

2001 HSC Notes from  
the Examination Centre  
Arabic

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# 2001 HSC NOTES FROM THE EXAMINATION CENTRE ARABIC

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 in Arabic courses. It provides comments with regard to responses to the 2001 Higher School Certificate Examinations, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question of each course.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of Arabic.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examinations and used at the marking centre, are also available on the Board of Studies website.

The numbers in the individual courses were as follows:

Beginners – 7 Continuers – 366 Extension – 95

## Beginners

### Listening Skills Examination

#### General Comments

Candidates' responses were comprehensive. Some candidates however, neglected to read the questions carefully before attempting to answer. This is a skill which needs to be stressed and developed in the classroom through repeated practice.

#### Specific Comments

##### Question 3

Some candidates were misled by the word 'umbrella' and wrongly chose the option which contained it.

##### Question 5

- (b) A few candidates obviously misunderstood the question and responded by telling what he proposed to do rather than what he had to do to see the newborn.

### **Question 7**

- (b) Some candidates found it hard to choose the correct option because of the amount of information contained in each answer.

### **Question 9**

A few candidates neglected to read the question properly and obviously missed the word ‘most’ in ‘What upset Rana most?’

### **Question 12**

- (c) The majority of candidates found it hard to decide on the correct option as it required linking with the text as a whole.

## **Written Examination**

### **Section I – Reading Skills**

#### **General Comments**

Some candidates found this section of the examination quite challenging. In line with outcome H3.1, teachers need to ensure that candidates practise answering questions that require a holistic understanding of text.

#### **Specific Comments**

##### **Question 1**

Some candidates had problems with reading Arabic numerals and therefore could not fill in the table properly.

##### **Questions 2**

This passage allowed candidates of different ability levels to respond to a range of questions.

##### **Question 3**

This passage allowed for candidates of different ability levels to respond to a range of questions.

##### **Question 4**

This text proved particularly challenging to most candidates. The questions required an understanding of the text as a whole.

## **Section II – Writing in Arabic**

Candidates chose either the letter or the response to stimulus question. They followed closely the conventions of the text type especially in the letter for which they seem to have been well prepared. Some candidates did not attempt this question at all.

As with many aspects of all Arabic courses, candidates and teachers are reminded to concentrate their study on: basic verb conjugations, accurate use of the past tense and accurate understanding of present continuous form; use of gender and agreement of adjectives; pronoun subjects and objects. Students should be discouraged from relying on pre-prepared answers which are rarely appropriate to the requirements of a question.

## **Speaking Skills Examination**

### **Speaking Skills**

The emphasis in marking this section was on assessing how well the candidate communicated the gist of the cues, taking into account the general criteria of fluency, authenticity and range of language used. Minor errors were acceptable if they did not impede communication.

Some candidates struggled to understand the questions asked by the examiners.

### **Reading Aloud**

Some candidates did not put the correct stress on words and therefore could not read them correctly.

## **Continuers**

### **Oral Examination**

Candidates were, in general, well prepared for this examination. They responded appropriately and confidently. The better candidates required only a few key questions to draw out well-rounded answers using a variety of tenses and constructions with pleasing accuracy.

Candidates who are not naturally loquacious are reminded that it is important to expand on their answers. Candidates and teachers need to practise regularly exchanging questions and answers in a variety of forms. It is important to be comfortable using a variety of verb tenses as questions may well be posed which require a rendition of past, present or future action.

Candidates and teachers are reminded to pay attention to basic as well as more sophisticated language. Candidates should be careful not to prepare themselves by memorising slabs of information on some topics and recite them regardless of the question.

Candidates are reminded that the examination is conducted in modern Standard Arabic.

## Written Examination

### Section I – Listening and Responding

#### General comments

The examination covered a wide range of topics from the Arabic Continuers syllabus. The language level used discriminated between the range of candidate abilities. Some candidates seem to have been confused by the requirement to answer some questions in Arabic. Teachers need to be aware of the examination specifications found on pages 26–28 of the syllabus. They also need to draw attention to the importance of reading the instructions on the exam paper.

Candidates in general showed sound preparation and sound global comprehension of the syllabus topics tested in the examination. The more successful candidates were able to produce full answers which took account of the ‘who’, ‘what’, ‘how’, ‘when’, ‘where’, and ‘why’ in the questions. It is important to remember that candidates may be asked to summarise, interpret or evaluate information, or to identify the context and purpose of a spoken text and support the answer with examples.

#### Specific comments

##### Question 1

A few candidates found it difficult to write Arabic numerals correctly.

##### Question 2

Teachers must emphasise the importance of linking the answer to the whole passage.

##### Question 6

Many candidates found Arabic spelling of weather phrases difficult and attempted to write the words they heard phonetically.

##### Question 7

- (b) The majority of candidates found it hard to link the demands of the diet to Selim’s refusal to follow it.

##### Question 8

Many candidates had difficulty demonstrating an understanding of how language can portray different emotions. Teachers should ensure that candidates are thoroughly aware of the requirements of objective 3 and outcomes 3.1 and 3.2.

## **Section II – Reading and Responding**

### **Part A**

#### **General Comments**

It is highly recommended that candidates read the questions first before reading the passage. Global comprehension is important, as well as recognising that questions may not always be sequential. Using dictionaries for contextual purposes is also an essential skill to develop.

