

**2004 HSC Notes from
the Marking Centre
Arabic**

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2004 HSC NOTES FROM THE MARKING CENTRE

ARABIC

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Arabic. It provides comments with regard to responses to the 2004 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It should be read in conjunction with the HSC examination paper, the HSC standards package and the marking guidelines. Teachers and candidates are reminded of the importance of remaining conversant with the current syllabus, the ACE Manual and Board Bulletin notices. In particular, teachers and principals should note carefully the Rules for the Conduct of Oral Examinations.

The number of candidates increased in 2004.

The candidature in each course was as follows:

Beginners	–	5
Continuers	–	280
Extension	–	112

Beginners

Speaking Skills

Conversation

Better responses showed good communication, fluency, authenticity and a range of language structures. In the weaker responses, candidates struggled to answer the examiner's questions.

Reading Aloud

In better responses, candidates read with fluency and confidence. Difficulties in identifying the Arabic script were noticeable in the weaker responses.

Listening Skills

General Comments

The later questions in the listening skills section proved quite demanding. This was especially so in questions 9 (b), 11 and 12.

Specific Comments

Question 2

Weaker responses recognized that Ghassan and Salma were excited because they have not seen each other for a long time. However, they did not identify that they were also going to the same party and are going to have a happy time together.

Question 3

Some responses did not identify one or both points in completing the table.

Question 5

Most responses did not identify that Rima's birthday will fall on the same day as her cousin's wedding.

Question 6

Most responses did not identify that Bassam and Sarah like watching comedy films.

Question 7

The poorer responses did not indicate that Sanaa was going to contact Salim's brother or that she will contact the hotel to pay his bill and collect his luggage.

Question 9

No candidates mentioned that Danni was saving more money in case it was needed.

Question 10

Poorer responses did not show adequately the inconsistency between the two prices of the dress.

Question 11

Most responses did not identify all the reasons which helped Ziyad to persuade Wedad to go out with the group.

Question 12

Poorer responses referred only to the fact that Rasha is upset because Samir has spread rumors about her.

Written Examination

Reading Skills

General Comments

Few responses showed complete and full understanding to questions 3 and 5. As with all examinations, candidates were provided with opportunities to demonstrate their ability across the full range of performance.

Writing Skills

Responses were equally divided between question 6 and 7. Some responses showed great creativity and a certain degree of skill and fluency. The Arabic script needs to be mastered by candidates to be able to write better responses.

Continuers

Oral Examination

In general, responses indicated thorough preparation by the majority of candidates. The better responses displayed confidence in the usage of Modern Standard Arabic, depth in answering the questions and sophistication in vocabulary and sentence structures.

Average responses displayed a certain lack of confidence, a poor to average command of Modern Standard Arabic and evidence of memorizing long phrases and mini essays. When faced with an unexpected question in relation to a response given, some candidates seemed to falter.

Poor responses included a lot of colloquialism and the longer a candidate spoke the more mistakes were made.

Written Examination

Section I – Listening and Responding

General Comments

In general, candidates responded adequately to the range of items, which cover different topics of the syllabus including: hobbies, celebrations, health, world of work, school life and relationships. It is important to remember that this examination also assesses outcome 3.2. This may require identification of the purpose and context of spoken text, or the interpretation or evaluation of information. Candidates need to carefully phrase their responses in English, so that they convey their intended meaning accurately.

Specific Comments

Question 3

- (a) Some candidates did not link the changes of the seasons of the year to the doctor's opinions.

Question 4

- (b) Many candidates overlooked the fact that Mounira was available to work the hours that the employer requires and that she was insistent that she could meet the requirements of the position.

Question 5

Better responses to the text made careful and relevant reference to and included an evaluation of the information as required by the question. Weaker responses tended to enumerate qualities perceived to be attributes needed in a school captain rather than analysing the qualities referred to in the text.

Question 6

- (a) Poorer responses referred to social security rather than counseling social services.
- (b) Better responses demonstrated a good understanding as to why one would feel confident using this service. Poorer responses did not identify that it is not a shameful thing to have problems or to seek help. The service being free is not a reason to feel confident about using this service.

