

## 2015 HSC Arabic Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Demonstrates a clear understanding of what Samir and Layla are planning to do on Saturday	2
• Demonstrates some understanding of what Samir and Layla are planning to do on Saturday	1

*Sample answer:*

On Saturday, Samir is playing in a basketball tournament while Layla is going to the beach with a friend.

#### Question 2

Criteria	Marks
• Demonstrates a clear understanding of what Year 1 teachers are required to do	2
• Demonstrates some understanding of what Year 1 teachers are required to do	1

*Sample answer:*

They need to come for a meeting and bring their class rolls with them.

**Question 3**

Criteria	Marks
• Demonstrates a clear understanding of who might be interested in the advertisement and why	3
• Demonstrates some understanding of who might be interested in the advertisement and why	2
• Identifies some relevant information	1

**Sample answer:**

Perfume lovers who have been awaiting the new collection. Also, those who might be interested in discounts in October to November and a free gift on every \$200 spent.

**Question 4**

Criteria	Marks
• Correct answer	1

**Sample answer:**

(C)

**Question 5**

Criteria	Marks
• Demonstrates a clear understanding of why Dina is so excited	3
• Demonstrates some understanding of why Dina is so excited	2
• Provides some relevant information	1

**Sample answer:**

She is so excited because she has just won \$1000. This is the first time she ever won anything. She can now go on her school camp and buy what she needs.

**Question 6**

Criteria	Marks
• Demonstrates a comprehensive understanding of how Adel succeeds in convincing his mother to reconsider her decision	4
• Demonstrates a clear understanding of how Adel succeeds in convincing his mother to reconsider her decision	3
• Demonstrates some understanding of how Adel succeeds in convincing his mother to reconsider her decision	2
• Provides some relevant information	1

**Sample answer:**

He succeeds in changing his mother's attitude to the situation. In the beginning his mother was very reluctant to even listen to him. He gets her to do so by pleading and insisting that she think about it. He manages to get her to ask questions about the trip and reassures her about the accommodation and offers her to call him any time she wants. In the end, she agrees to rethink her decision.

**Question 7**

Criteria	Marks
• Demonstrates a comprehensive understanding of what the interview reveals about Mr Ayman's character	5
• Demonstrates a clear understanding of what the interview reveals about Mr Ayman's character	4
• Demonstrates some understanding of what the interview reveals about Mr Ayman's character	2–3
• Provides some relevant information	1

**Sample answer:**

It reveals the following:

- He is selfless as he puts his life in danger to save the children without thinking about himself.
- He is humble as he gives credit to the kids rather than himself and sees that what he did was normal and that others would have done the same.
- He is responsible and caring as he could not run away from dangerous situations where others could be hurt.
- He is brave as although he is not trained, he put his own life at risk to help others.

**Question 8**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how the speaker's use of language reinforces the ideas he is sharing with the audience	5
• Demonstrates a clear understanding of how the speaker's use of language reinforces the ideas he is sharing with the audience	4
• Demonstrates some understanding of how the speaker's use of language reinforces the ideas he is sharing with the audience	2–3
• Provides some relevant information	1

***Sample answer:***

The speaker is providing advice and suggestions to students to help them through the exams.

He uses sentences such as 'I remember as if it were yesterday' and 'I was in your shoes' to show empathy with the audience, and that he understands what they are going through.

He uses the simile 'It is like a snowball' to emphasise that stress leads to more stress, and is serious.

He uses the metaphor 'It is food for the soul' to show what strategies helped him during his exams.

The humour in his tone encourages the audience to stay relaxed and his use of dialect reflects his personal experience and familiarity with their lives.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Demonstrates a good understanding of what Rim will be doing on the 8th of September	2
• Provides some relevant information	1

*Sample answer:*

She will be returning all her books to the library and farewelling her friends and teachers.

#### Question 9 (b)

Criteria	Marks
• Demonstrates a clear understanding of the circumstances that have led Rim's parents to decide to move	3
• Demonstrates some understanding of the circumstances that have led Rim's parents to decide to move	2
• Provides some relevant information	1

*Sample answer:*

The family has decided to move to Queensland because Rim's father has not been able to find a job for a long time, and so they cannot pay their house mortgage and pay for all their expenses. Her uncle who lives in Queensland has invited the parents to live there and offered work to them, and he has been successful.