#### **Specific Comments**

##### **Question 9**

- (d) Many candidates had difficulty understanding the concept of comparing/contrasting the opinions of the two characters in the passage.

##### **Question 10**

- (e) Candidates found it difficult to link information presented throughout the text.
- (f) Many candidates found this question difficult.

### **Part B**

#### **General Comments**

The level of language in Part B seems to have been quite suitable for most candidates and elicited a fairly descriptive letter in response. Candidates answered the majority of the questions involved in the task which covered a number of different topics.

Teachers are reminded that candidates need to be aware of the female/male format of letters which allows candidates to respond as either a male or female as appropriate.

A few candidates misread the question and wrote two letters.

Markers looked for both the quality of the written Arabic and the ability to develop the ideas raised in the text. Candidates are advised to ensure that they gain experience in responding to texts in a range of text types and over a range of topics.

## **Section III – Writing in Arabic**

#### **General Comments**

Overall, in the sections of the paper where candidates were required to write in the language, they tended to jump from the past tense to the present tense, mix feminine and masculine words and first and third persons. There were also a large number of spelling mistakes.

## **Specific Comments**

### **Question 12**

Approximately 50% of the candidates chose option (a) which was the note to the parents and the others chose option (b) the postcard to the parents. Overall, candidates performed well in this question.

### **Question 13**

Again, the candidates were divided into a 50/50 split for parts (a) and (b); (a) being a speech addressed to the class and (b) diary entries reflecting on a decision. This proved to be quite a challenging task for most of the candidates who found it hard to use ‘persuade’ and ‘reflect’ as required by the examination specification to this section of the paper. They mostly presented information by simply retelling and informing rather than persuading and reflecting. Errors in basic Arabic grammar were a evident.

The better responses showed solid preparation in producing a variety of text types, an ability to qualify and amplify points and to express the required points logically and with a concise, well-balanced approach within the word limit of the question.

## **Extension**

### **Oral Examination**

#### **General Comments**

Overall, candidates exhibited confidence in expressing their opinion on topics to which they relate like Youth Issues.

As a whole, candidates performed better in Question 1 than in Questions 2 and 3.

Most candidates made reference to the prescribed texts although this is not required. However, they did not read the questions carefully. Teachers should help candidates practise breadth and depth in their answers.

The emphasis in marking this section was on assessing how well the candidates presented and supported a point of view taking into account the general criteria of clarity of expression, accuracy and variety of vocabulary and sentence structures.

#### **Specific Comments**

##### **Question 1**

Candidates who chose this question performed well as they were able to draw on their own experience on the topic of Education and Parenting and compare their own practices with those of their non-Arab friends.

## **Question 2**

Candidates proceeded to compare Western and Arabic cultures rather than elaborate on the influence of Western culture over Arabic culture. They obviously did not think deeply about what the question required. Teachers need to train candidates in the skill of analysing a question before attempting to answer it.

## **Question 3**

Candidates confused the issue of single women and women in general in Arab society.

## **Section I – Response to Prescribed Text**

### **General Comments**

It was pleasing to note how well candidates knew the novels and understood the themes and issues involved. There was a commendable level of analysis of these themes and the sociopolitical perspectives with which they are linked. Some candidates however did not manage to link their answers to aspects of the stories. Teachers need to focus their training of candidates on relating their arguments to the specific prescribed texts.

The majority of candidates demonstrated a suitable level of sophistication and breadth in this section. Some, however, lacked breadth in the treatment of the topic and relied simply on stating examples from the prescribed texts. Teachers should ensure that candidates in the extension course practise all the skills needed to answer these questions.

### **Specific comments**

#### **Question 1**

In answering part (a), ie the significance of the desert as a setting for this story, most candidates tended to write at length about how hot and dry the desert was, without discussing the significance of this. Few discussed the aspect of its isolation. No candidate referred to the hostile environment in the desert.

The question on metaphors was not handled well by the majority of candidates who sometimes were able to identify and describe the metaphors in the extract, but did not analyse the impact and effectiveness of these. Teachers need to familiarise candidates with the linguistic features of the prescribed texts including metaphors, similes, personifications, syntax, symbolism, satire, use of irony and others as specified in the syllabus, and their impact.

Candidates performed fairly well in commenting on the concept of the quotation ‘silent dialogue and silent looks’. Most were able to successfully discuss the notion of shared unspoken beliefs and attitudes but tended to neglect mentioning the fact that there is no spoken dialogue in the text. Some candidates resorted to justifying the silence by saying that both men were shocked by what they saw and therefore were unable to talk.

The six mark question on how the story explores the relationship between men and women in Arabic society, was very poorly handled by the majority of candidates. Candidates did not demonstrate a sophisticated understanding of the issue in relation to the story and were therefore unable to demonstrate breadth or depth in their answers. Linking the issues to aspects of the story proved difficult for many candidates.

Teachers need to teach candidates to analyse and evaluate texts from linguistic and cultural perspectives and consider how they are related.

### **Part B**

Most candidates demonstrated an in-depth understanding of the requirements of the task. Their responses showed a high level of linguistic sophistication and an understanding of the text type.