Question 7

Most responses demonstrated only some understanding of the relationship between both speakers. The underlying 'sarcasm' was often missed, as well as the fact that the relationship was ending.

Section II – Reading and Responding

Part A

General Comments

In the reading and responding section, global comprehension is important. The texts canvassed the full range of skills required and catered for all ability levels of the candidature. In most cases the gist of the text was understood. However, this did not necessarily translate into responses that demonstrated interpretive and evaluative skills.

Specific Comments

Question 8

A large number of responses confused the intention of these two questions.

- (b) Better responses clearly outlined the reasons which supported the speaker's point of view. These were freedom, restriction and being forced to go to the office to call parents in case of an emergency; the use of mobile phones as calculators and diaries and finally that the phone could be put on silent. Weaker responses referred to the 'library' instead of the front office, used the term 'stored information' instead of 'diary' and used the expression 'switched off' instead of 'put on silent' when referring to mobile phone usage.
- (c) The better responses demonstrated a sophisticated understanding of the text and the lack of justification for using mobile phones at school. They explained that in case of emergency, students can contact their family through the school's office; even silent, the phone can act as a distraction and above all that the mobile phone breaks privacy laws when the students take pictures of others and record their conversations without their knowledge. The weaker responses repeated information given in Question 8 (b) and (c).

Question 9

- (d) The better responses demonstrated a good understanding as to how the teacher uses language to persuade his audience to study Arabic and supported their answers with examples from the text. Candidates, in general, answered this question well and responses reflected the preparation of candidates in the area of evaluating language techniques. The weaker responses confused the arguments with the quotes. They also translated sections of the text and did not use inverted commas when quoting examples.
- (e) This question catered for all abilities as responses ranged from a sophisticated understanding shown in some to a limited understanding in others. In this question, the candidates needed to compare and contrast the points of view of the teacher and the student. Better responses showed a good analysis in comparing and contrasting the points of view of the teacher and student. There were two points of agreement and four points of disagreement. The weaker responses showed the difference between the teacher and the mother rather than the student. They also translated parts of the text rather than answering the question.

Part B

General and Specific Comments

A large number of the responses in this section did not discuss the issues raised in the text. They simply retold the story albeit in the required form of a letter. There was some difficulty in the organization of ideas and no evidence of punctuation, eg commas, full stops, question marks. There was also lack of paragraphing.

The better responses demonstrated an excellent control of the above-mentioned areas and demonstrated an extensive knowledge of the language and its structures. These responses showed the loneliness of the girl in a new country, her struggles in a new relationship, her mother's role as a guard and the girl's reaction to the whole situation.

Section III – Writing in Arabic

General Comments

The level of Arabic used by candidates in this section was quite commendable. However, some responses showed a lack of understanding of the requirements of the task.

Specific Comments

Question 11

- (a) The majority of the candidature attempted part (a) of the question 11 requiring candidates to write a note to their mother. Responses showed an understanding of the requirements of both parts of the question and used the correct text type. The poorer responses included colloquialisms and English numbers when referring to dates and phone numbers.

Question 12

- (a) The majority of the candidature attempted this question. Most responses showed a good understanding to this question as it related to the candidates' experience. The weaker responses did not reach the word limit and used some dialect expressions and English numbers. It is to be noted that the majority used the correct text-type of a speech in their responses.
- (b) There was some difficulty in this question in understanding the requirement of the task. Rather than a profile, the responses had a description of the father or mother. There was a lack of understanding of the qualities required for the parents to gain the title of parents of the year. Often candidates merely described the regular, normal, every day duties of parents.

Extension

Oral Examination

General Comments

Overall responses exhibited confidence and fluency. Candidates showed a preference for questions 2 and 3. The emphasis in marking this section was on how well the responses presented and developed an argument and supported a point of view, taking into account the general criteria of clarity of expression,

accuracy and variety of vocabulary and sentence structures. The topics set for the oral examination relate to the prescribed issues and not necessarily the prescribed texts. Candidates could give examples from these texts if relevant, but this is not a requirement. Information used to support an argument can be drawn from the prescribed texts, other texts and/or other sources.

