

**2006 HSC Notes from  
the Marking Centre  
Arabic**

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# **2006 HSC NOTES FROM THE MARKING CENTRE**

## **ARABIC**

### **Introduction**

This document has been produced for the teachers and candidates of the Stage 6 courses in Arabic. It provides comments with regard to responses to the 2006 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section.

This document should be read along with the relevant syllabus, the 2006 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Arabic.

The numbers in the individual courses are as follows:

Beginners: 5  
Continuers: 222  
Extension: 78

### **Beginners**

#### **Speaking Skills**

##### **Conversation**

Better responses showed good communication, fluency, authenticity and a range of language structures. Weaker responses showed the candidates struggling to put together structured sentences rather than a succession of words.

##### **Reading Aloud**

In the better responses, candidates read with fluency and confidence. Difficulties in pronunciation and accentuation were noticeable in the weaker responses.

## **Listening Skills**

### **General Comments**

Some questions in the listening skills section proved quite demanding. This was especially so in questions 1, 7, 11 and 13.

### **Question 1**

Better responses identified the purpose of the announcement comprehensively ie to notify the students that rooms 30–35 were reserved for Year 12 yearly exams and that the rooms allocation list was on the board in front of the staffroom.

### **Question 7**

Better responses identified the details of the type of person needed for the job.

### **Question 11**

Better responses explained comprehensively the differences of opinion between the speakers.

### **Question 13**

Better responses included all the details of why Souad thinks her father is unfair.

## **Written Examination**

### **Reading Skills**

Some candidates demonstrated an excellent understanding of the texts and responded appropriately to the questions asked.

### **Writing Skills**

Responses were equally divided between question 7, 8 and 9. Some responses showed great creativity. A couple showed a great degree of skill and fluency.

## Continuers

### Oral Examination

In general, candidates were well prepared and this was reflected in their responses. The better responses displayed a sophisticated use of Modern Standard Arabic, and a good command of grammatical accuracy combined with depth of treatment of the topics discussed. Poorer responses showed lack of confidence, some degree of fluency and an average command of Modern Standard Arabic. Poor responses contained non-standard Arabic and a limited range of ideas and opinions interspersed with long pauses.

### Written Examination

#### Section I – Listening and Responding

##### General Comments

Teachers and students are reminded that both outcome 3.1 and 3.2 will be assessed in this section. This may require identification of the purpose and context of a spoken text, or the interpretation or evaluation of information. Candidates are advised to familiarise themselves with the range of expressions needed to respond to such questions in English.

##### Question 2

Some responses confused the numbers stating the range of temperature.

##### Question 3

- (a) Poorer responses did not include the date and month.
- (b) Poorer responses gave the telephone number in Arabic.

##### Question 4

In the better responses, candidates demonstrated a clear understanding of the main reason for Jamil being upset, ie because he was not invited to his friend's birthday party.

##### Question 8

- (b) Better responses demonstrated a good and perceptive understanding of the different attitudes of the grandfather and his granddaughter. Poorer responses included examples of the expressions used by the grandfather and the granddaughter in their conversation, but did not link these to the question. In the very poor responses, candidates referred only to mobile phones.

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

### **Part A**

#### **General Comments**

The gist of the text was understood. However, in many responses analytical and evaluative skills were not demonstrated.

#### **Question 9**

Part (b) and part (c) proved very challenging for the majority of candidates. In part (b), better responses showed a good analysis of Soha's personality rather than just describing her day. Most responses to (c) dealt with issues about modern life in general rather than the specific issues raised in the text.

#### **Question 10**

- (c) Better responses identified the source of the poet's pain and how she was able to overcome it by dreaming of returning to her motherland and through writing poetry which would transform her sadness into happiness. Poorer responses identified the source of her pain but did not recognise completely how she was able to overcome it.
- (d) This question was not answered well by a large number of candidates who referred to Salma Kaysar's love of poetry by talking about the language techniques used in the interview. However, the question required candidates to analyse the importance of this feeling of love, what it means to her and how it transforms her. Better responses dealt with all the aspects and made specific references to the text while poorer responses listed language techniques without actually analysing any of the above mentioned points or referring to the text.