A few candidates misunderstood the task and proceeded to write a discourse on the value of virginity before marriage in Arabic society and the differences between Western and Arabic cultures on this issue.

Candidates are advised to read the task carefully before they proceed to respond to it. Teachers should ensure that candidates in this course are informed of the high level of sophistication expected regarding language skills and the use of various discourse forms.

## **Section II – Writing in Arabic**

### **Questions 3 and 4**

The majority of candidates demonstrated a suitable level of sophistication and breadth in the use of Arabic language in this section. Some however lacked breadth in the treatment of the topic and relied simply on stating examples from the prescribed texts. Teachers should ensure that students in the Extension course practise all the skills needed to answer these questions.

# Arabic Beginners

## 2001 HSC Examination Mapping Grid

| Question                            | Marks | Content<br>(Theme /Topic - Text Type)                         | Syllabus outcomes                              |
|-------------------------------------|-------|---|--|
| <b>Speaking Skills Examination</b>  |       |   |  |
| Reading                             | 5     | School life narrative   | H2.2, H2.4                                     |
| Speaking                            | 5     | Personal identity, Leisure, future aspirations (conversation) | H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7 |
| <b>Listening Skills Examination</b> |       |   |  |
| 1                                   | 1     | Shopping (conversation)                                       | H3.1, H3.2                                     |
| 2                                   | 1     | Personal identification (conversation)                        | H3.1, H3.2                                     |
| 3                                   | 1     | Seasons & Weather (conversation)                              | H3.1, H3.2                                     |
| 4                                   | 2     | Future aspirations (conversion)                               | H3.1, H3.2, H3.3                               |
| 5 (a)                               | 2     | Family & friends (conversation)                               | H3.1, H3.2, H3.3                               |
| 5 (b)                               | 1     | Family & friends (conversation)                               | H3.1, H3.2, H3.3                               |
| 6 (a)                               | 1     | School life (conversation)                                    | H3.1, H3.2, H3.3                               |
| 6 (b)                               | 2     | School life (conversation)                                    | H3.1, H3.2, H3.3                               |
| 7 (a)                               | 2     | Health (conversation)   | H3.1, H3.2, H3.3                               |
| 7(b)                                | 1     | Health (conversation)   | H3.1, H3.2, H3.3                               |
| 8 (a)                               | 2     | Health (conversation)   | H3.1, H3.2, H3.3                               |
| 8 (b)                               | 1     | Health (conversation)   | H3.1, H3.2, H3.3                               |
| 9                                   | 3     | Current issues/personal identification (conversation)         | H3.1, H3.2, H3.3                               |
| 10 (a)                              | 3     | Celebrations/Leisure (conversation)                           | H3.1, H3.2, H3.3                               |
| 10 (b)                              | 1     | Celebrations/Leisure (conversation)                           | H3.1, H3.2, H3.3                               |
| 11 (a)                              | 2     | Current issues (conversation)                                 | H3.1, H3.2, H3.3                               |
| 11 (b)                              | 1     | Current issues (conversation)                                 | H3.1, H3.2, H3.3                               |
| 11 (c)                              | 2     | Current issues (conversation)                                 | H3.1, H3.2, H3.3                               |
| 12 (a)                              | 3     | Leisure (conversation)  | H3.1, H3.2, H3.3                               |
| 12 (b)                              | 2     | Leisure (conversation)  | H3.1, H3.2, H3.3                               |
| 12 (c)                              | 1     | Leisure (conversation)  | H3.1, H3.2                                     |

| Question                           | Marks | Content<br>(Theme /Topic - Text Type)      | Syllabus outcomes                  |
|------------------------------------|-------|--|------------------------------------|
| <b>Written Examination</b>         |       |  |                                    |
| <b>Section I — Reading Skills</b>  |       |  |                                    |
| 1 (a)                              | 1     | Travelling (advertisement)                 | H3.1, H3.2                         |
| 1 (b)                              | 4     | Travelling Countries/times (advertisement) | H3.1, H3.2                         |
| 1 (c)                              | 3     | Travelling (advertisement)                 | H3.1, H3.2                         |
| 1 (d)                              | 1     | Travelling/numbers (advertisement)         | H3.1, H3.2                         |
| 2 (a)                              | 1     | Celebrations (Narrative)                   | H3.1, H3.2                         |
| 2 (b)                              | 2     | Celebrations (Narrative)                   | H3.1, H3.2                         |
| 2 (c)                              | 5     | Celebrations (Narrative)                   | H3.1, H3.2                         |
| 2 (d)                              | 1     | Celebrations (Narrative)                   | H3.1, H3.2                         |
| 3 (a)                              | 1     | Family (letter)                            | H3.1, H3.2                         |
| 3 (b)                              | 2     | Family (letter)                            | H3.1, H3.2                         |
| 3 (c)                              | 2     | Family (letter)                            | H3.1, H3.2                         |
| 3 (d)                              | 2     | Family (letter)                            | H3.1, H3.2                         |
| 3 (e)                              | 2     | Family (letter)                            | H3.1, H3.2                         |
| 4 (a)                              | 1     | Travelling/Arab countries (Diary entries)  | H3.1, H3.2                         |
| 4 (b)                              | 2     | Travelling/Arab countries (Diary entries)  | H3.1, H3.2                         |
| 4 (c)                              | 2     | Travelling/Arab countries (Diary entries)  | H3.1, H3.2                         |
| 4 (d)                              | 3     | Travelling/Arab countries (Diary entries)  | H3.1, H3.2                         |
| 4 (e)                              | 4     | Travelling/Arab countries (Diary entries)  | H3.1, H3.2                         |
| 4 (f)                              | 5     | Travelling/Arab countries (Diary entries)  | H3.1, H3.2                         |
| 4 (g)                              | 1     | Travelling/Arab countries (Diary entries)  | H3.1, H3.2                         |
| <b>Section II — Writing Skills</b> |       |  |                                    |
| 5                                  | 10    | Personal identity (letter)                 | H2.1, H2.2, H2.3, H2.5, H2.7, H2.8 |
| 6                                  | 10    | Shopping (dialogue)                        | H2.1, H2.2, H2.3, H2.5, H2.7, H2.8 |
| 7                                  | 10    | Leisure (Narrative)                        | H2.1, H2.2, H2.3, H2.5, H2.7, H2.8 |