Specific Comments

Question 1

Responses to this question tended to include mainly references to politicians' promises before elections, which were not fulfilled or put into practice once they were elected to power. Some responses spoke of people who were big talkers or referred to examples from the prescribed texts without discussing that 'most people are all talk and no action'.

Question 2

Better responses linked the fair laws to several aspects in society and supported a point of view with appropriate examples. Poorer responses showed little understanding of this question. They took the question to mean that there was no country with unfair laws when the question was about how 'fair laws are the basis of every society'.

Question 3

This question by far produced the best responses. Discussion was required of the link between any type of relationship and the effort required to keep it going. Poorer responses concentrated on one type of relationship, ie between a husband and his wife, and on showing how certain attributes can help to maintain this relationship without any reference to the effort required.

Section I – Response to Prescribed Text

Part A

General Comments

Candidates' responses showed that they knew the short story number 31 and understood the themes and issues involved. However misunderstanding the question asked and failure to refer to story number 25 to distinguish between themes, elements of the short story and language techniques led to many poor responses.

Specific Comments

Question 1

- (a) In answering this question, the better responses identified why Idriss Al-Qadi was initially refused marriage to Saida Karim. He came from a different social class and the girl could not wait for him to finish his education. After giving the first reason as being the difference in social class, the poorer responses only mentioned that Idriss was a student without talking about the girl Saida having to wait for him.
- (b) The better responses explained the significance of 'gossip' and its effect on the characters by giving examples from the story. These responses mentioned that 'gossip' is a custom that is rejected by people. 'Gossip' also leads to the death of the father and to Saida leading a miserable life. The poorer responses failed to explain adequately the significance of 'gossip' in this particular story as they gave a general answer. They also failed to give relevant examples. Some of the poorer responses gave examples without explaining their significance.
- (c) The better responses mentioned the elements of the short story. These elements included no introduction to the story, no description of the setting, the fact that characters are not fully developed and the use of dialogue. Short sentences dotted with question and exclamation marks to create an emotional response are also another element. Many responses were poor and failed to address the question properly by mixing elements of the short story with themes or language techniques.
- (d) The better responses demonstrated a sophisticated understanding of how Najib Mahfouz is able to create sympathy for his female characters by referring to the text of the story given number 31 and story number 25.

The better responses compared the two stories and showed that Mahfouz creates sympathy for his characters by making the reader realize that the love felt by both Saida Karim and Fathia is not considered when it comes to marriage. They are unable to choose the man they love. Suitability is the main factor in deciding who is acceptable to the parents as the man has to come from the right background. The girls are also supposed to marry young. Both Saida and Fathia suffered in their lives.

Many of the poorer responses did not compare those two stories. Some candidates' responses referred to Tawhida in story number 9 and to Batrick al Hamaoui in story number 30 or to Hammam in story number 34.

Other poor responses analysed Mahfouz's language techniques as the candidates misunderstood the expression 'explore this aspect of his writing' in the question.

Part B

The better responses in this section demonstrated a thorough understanding of the story, a high level of language sophistication and the use of the correct text-type. Most responses showed an adequate understanding of the story. Poorer responses did not write a conversation as required by the question but a recount. There also was no focus on corruption, no underlining of the steps taken by the victim and included some use of some dialect.

Section II – Writing in Arabic

General Comments

The majority of responses demonstrated a suitable level of breadth in their use of the Arabic language in this section. Question 4 appeared to be more relevant to candidates.

Question 3

Better responses referred to the ‘Globalisation’ issue and its positive and negative effects on the world. They were both descriptive and creative when they presented-supported their ideas about the world being without borders. Weaker responses either did not treat the topic in sufficient depth, or demonstrated little or no understanding of the expression ‘without national borders’.

