's current job	1

Sample answer:

She is the manager in a five-star hotel.

Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding of the meaning and significance of this statement	3
• Demonstrates a satisfactory understanding of the meaning and significance of this statement	2
• Provides some relevant information	1

Sample answer:

This sentence means that Claudia's mother's job took her to foreign places and since young she has experienced many different hotels of different qualities. She was exposed to the nature and requirements of the job from an early age.

Question 9 (c)

Criteria	Marks
• Demonstrates a good understanding of Claudia's opinions with reference to the language and content	3
• Demonstrates some understanding of Claudia's opinions with some reference to the language and content	2
• Provides some relevant information	1

Sample answer:

Claudia admired and respected her mother. Claudia uses many words to describe how her mother was good in her job. The use of the word 'she led' means that she believed that her mother was a capable person who was able to represent her country in all other foreign countries. She thought highly of her management skills, being able to manage diplomatic receptions on a modest budget. As a mother she also managed the house. The vocabulary she uses reflects her admiration, eg 'ideal mother' 'golden advice', 'exceptional mother'.

Question 9 (d)

Criteria	Marks
• Demonstrates a good understanding of the possible difficulties	3
• Demonstrates some understanding of the possible difficulties	2
• Provides some relevant information	1

Sample answer:

As an ambassador there is not a lot of time for the family. There are huge responsibilities to maintain good relations with everybody. An ambassador may feel separated from relatives in the mother country. Finally, ambassadors may have to cope with financial issues when on a modest budget.

Question 9 (e)

Criteria	Marks
• Demonstrates a comprehensive understanding of how the childhood experiences have shaped Claudia's personality	5
• Demonstrates good understanding of how the childhood experiences have shaped Claudia's personality	4
• Demonstrates a satisfactory understanding of how the childhood experiences have shaped Claudia's personality	3
• Demonstrates some understanding of how the childhood experiences have shaped Claudia's personality	2
• Provides some relevant information	1

Sample answer:

The daughter's personality was shaped by the experiences she had. Through watching her mother she learned to be strong and flexible and to solve hard problems, and became a good manager and organiser. In meeting many different people she has learnt to be a good communicator and to be sympathetic to others. Travelling away from her country gave her independence. She was inspired to aim high and achieve her goal despite the pressure.

Section II — Reading and Responding

Part B

Question 10

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Demonstrates a good understanding of the text • 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 	10–12
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas 	7–9
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text 	4–6
<ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information 	1–3

Section III — Writing in Arabic

Question 11

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately in relation to the audience, purpose and context of the task • Manipulates vocabulary, language structures and features authentically and creatively relevant to the task 	5
<ul style="list-style-type: none"> • Writes with a good understanding of the audience, purpose and context of the task • Demonstrates a good understanding of vocabulary, language structures and features relevant to the task 	4
<ul style="list-style-type: none"> • Writes with some awareness of the audience, purpose and context of the task • Demonstrates some understanding of vocabulary, language structures and features relevant to the task 	2–3
<ul style="list-style-type: none"> • Produces some comprehensible language relevant to the task 	1

Section III (continued)**Question 12**

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately for the audience, purpose and context of the task • Manipulates language structures authentically and creatively relevant to the task • Sequences and structures ideas and information coherently and effectively 	10
<ul style="list-style-type: none"> • Writes with a good understanding of the audience, purpose and context of the task • Demonstrates an excellent understanding of language structures relevant to the task • Sequences and structures ideas and information effectively 	8–9
<ul style="list-style-type: none"> • Writes with an understanding of the audience, purpose and context of the task • Demonstrates a good understanding of language structures relevant to the task • Organises some information and ideas 	6–7
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a rudimentary understanding of vocabulary and sentence structures • Attempts to organise information and ideas 	4–5
<ul style="list-style-type: none"> • Attempts to address the requirements of the task • Uses single words, set formulae and unrelated sentences to express information 	2–3
<ul style="list-style-type: none"> • Produces some comprehensible language relevant to the task 	1

Arabic Continuers

2014 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

Written Examination

Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	Personal identity — announcement	H3.1
2	3	Personal identity — conversation	H3.1
3	3	Family and friends — conversation	H3.1
4	3	Culture and traditions — conversation	H3.6
5 (a)	1	Media — interview	H3.1
5 (b)	4	Media — interview	H3.5
6	4	Health — speech	H3.4
7	5	Media — interview	H3.4

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	2	Family and friends — article	H3.2
8 (b)	3	Family and friends — article	H3.5
8 (c)	5	Family and friends — article	H3.5
9 (a)	1	World of work — interview	H3.2
9 (b)	3	World of work — interview	H3.5
9 (c)	3	World of work — interview	H3.5
9 (d)	3	World of work — interview	H3.4
9 (e)	5	World of work — interview	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
10	15	Family and friends — email/email	H1.2, H1.3, H3.1

Section III — Writing in Arabic

Question	Marks	Content	Syllabus outcomes
11	5	Youth issues — note	H2.1, H2.2, H2.3
12 (a)	10	Lifestyle — diary entry	H2.1, H2.2, H2.3
12 (b)	10	Lifestyle — diary entry	H2.1, H2.2, H2.3