## 2001 HSC Arabic Beginners Marking Guidelines — Listening Skills

### Question 1

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

| Criteria          | Marks |
|-------------------|-------|
| • (B) Post office | 1     |

### Question 2

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| • (D) Go to the right, then it is a five-minute walk | 1     |

### Question 3

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

| Criteria                             | Marks |
|--------------------------------------|-------|
| • (D) Fadi is likely to catch a cold | 1     |

**Question 4***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>     | <b>Marks</b> |
|---------------------|--------------|
| • Give both reasons | 2            |
| • Gives one reason  | 1            |

**Question 5 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Identifies why Lalia is happy and gives relevant detail | 2            |
| • Identifies why Lalia is happy                           | 1            |

**Question 5 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>                 | <b>Marks</b> |
|---------------------------------|--------------|
| • To Laila's place/to the house | 1            |

**Question 6 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b> | <b>Marks</b> |
|-----------------|--------------|
| • Juice factory | 1            |

**Question 6 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • The cleanliness and the speed of work (at the factory) | 2            |
| • One of the above                                       | 1            |

**Question 7 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • No appetite/has not eaten for 2 days AND has pain in the stomach | 2            |
| • One of the above   | 1            |

**Question 7 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • (D) Samira must eat regular meals and lots of boiled vegetables and fruit | 1            |

**Question 8 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>       | <b>Marks</b> |
|-----------------------|--------------|
| • Provide two reasons | 2            |
| • Provides one reason | 1            |

**Question 8 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Identifies that there is nothing serious to worry about | 1            |

**Question 9***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Clearly identifies the loss of the gold chain as the most upsetting thing and gives detail | 3            |
| • Identifies loss of chain with some detail  | 2            |
| • Minimal understanding of loss OR one relevant detail about the chain                       | 1            |

**Question 10 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Identifies the reasons for the special nature of the carnival with relevant details | 3            |
| • Identifies at least two reasons with relevant details                               | 2            |
| • Identifies one reason   | 1            |

**Question 10 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>           | <b>Marks</b> |
|---------------------------|--------------|
| • (B) That is a good idea | 1            |

**Question 11 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>                                     | <b>Marks</b> |
|---|--------------|
| • Identifies purpose of phone call with some detail | 2            |
| • Identifies purpose                                | 1            |

**Question 11 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • He was not allowed to smoke in the restaurant (no smoking in the restaurant)<br>OR<br>• Now illegal to smoke in a restaurant | 1            |

**Question 11 (c)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Identifies one action<br>OR<br>• Writes a letter of complaint to the Department of Health | 1            |

**Question 12 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>                                      | <b>Marks</b> |
|--|--------------|
| • Identifies the offer with all relevant detail      | 3            |
| • Identifies the offer and gives one relevant detail | 2            |
| • Identifies the offer                               | 1            |

**Question 12 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Identifies both decisions ie<br>– she will finish her homework<br>– then go to Shadi's house | 2            |
| • Identifies one decision  | 1            |

**Question 12 (c)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>                     | <b>Marks</b> |
|-------------------------------------|--------------|
| • (B) Can I bring my brother along? | 1            |





## 2001 HSC Arabic Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1 (a)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Golden Airlines</li> </ul> | 1     |

#### Question 1 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Provides all details</li> <li>Marks will be distributed as follows:               <ul style="list-style-type: none"> <li>every day = 1 mark</li> <li>Cairo = 1 mark</li> <li>Thursday and Friday = 1 mark (for both)</li> <li>11 am to 2 pm = 1 mark (for both)</li> </ul> </li> </ul> | 4     |

**Question 1 (c)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Demonstrates a comprehensive understanding by giving three details | 3            |
| • Demonstrates a good understanding by giving two details            | 2            |
| • gives one detail   | 1            |

**Question 1 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b> | <b>Marks</b> |
|-----------------|--------------|
| • 1300 459 802  | 1            |

**Question 2 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| Criteria | Marks |
|----------|-------|
| • Spring | 1     |