Question 4

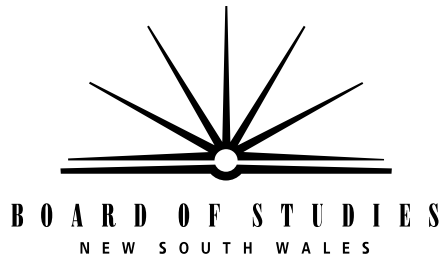
The majority of responses showed that the candidates found this question more relevant than question 3. Most responses presented general information without discussion or depth of treatment. They compared Eastern society to the West and the issue of equality between genders in those two societies such as women’s rights and the role of the males in the family were canvassed. Better responses discussed more pressing issues such as civil marriages and falling in love on line.

Arabic Beginners

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I — Reading			
1	5	An evening with the family	H2.2, H2.4
Speaking Skills Examination			
Section II — Conversation			
2	5	Leisure Future Celebrations Family Cultural	H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7
Listening Skills Examination			
1	1	Announcement in a shop	H3.1
2	2	Friendship — conversation	H3.1
3	2	Buying a house — conversation	H3.1
4	1	Transport — announcement	H3.1
5	3	Travelling — interview	H3.1
6	3	Hobbies — friendship discussion	H3.1
7	4	Relationship (problems) — telephone conversation	H3.1
8	1	Media	H3.1
9 (a)	1	Family/relationships — conversation	H3.1
9 (b)	3	Family/relationship — conversation	H3.1
10	4	Shopping — conversation	H3.1
11	5	Social relationship — telephone conversation	H3.1
12	5	Friendship/relationship — answering machine message	H3.1

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1 (a)	2	Educational — school writing competition advertisement	H3.1
1 (b)	3	Educational — school writing competition advertisement	H3.1
2 (a)	1	School/sport — interview	H3.1
2 (b)	2	School/sport — interview	H3.1
2 (c)	4	School/sport — interview	H3.1
3 (a)	1	Media — web page	H3.1
3 (b)	2	Media — web page	H3.1
3 (c)	3	Media — web page	H3.1
3 (d)	4	Media — web page	H3.1
4 (a)	1	Travelling — email	H3.1
4 (b)	2	Travelling — email	H3.1
4 (c)	2	Travelling — email	H3.1
4 (d)	5	Travelling — email	H3.1
5 (a)	1	School — report	H3.1
5 (b)	3	School — report	H3.1
5 (c)	3	School — report	H3.1
5 (d)	6	School — report	H3.1
Written Examination			
Section II — Writing Skills			
6	10	Letter to a friend	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7	10	Conversation with friends	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	10	Story to go with picture	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



2004 HSC Arabic Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO of the THREE reasons	2
• Identifies ONE reason	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO points	2
• Identifies ONE point	1

Question 4*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Identifies ALL aspects with most detail	3
• Identifies ONE aspect with some detail	2
• Identifies ONE aspect	1

Question 6*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies ALL factors with all detail	3
• Identifies ONE factor with some detail	2
• Identifies ONE factor	1

Question 7*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies ALL possibilities	4
• Identifies MOST Possibilities	2–3
• Identifies ONE Possibility	1

Question 8*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

Question 9 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the reason	1

Question 9 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies ALL points	3
• Identifies TWO points	2
• Identifies ONE point	1

Question 10*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the problem in detail and how it occurred	4
• Identifies SOME aspects of the problem and how it occurred	2–3
• Identifies ONE aspect of the problem	1

Question 11*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of how Ziyad persuades Wedad	5
• Demonstrates a good understanding of how Ziyad persuades Wedad	3–4
• Demonstrates some understanding of how Ziyad persuades Wedad	1–2

Question 12*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of why Rasha is upset	5
• Demonstrates a good understanding of why Rasha is upset	3–4
• Demonstrates some understanding of why Rasha is upset	1–2

2004 HSC Arabic Beginners Marking Guidelines — Speaking Skills

Section I — Reading

Question 1

Outcomes assessed: H2.2, H2.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Reads confidently and fluently with correct intonation, pronunciation and accentuation • Competently and accurately recognises Arabic script 	5
<ul style="list-style-type: none"> • Demonstrates good oral reading skills, with some minor inaccuracies 	4
<ul style="list-style-type: none"> • Reads coherently, but pauses regularly, with some repetitions and mispronunciations 	3
<ul style="list-style-type: none"> • Demonstrates basic recognition of Arabic script • Regularly pauses, repeats words/phrases and mispronounces Arabic 	2
<ul style="list-style-type: none"> • Demonstrates limited recognition of Arabic script • Frequently hesitates and makes errors in pronunciation 	1