#### Question 9 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Rim feels about the move	4
• Demonstrates a clear understanding of how Rim feels about the move	3
• Demonstrates some understanding of how Rim feels about the move	2
• Provides some relevant information	1

*Sample answer:*

Although Rim is anxious about moving to another state and having to adapt to a new school and making new friends, she understands the need to do so. She is happy for her parents and that she will see her cousins again. Although she had wished that her parents would change their mind and stay in Sydney, she is grateful that her father has stopped thinking about going back overseas.

**Question 10 (a)**

Criteria	Marks
• Demonstrates a clear understanding of the purpose of the survey	2
• Provides some relevant information	1

**Sample answer:**

To present students' views and feedback on the school camp which they have recently attended.

**Question 10 (b)**

Criteria	Marks
• Demonstrates a clear understanding of how Sami describes his experience	2
• Provides some relevant information	1

**Sample answer:**

Sami thinks it was great. Despite the uncomfortable bed, she spent quality time with friends.

**Question 10 (c)**

Criteria	Marks
• Demonstrates a clear understanding of why Kareem makes the statement	3
• Demonstrates some understanding of why Kareem makes the statement	2
• Provides some relevant information	1

**Sample answer:**

He feels sorry for his mum as he gives her a hard time in eating. Since he is a vegetarian, he usually complains about her food, yet at the camp, he finds himself eating the same food for three days without a problem. Finally he realises how harsh he has been to his mum.

**Question 10 (d)**

Criteria	Marks
• Demonstrates a clear understanding of what four questions were asked in the survey	4
• Demonstrates some understanding of what four questions were asked in the survey	2–3
• Provides some relevant information	1

**Sample answer:**

- What did you like most?
- What could be improved?
- Would you recommend it to others?
- Did the camp live up to your expectations?

**Question 10 (e)**

Criteria	Marks
• Demonstrates a comprehensive understanding of Rima's and Hiyam's attitudes • Makes reference to the text	5
• Demonstrates a clear understanding of Rima's and Hiyam's attitudes • Makes reference to the text	4
• Demonstrates some understanding of Rima's and Hiyam's attitudes	2–3
• Provides some relevant information	1

**Sample answer:**

Although both Rima and Hiyam were excited about the camp as it meant a break from school, they were disappointed with the number of insects that were onsite. However, their attitudes towards the rest of the camp differed greatly.

Rima is very agitated about the camp. She totally disapproves of the choice of place and is disgusted by the insects and animals there. She hates the camp to the extent that she recommends it gets cancelled altogether.

Hiyam on the other hand is much more flexible. Although she does not think that the place was the best, she is appreciative of having seen the natural environment. Her approach is revealed as she recommends the camp but makes practical suggestions for improvement. She is grateful for the experience.

## Section II — Reading and Responding

### Part B

#### Question 11

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

***Answers could include:***

Response should reflect a tone and attitude of both gratitude and complaint through raising the following points:

- The ship's service
- Room service
- Sea-sickness
- Type of room
- Request to change room
- The issue of the lost video camera
- The idea of next cruise.



### Section III — Writing in Arabic

#### Question 12

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

**Section III (continued)****Question 13**

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

# 2015 HSC Arabic Continuers

## 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 — face-to-face conversation	H3.1
2	2	Personal identity — announcement	H3.3
3	3	Personal identity — radio announcement	H3.1, H3.3
4	1	Personal identity — face-to-face conversation	H3.2
5	3	Personal identity — telephone message	H3.3
6	4	Family and friends — conversation	H3.5
7	5	Media — interview	H3.6
8	5	Personal identity — speech	H3.6

#### Section II — Reading and Responding

##### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Family and friends/lifestyles — diary	H3.1
9 (b)	3	Family and friends/lifestyles — diary	H3.3
9 (c)	4	Family and friends/lifestyles — diary	H3.4
10 (a)	2	Personal identity/environment — survey responses	H3.1
10 (b)	2	Personal identity/environment — survey responses	H3.2
10 (c)	3	Personal identity/environment — survey responses	H3.3
10 (d)	4	Personal identity/environment — survey responses	H3.5
10 (e)	5	Personal identity/environment — survey responses	H3.4

#### Section II — Reading and Responding

##### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Media/travelling — email/email	H1.2, H1.3, H3.1

#### Section III — Writing in Arabic

Question	Marks	Content	Syllabus outcomes
12	5	Family and friends — text message	H2.1, H2.2, H2.3
13 (a)	10	The world of work — email	H2.1, H2.2, H2.3
13 (b)	10	Lifestyles — email	H2.1, H2.2, H2.3