**Question 2 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| Criteria                     | Marks |
|------------------------------|-------|
| • Identifies the two reasons | 2     |
| • Identifies one reason      | 1     |

**Question 2 (c)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of the nature of the response by giving all details   | 5     |
| • Demonstrates a good understanding of the nature of the response by giving at least three details | 3 – 4 |
| • Gives 2 details  | 1 – 2 |

**Question 2 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| Criteria                                | Marks |
|---|-------|
| • (A) Happy and satisfied with his life | 1     |

**Question 3 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>                                      | <b>Marks</b> |
|--|--------------|
| • (D) Salma's cousin was married in a hall in Sydney | 1            |

**Question 3 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Clearly demonstrates understanding of the circumstances | 2            |
| • Gives one detail  | 1            |

**Question 3 (c)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>                       | <b>Marks</b> |
|---------------------------------------|--------------|
| • Identifies details of what happened | 2            |
| • Reports one detail                  | 1            |

**Question 3 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>                       | <b>Marks</b> |
|---------------------------------------|--------------|
| • Identifies details of what happened | 2            |
| • Identifies one detail               | 1            |

**Question 3 (e)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>                       | <b>Marks</b> |
|---------------------------------------|--------------|
| • Identifies details of what happened | 2            |
| • Identifies one detail               | 1            |

**Question 4 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>    | <b>Marks</b> |
|--------------------|--------------|
| • American tourist | 1            |

**Question 4 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>         | <b>Marks</b> |
|-------------------------|--------------|
| • In a hotel for 2 days | 2            |
| • In a hotel            | 1            |

**Question 4 (c)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>          | <b>Marks</b> |
|--------------------------|--------------|
| • Identifies two details | 2            |
| • Identifies one detail  | 1            |

**Question 4 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Demonstrates a comprehensive understanding by giving 3 details | 3            |
| • Demonstrates a good understanding by giving two details        | 2            |
| • Identifies one detail  | 1            |

**Question 4 (e)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a comprehensive understanding of Steve's success in learning about Arabic culture and in improving his spoken Arabic with relevant details | 4            |
| • Demonstrates an understanding of the above with some detail   | 2 – 3        |
| • Gives one detail demonstrating the above  | 1            |

**Question 4 (f)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Demonstrates a sophisticated understanding of the nature of the question giving relevant details in both cities. | 4 – 5        |
| • Demonstrates a comprehensive understanding of the nature of the question giving some detail in both cities       | 2 – 3        |
| • Gives detail in either city  | 1            |

**Question 4 (g)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>                                  | <b>Marks</b> |
|--|--------------|
| • (A) They are generous and love their countries | 1            |

## Section II — Writing Skills

### Questions 5–7

*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8*

#### MARKING GUIDELINES

| Criteria   | Marks  |
|--|--------|
| <ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates a wide range of vocabulary and language structures</li> <li>• Demonstrates a high degree of accuracy with only minor errors</li> <li>• Sequences and structures ideas and information effectively</li> <li>• Correctly observes all conventions of the discourse form</li> </ul>  | 9 – 10 |
| <ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates some variety of vocabulary and language structures</li> <li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li> <li>• Sequences and structures ideas and information coherently</li> <li>• Observes all conventions of the discourse form</li> </ul>   | 7 – 8  |
| <ul style="list-style-type: none"> <li>• Presents some relevant information, ideas and/or opinions</li> <li>• Uses only basic vocabulary and simple language structures</li> <li>• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication</li> <li>• Organises and sequences some information</li> <li>• Generally observes conventions of the discourse form</li> </ul>  | 5 – 6  |
| <ul style="list-style-type: none"> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li> <li>• Demonstrates little evidence of organisation and sequencing</li> <li>• Is often repetitive</li> <li>• Rarely observes conventions of the discourse form</li> </ul> | 3 – 4  |
| <ul style="list-style-type: none"> <li>• Uses single words, set phrases in isolation and anglicisms</li> <li>• Barely addresses topic</li> <li>• Demonstrates minimal knowledge of vocabulary and language structures</li> </ul>   | 1 – 2  |