Section II — Conversation

Question 2

Outcomes assessed: H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds confidently and fluently with relevant answers to questions asked • Demonstrates correct intonation and pronunciation • Demonstrates control of complex Arabic vocabulary and structures (within the context of the Beginners' course) • Uses correct register 	5
<ul style="list-style-type: none"> • Responds well with relevant answers to questions asked • Demonstrates good intonation and pronunciation • Demonstrates good understanding of Arabic grammar and vocabulary • Generally uses correct register 	4
<ul style="list-style-type: none"> • Responds to questions asked, generally with relevant answers, with some pauses, repetitions and mispronunciations • Demonstrates a good understanding of basic Arabic grammar and vocabulary • Attempts to use correct register 	3
<ul style="list-style-type: none"> • Demonstrates basic communication skills, by responding to some questions, not always with relevant answers • Frequently pauses, repeats and mispronounces (words and phrases) 	2
<ul style="list-style-type: none"> • Demonstrates limited comprehension of questions • Is frequently hesitant and repetitive • Demonstrates limited knowledge of Arabic grammar and vocabulary 	1



2004 HSC Arabic Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO details	2
• Identifies ONE detail	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Mentions THREE prizes in detail	3
• Mentions TWO prizes	2
• Mentions ONE prize	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Explains all benefits	2
• Mentions one benefit	1

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

Criteria	Marks
• Describes all measures	4
• Describes some measures	2–3
• Describes one measure	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Identifies any two of the THREE programs	2
• Identifies one program	1

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

Criteria	Marks
• Identifies ALL categories	3
• Identifies TWO categories	2
• Identifies ONE category	1

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

Criteria	Marks
• Identifies all strategies	4
• Identifies some strategies	2–3
• Identifies one strategy	1

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

Criteria	Marks
• Identifies the reason why Mariam was in Jordan	1

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

Criteria	Marks
• Mentions two reasons	2
• Mentions one reason	1

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

Criteria	Marks
• Mentions ALL information	2
• Mentions ONE piece of information	1

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

Criteria	Marks
• Mentions actions with all reasons/justifications	5
• Mentions actions with some reasoning	4
• Mentions actions with one reason	2–3
• Mentions action/s only	1

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

Criteria	Marks
• Identifies on what occasion is this report presented	1

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

Criteria	Marks
• Mentions THREE areas	3
• Mentions TWO areas	2
• Mentions ONE area	1

Question 5 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Mentions ALL differences and similarities	3
• Mentions MOST differences and similarities	2
• Mentions ONE difference or similarity	1

Question 5 (d)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Mentions ALL differences	6
• Mentions MOST differences	4-5
• Mentions SOME differences	2-3
• Mentions ONE difference	1

Section II — Writing Skills

Questions 6–7

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

MARKING GUIDELINES

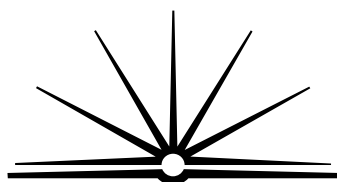
Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively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

Arabic Continuers

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	1	Personal identity — conversation	H3.1
2	2	Family and friends — voice mail message	H3.1, H3.2
3 (a)	2	Health — conversation	H3.1, H3.2
3 (b)	1	Health — conversation	H3.1
4 (a)	1	World of work — conversation	H3.1
4 (b)	3	World of work — conversation	H3.1, H3.2
5	4	Personal identity — speech	H3.1, H3.2
6 (a)	2	Media — announcement	H3.1
6 (b)	3	Media — announcement	H3.1, H3.2
7	6	Family and friends — conversation	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
8 (a)	2	Personal profile — speech	H3.1
8 (b)	3	Personal profile — speech	H3.1, H3.2
8 (c)	4	Personal profile — speech	H3.1, H3.2
9 (a)	2	Media — newspaper article	H3.1
9 (b)	2	Media — newspaper article	H3.1
9 (c)	3	Media — newspaper article	H3.1, H3.2
9 (d)	3	Media — newspaper article	H3.1, H3.2
9 (e)	6	Media — newspaper article	H3.1, H3.2

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section II — Reading and Responding			
Part B			
10	15	Media/youth issues — article/letter	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in Arabic			
11 (a)	6	Personal identity — note	H2.1, H2.2, H2.3
11 (b)	6	Personal identity — diary entry	H2.1, H2.2, H2.3
12 (a)	9	Media/youth issues — speech	H2.1, H2.2, H2.3
12 (b)	9	Family and friends — personal profile	H2.1, H2.2, H2.3



B O A R D O F S T U D I E S
NEW SOUTH WALES

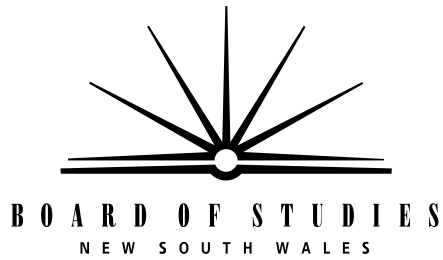
2004 HSC Arabic Continuers Marking Guidelines — Oral Examination

Conversation

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

MARKING GUIDELINES

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



2004 HSC Arabic Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies what prompted Samira to take up this new hobby	1

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding as to why Salma is running late	2
• Demonstrates some understanding as to why Salma is running late	1

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

Criteria	Marks
• Demonstrates a good understanding as to why Marwan refers to the seasons of the year	2
• Demonstrates some understanding as to why Marwan refers to the seasons of the year	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Identifies how Mounira found out about the job	1

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

Criteria	Marks
• Demonstrates a good understanding as to why Mounira is likely to get the job	3
• Demonstrates an understanding as to why Mounira is likely to get the job	2
• Identifies a reason as to why Mounira is likely to get the job	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding as to why Saiid was a successful school captain	4
• Demonstrates a good understanding as to why Saiid was a successful school captain	2–3
• Demonstrates some understanding as to why Saiid was a successful school captain	1

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

Criteria	Marks
• Demonstrates a good understanding of what is being advertised	2
• Demonstrates an understanding of what is being advertised	1

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

Criteria	Marks
• Demonstrates a good understanding as to why one would feel confident using this service	3
• Demonstrates an understanding as to why one would feel confident using this service	2
• Identifies a reason for using this service	1

Question 7*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sophisticated and perceptive understanding of the relationship between speakers• Supports answer with specific references to the values and attitudes of both speakers	6
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the relationship between both speakers• Supports answer with specific references to the values and attitudes of both speakers	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the relationship between both speakers• Supports answer with references to the values or attitudes of both speakers	2–3
<ul style="list-style-type: none">• Demonstrates limited understanding of the relationship between both speakers <p>OR</p> <ul style="list-style-type: none">• Identifies a reference to the values or attitudes of both speakers	1

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the purpose of the students' meeting	2
• Demonstrates an understanding of the purpose of the students' meeting	1

Question 8 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the reasons given by the speaker to support his point of view	3
• Demonstrates an understanding of the reasons given by the speaker to support his point of view	2
• Identifies a reason given by the speaker to support his point of view	1

Question 8 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated understanding as to why the school will not change its decision • Justifies answer with reference to the text	4
• Demonstrates a good understanding as to why the school will not change its decision • Justifies answer with reference to the text	2–3
• Identifies a reason as to why the school will not change its decision	1

Question 9 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding as to why according to the teacher, Arabic is one of the most important languages in the world	2
• Identifies a reason as to why Arabic is one of the most important languages in the world, according to the teacher	1

Question 9 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding as to why the mother does not want her daughter to study Arabic	2
• Identifies a reason for the mother not wanting her daughter to study Arabic	1

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

Criteria	Marks
• Demonstrates a good understanding of the mother's feelings in reference to the expression provided	3
• Demonstrates an understanding of the mother's feelings in reference to the expression provided	2
• Identifies a basic understanding of feelings in reference to the expression provided	1