# Arabic Continuers

## 2001 HSC Examination Mapping Grid

| Question                                   | Marks | Content<br>(Theme /Topic - Text Type)          | Syllabus outcomes                  |
|--|-------|--|------------------------------------|
| <b>Oral Examination</b>                    |       |  |                                    |
|  | 20    | Conversation covering student's personal world | H1.1, H1.2, H1.3, H1.4, H2.1, H2.3 |
| <b>Section I: Listening and Responding</b> |       |  |                                    |
| 1  | 1     | Personal identity                              | H3.1, H3.3                         |
| 2  | 1     | Environment                                    | H3.1, H3.2                         |
| 3  | 3     | Culture and Traditions                         | H3.1–H3.3                          |
| 4 (a)                                      | 1     | Health   | H3.1–H3.3                          |
| 4 (b)                                      | 3     | Health   | H3.1–H3.3                          |
| 5  | 1     | Culture and Traditions                         | H3.1–H3.2                          |
| 6  | 4     | Media  | H3.1–H3.3                          |
| 7(a)                                       | 3     | Health   | H3.1–H3.3                          |
| 7 (b)                                      | 2     | Health   | H3.1–H3.3                          |
| 8 (a)                                      | 3     | Culture and Traditions and Media               | H3.1–H3.3                          |
| 8 (b)                                      | 3     | Culture and Traditions and Media               | H3.1–H3.3                          |
| <b>Section II: Reading and Responding</b>  |       |  |                                    |
| 9 (a)                                      | 1     | Media  | H3.1–H3.2                          |
| 9 (b)                                      | 2     | Media  | H3.1–H3.2                          |
| 9 (c)                                      | 3     | Media  | H3.1–H3.2                          |
| 9 (d)                                      | 4     | Media  | H3.1–H3.2                          |
| 10 (a)                                     | 1     | Current Issues                                 | H3.1–H3.2                          |
| 10 (b)                                     | 2     | Current Issues                                 | H3.1–H3.2                          |
| 10 (c)                                     | 3     | Current Issues                                 | H3.1–H3.2                          |
| 10 (d)                                     | 3     | Current Issues                                 | H3.1–H3.2                          |
| 10 (e)                                     | 5     | Current Issues                                 | H3.1–H3.2                          |
| 10 (f)                                     | 1     | Current Issues                                 | H3.1–H3.2                          |
| 11   | 15    | Personal Identity                              | H2.1–H2.3, H3.1–H3.2               |
| <b>Section III: Writing in Arabic</b>      |       |  |                                    |
| 12 (a)                                     | 6     | Personal Identity – family                     | H2.1, H2.2, H2.3                   |
| 12 (b)                                     | 6     | Personal Identity – travelling                 | H2.1, H2.2, H2.3                   |
| 12 (c)                                     | 9     | Health   | H2.1, H2.2, H2.3                   |
| 12 (d)                                     | 9     | World of work                                  | H2.1, H2.2, H2.3                   |

## 2001 HSC Arabic Continuers Marking Guidelines — Oral Examination

**Conversation** (20 marks)

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3*

### MARKING GUIDELINES

| Criteria  | Marks   |
|---|---------|
| <ul style="list-style-type: none"> <li>Communicates confidently and fluently with correct intonation and pronunciation</li> <li>Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li> <li>Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul> | 17 – 20 |
| <ul style="list-style-type: none"> <li>Communicates effectively, with some degree of fluency and authenticity</li> <li>Responds with relevant information and a range of relevant opinions and/or comment</li> <li>Responds with a range of vocabulary and structures, but with some minor inaccuracies</li> </ul>  | 13 – 16 |
| <ul style="list-style-type: none"> <li>Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li> <li>Responds with relevant information and opinions</li> </ul>  | 9 – 12  |
| <ul style="list-style-type: none"> <li>Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li> <li>Presents some relevant information, opinions or ideas</li> </ul>  | 5 – 8   |
| <ul style="list-style-type: none"> <li>Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax</li> </ul>   | 1 – 4   |

## **2001 HSC Arabic Continuers Marking Guidelines**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed: H3.1, H3.3*

#### **MARKING GUIDELINES**

| <b>Criteria</b>            | <b>Marks</b> |
|----------------------------|--------------|
| • Identifies both elements | 1            |

#### **Question 2**

*Outcomes assessed: H3.1, H3.2*

#### **MARKING GUIDELINES**

| <b>Criteria</b> | <b>Marks</b> |
|-----------------|--------------|
| • (A)           | 1            |

**Question 3***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"><li>Identifies the appeal of the entertainment program for Jamil</li><li>Provides details of entertainment program</li></ul>             | 3            |
| <ul style="list-style-type: none"><li>Identifies the appeal of the entertainment program for Jamil</li><li>Provides some details of entertainment program</li></ul>        | 2            |
| <ul style="list-style-type: none"><li>States that the entertainment will be enjoyable</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>Gives one detail</li></ul> | 1            |

**Question 4 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| <ul style="list-style-type: none"><li>Friendship/having friends</li></ul> | 1            |

**Question 4 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| <ul style="list-style-type: none"><li>Identifies three benefits of this treatment</li></ul> | 3            |
| <ul style="list-style-type: none"><li>Identifies two benefits of this treatment</li></ul>   | 2            |
| <ul style="list-style-type: none"><li>Identifies one benefit of this treatment</li></ul>    | 1            |

**Question 5***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>                                     | <b>Marks</b> |
|---|--------------|
| <ul style="list-style-type: none"><li>(D)</li></ul> | 1            |

**Question 6***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>            | <b>Marks</b> |
|----------------------------|--------------|
| • Identifies five elements | 4            |

**Question 7 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>                          | <b>Marks</b> |
|--|--------------|
| • Identifies three benefits of this diet | 3            |
| • Identifies two benefits of this diet   | 2            |
| • Identifies one benefit of this diet    | 1            |

**Question 7 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>                         | <b>Marks</b> |
|---|--------------|
| • States no, and identifies two reasons | 2            |
| • States no, and identifies one reason  | 1            |

**Question 8 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>            | <b>Marks</b> |
|----------------------------|--------------|
| • Identifies three reasons | 3            |
| • Identifies two reasons   | 2            |
| • Identifies one reason    | 1            |

**Question 8 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Clearly identifies type of language used, with supporting examples<br>• Clearly demonstrates a thorough understanding of how language portrays her enthusiasm/positive feature | 3            |
| • Identifies type of language used<br>AND<br>• Provides two examples in Arabic and/or in English   | 2            |
| • Identifies type of language used<br>OR<br>• Provides one example in Arabic and/or in English   | 1            |

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| • TV combined the wireless, phonographic and cinema together successfully into one = TV | 1     |

#### Question 9 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

| Criteria                                       | Marks |
|--|-------|
| • Correctly describes history of TV            | 2     |
| • Identifies some aspects of the history of TV | 1     |

#### Question 9 (c)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

| Criteria  | Marks |
|---|-------|
| • Identifies the competition between cinema and TV<br>• Describes steps taken by cinema and TV and the results of these for cinema and TV | 3     |
| • Identifies the competition between cinema and TV<br>• Describes EITHER steps taken by cinema/TV industries OR results of these steps    | 2     |
| • Describes results<br>OR<br>• Steps taken by cinema/TV industries  | 1     |

**Question 9 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a comprehensive understanding of the attitudes they both share and disagree on. Gives relevant examples from the two texts | 4            |
| • Demonstrates a good understanding of the attitudes they both share and disagree on. Gives some examples from the two texts              | 2 – 3        |
| • Identifies EITHER one contrast OR one similarity without any explanation  | 1            |

**Question 10 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • (C) Stars that are distant and therefore unimportant | 1            |

**Question 10 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>                              | <b>Marks</b> |
|--|--------------|
| • Identifies both reasons with detail        | 2            |
| • Identifies one reason with some detail     | 1            |
| OR   |              |
| • Identifies both reason with limited detail |              |

**Question 10 (c)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| • Demonstrates a comprehensive understanding of the reason for this gift, giving most details | 3            |
| • Demonstrates some understanding of the reason for this gift, with at least one detail       | 2            |
| • Identifies one reason   | 1            |

**Question 10 (d)**

*Outcomes assessed: H3.1, H3.2*

**MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| <ul style="list-style-type: none"> <li>• Demonstrates a clear and comprehensive understanding of the nature of the initial and final responses</li> </ul> | 3            |
| <ul style="list-style-type: none"> <li>• Demonstrates some understanding of the nature of the initial and final responses</li> </ul>                      | 2            |
| <ul style="list-style-type: none"> <li>• Identifies initial reluctance or final change in attitude</li> </ul>   | 1            |

**Question 10 (e)**

*Outcomes assessed: H3.1, H3.2*

**MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"> <li>• Demonstrates a sophisticated understanding of the relationship between the father and daughter that led the father to celebrate the memory of his daughter in this way</li> <li>• Needs to link information presented throughout the text</li> <li>• Cites specific examples from the text</li> </ul> | 4 – 5        |
| <ul style="list-style-type: none"> <li>• Identifies the nature of the relationship between the father and daughter that led the father to celebrate the memory of his daughter in this way</li> <li>• Needs to link some of the information presented throughout the text</li> <li>• Cites some examples from the text</li> </ul>              | 3            |
| <ul style="list-style-type: none"> <li>• Demonstrate minimal understanding of the relationship between the father and daughter that led the father to celebrate the memory of his daughter in this way</li> <li>• Cite one example from the text</li> </ul>  | 1 – 2        |

**Question 10 (f)**

*Outcomes assessed: H3.1, H3.2*

**MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| <ul style="list-style-type: none"> <li>• (C) A father wins support from NASA</li> </ul> | 1            |

**Section II — Reading and Responding**  
**Part B**

**Question 11**

*Outcomes assessed: H2.1, H2.2, H2.3, H3.1, H3.2*

**MARKING GUIDELINES**

| Criteria   | Marks   |
|--|---------|
| <ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</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>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</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 information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>  | 7 – 9   |
| <ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>   | 4 – 6   |
| <ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>   | 1 – 3   |

### Section III — Writing in Arabic

#### Question 12 (6 marks)

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"><li>• Writes descriptively with well-selected information relevant to the demands of the task</li><li>• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax</li><li>• Manipulates language authentically and creatively to describe</li><li>• Sequences and structures information coherently and effectively</li></ul> | 5 – 6 |
| <ul style="list-style-type: none"><li>• Writes descriptively to meet the general requirements of the task</li><li>• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax</li><li>• Sequences and structures information effectively</li></ul>   | 3 – 4 |
| <ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary</li><li>• Demonstrates limited evidence of the ability to organise information</li></ul>  | 1 – 2 |

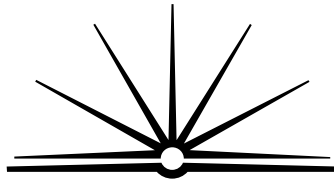
**Section III (continued)**
**Question 13 (9 marks)**
*Outcomes assessed: H2.1, H2.2, H2.3*
**MARKING GUIDELINES**

| <b>Criteria</b>   | <b>Marks</b> |
|---|--------------|
| <ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language authentically and creatively to persuade and evaluate</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul> | 8 – 9        |
| <ul style="list-style-type: none"> <li>• Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate</li> <li>• Sequences and structures ideas and information effectively</li> </ul> | 6 – 7        |
| <ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions in order to persuade and evaluate</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>  | 4 – 5        |
| <ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>   | 2 – 3        |
| <ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words, set formulae and anglicisms to express information</li> </ul>  | 1            |