Question 9 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a good understanding as to how the teacher uses language to persuade his audience to study Arabic • Supports answer with examples from the text 	3
<ul style="list-style-type: none"> • Demonstrates an understanding as to how the teacher uses language to persuade his audience to study Arabic • Supports answer with an example from the text 	2
<ul style="list-style-type: none"> • Identifies how the teacher uses language to persuade his audience to study Arabic OR <ul style="list-style-type: none"> • Provides some relevant examples from the text 	1

Question 9 (e)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sophisticated and perceptive understanding by comparing and contrasting the two points of view between the teacher and the student • Supports answer with reference to the two texts 	6
<ul style="list-style-type: none"> • Demonstrates a good understanding by comparing and contrasting the two points of view between teacher and the student • Supports answer with reference to the two texts 	4–5
<ul style="list-style-type: none"> • Demonstrates some understanding by comparing and contrasting the two points of view between the teacher and the student • Supports answer with reference to the two texts 	2–3
<ul style="list-style-type: none"> • Demonstrates limited understanding of the point of view of either the teacher or the student OR <ul style="list-style-type: none"> • Provides isolated references to the text 	1

Section II — Reading and Responding

Part B

Question 10

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

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

Section III — Writing in Arabic

Question 11

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

MARKING GUIDELINES

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

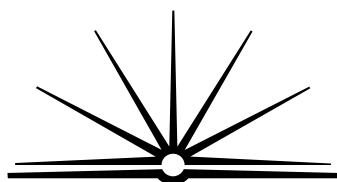
Section III (continued)

Question 12

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

MARKING GUIDELINES

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



B O A R D O F S T U D I E S
NEW SOUTH WALES

2004 HSC Arabic Extension Marking Guidelines — Oral Examination

Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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

Arabic Extension

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
1	5	The Arab individual, the state and society — monologue	H1.1, H1.2
2	5	The Arab individual, the state and society/the Arab individual's perception of east and west — monologue	H1.1, H1.2
3	5	Gender issues — monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	2	<i>Hikayat Haratina</i> by Najib Mahfouz, Story number 31	H2.1, H2.2
1 (b)	3	<i>Hikayat Haratina</i> by Najib Mahfouz, Story number 31	H2.1, H2.2, H2.3
1 (c)	4	<i>Hikayat Haratina</i> by Najib Mahfouz, Story number 31	H2.1, H2.2, H2.3
1 (d)	6	<i>Hikayat Haratina</i> by Najib Mahfouz, Story number 31	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Dafa'u Aktar</i> — conversation	H2.1
Written Examination			
Section II — Writing in Arabic			
3	15	The Arab individual, the state and society — essay	H1.1, H1.2
4	15	Gender issues — article	H1.1, H1.2



2004 HSC Arabic Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding as to why Idriss Al Qadi was initially refused marriage	2
• Demonstrates some understanding as to why Idriss Al Qadi was initially refused marriage	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated understanding of the significance of gossip in the story	3
• Demonstrates a good understanding of the significance of gossip in the story	2
• Demonstrates some understanding of the significance of gossip in the story	1

Question 1 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated understanding of the short story elements to create effect	4
• Demonstrates a clear understanding of the short story elements to create effect	2–3
• Demonstrates some understanding of the short story elements	1

Question 1 (d)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated and perceptive understanding of how the author is able to create sympathy for his female characters • Supports answer with references from stories <i>number 31</i> and <i>number 25</i>	6
• Demonstrates a good understanding of how the author is able to create sympathy for his female characters • Support answer with references from stories <i>number 31</i> and <i>number 25</i>	4–5
• Demonstrates some understanding of how the author is able to create sympathy for his female characters • Makes some reference to stories <i>number 31</i> and <i>number 25</i>	2–3
• Demonstrates a limited understanding of how the author is able to create sympathy for his female characters OR • Makes a reference to stories <i>number 31</i> and <i>number 25</i>	1

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

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

Section II — Writing in Arabic

Questions 3 and 4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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