# Arabic Extension

## 2001 HSC Examination Mapping Grid

| Question                   | Marks | Content<br>(Theme /Topic - Text Type)                             | Syllabus outcomes      |
|----------------------------|-------|---|------------------------|
| <b>Oral Examination</b>    |       |   |                        |
| 1                          | 5     | Relationships   | H1.1, H1.2             |
| 2                          | 5     | Perception of east and west                                       | H1.1, H1.2             |
| 3                          | 5     | Status of women   | H1.1, H1.2             |
| <b>Written Examination</b> |       |   |                        |
| 1 (a)                      | 2     | Prescribed story  | H2.1, H2.2, H2.3       |
| 1 (b)                      | 3     | Prescribed story  | H2.1, H2.2, H2.3       |
| 1 (c)                      | 4     | Prescribed story  | H2.1, H2.2, H2.3       |
| 1 (d)                      | 6     | Prescribed story  | H2.1, H2.2, H2.3       |
| 2                          | 10    | Prescribed story  | H2.1, H2.2, H2.3       |
| 3                          | 15    | Arabic individuals and the state and society/state and corruption | H1.2, H2.1, H2.2, H2.3 |
| 4                          | 15    | Arabic individuals and the state and society/human rights         | H1.2, H2.1, H2.2, H2.3 |



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NEW SOUTH WALES

## 2001 HSC Arabic Extension Marking Guidelines — Oral Examination

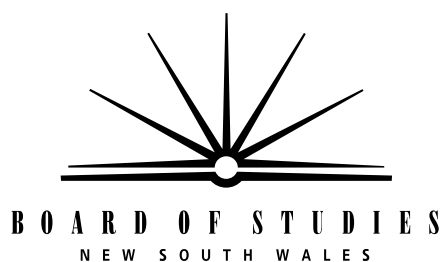
**Monologue** (10 marks)

**Questions 1–3**

*Outcomes assessed: H1.1, H1.2*

### MARKING GUIDELINES

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"><li>• Presents and develops a sophisticated, coherent argument</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas and information</li><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul> | 5     |
| <ul style="list-style-type: none"><li>• Presents and develops a coherent argument</li><li>• Demonstrates breadth and some depth in the use of relevant ideas and information</li><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax</li></ul>               | 4     |
| <ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument</li><li>• Supports the argument with a range of relevant examples</li><li>• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary</li></ul>   | 3     |
| <ul style="list-style-type: none"><li>• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation</li><li>• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors</li></ul>  | 2     |
| <ul style="list-style-type: none"><li>• Communicates some relevant information or ideas with pauses and repetitions</li><li>• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary</li></ul>   | 1     |



## **2001 HSC Arabic Extension Marking Guidelines — Written Examination**

### **Section I — Response to Prescribed Text Part A**

#### **Question 1 (a)**

*Outcomes assessed: H2.1, H2.2, H2.3*

#### **MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Identifies the significance of the desert as a setting and clearly links this to the story | 2            |
| • Identifies the significance of the desert  | 1            |

**Question 1 (b)***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"><li>• Identifies the metaphors</li><li>• Describes the significance of each metaphor</li><li>• Analyses the impact of these</li></ul>      | 3            |
| <ul style="list-style-type: none"><li>• Identifies the metaphors</li><li>• Describes the significance of at least one metaphor</li><li>• Comments on effectiveness</li></ul> | 2            |
| <ul style="list-style-type: none"><li>• Identifies and comments on one metaphor</li></ul>  | 1            |

**Question 1 (c)***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"><li>• Clearly demonstrates a sophisticated understanding of the significance and impact of the quotation</li><li>• Identifies and explains relevant examples</li></ul> | 4            |
| <ul style="list-style-type: none"><li>• Demonstrates a clear, understanding of the significance and impact of the quotation with reference to relevant examples</li></ul>                                | 2 – 3        |
| <ul style="list-style-type: none"><li>• Demonstrates some understanding of the concept by identifying one example</li></ul>  | 1            |

**Question 1 (d)***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"><li>• Demonstrates a sophisticated understanding of the way in which the story explores the relationship between men and women in Arabic society</li><li>• Demonstrates breadth and/or depth in their reference to relevant examples</li></ul> | 6            |
| <ul style="list-style-type: none"><li>• Demonstrates a good understanding of the way in which the story explores the relationship between men and woman in Arabic society</li><li>• Makes reference to relevant examples</li></ul>   | 4 – 5        |
| <ul style="list-style-type: none"><li>• Demonstrates a good understanding of the way in which the story explores the relationship between men and woman in Arabic society</li></ul>  | 2 – 3        |
| <ul style="list-style-type: none"><li>• Links one aspect of the story to the relationship between men and woman in Arabic society</li></ul>  | 1            |

## Section I — Response to Prescribed Text

### Part B

#### Question 2

*Outcomes assessed: H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

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

## Section II — Writing in Arabic

### Question 3 and Question 4

*Outcomes assessed: H1.2, H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

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