### **Part B**

#### **General Comments**

Most responses used the correct text type namely an email. Better responses dealt with both email 1 and email 3 and demonstrated an ability to combine and sort information in order to use relevant ideas essential for the successful completion of the task. Poorer responses referred to one of the emails but not both. Very poor responses addressed one idea understood from the emails.

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

#### **General Comments**

Responses showed a commendable level of Arabic used by candidates. However, there was a lack of understanding of the requirements of the task in some responses.

## Specific Comments

### Question 12

- (a) Better responses used the correct text type and relevant information which was well selected to address the criteria and demands of the task.
- (b) Better responses chose relevant and appropriate information to address the requirements of the task. In the poorer responses, candidates concentrated on explaining why they weren't going to be at home to record the program.

### Question 13

- (a) Better responses demonstrated originality and creativity in their approach, used the correct text type and appropriate devices to link and sequence the ideas incorporated into the response. Poor responses showed some confusion in the understanding of the word *spectacular* which was taken to mean *spectacle*.
- (b) Better responses addressed the requirements of the task by reflecting on the special relationship between the wife and the friend who was celebrating his/her birthday and illustrated this with examples. Poorer responses were a speech about the topic of friendship in general.



## Extension

### Oral Examination

#### General Comments

Questions 1, 2 and 3 were attempted equally by candidates. Overall, responses exhibited confidence and fluency. The emphasis in marking this section was on how well the responses presented and developed an argument. The majority of candidates demonstrated excellent language skills with the use of complex sentence and sophisticated vocabulary. The poorer responses lacked a coherent argument throughout the task.

#### Question 1

The majority of the candidates attempting this question agreed with the saying. The family, society and technology were common factors referred to in the answers. Those who agreed with the saying emphasised that hard times and family situations experienced by past generations made youth of the past more mature than today's young people. However, those who did not agree with the saying argued that because of the advancement in technology, life has become more complicated and therefore the youth of today were forced to become more sophisticated and mature.

#### Question 2

Most responses demonstrated limited understanding of the question. These responses tended to demonstrate the importance of learning one's own language in an attempt to retain one's culture and traditions. However, the response to this question should have addressed the fact that learning more than one language in a multicultural society is a means of understanding one another and creating unity amongst people.

#### Question 3

In the weaker responses, candidates compared the different clothing worn in eastern and western societies or showed the importance of dressing and buying expensive items rather than specifically addressing the question: whether the appearance or personality and character were more important.

### Section I – Response to Prescribed Text

#### Part A

#### General Comments

Candidates demonstrated a good understanding of the short story Al-Sha'ir and the related themes.

### Question 1

- (a) The better responses stated that Naim did not go to school because it was Elena's last day in Lebanon and Naim wanted to spend some time with her. Poorer responses identified only one of the reasons.
- (b) The better responses indicated the teasing aspect of the quoted expression and that Elena was aware of Naim's feelings towards her and that she was taking advantage of the situation. In the poorer responses, candidates provided a literal translation of the quotation and referred to the fact that Naim would not see Elena again.
- (c) The better responses demonstrated that to show Elena is in control Naim behaved like a man. This was reflected in his speech, actions and behaviour. Poorer responses referred only to one or two of these elements.
- (d) The better responses identified a range of language techniques, giving a full explanation supported by quotations to portray Naim's feelings. Poorer responses did not include a full explanation and gave no or inappropriate quotations. Other poorer responses simply recounted elements of the plot.

### Part B

#### Question 2

Generally this question was well handled by candidates and using the correct text type. Better responses demonstrated a complete and perceptive understanding of the prescribed text and an excellent handling of the question. In the better responses, candidates identified and analysed the essential requirements that Batrek needed in a third wife, as the lack of these attributes was the reason for the failure of his previous two marriages. These responses referred to the fact that his wife would have to be educated, have come from the same background as himself and respect the customs and traditions of his neighbourhood.

Poorer responses answered the question in an incomplete manner as they addressed the requirements needed in a second wife after the failure of the first marriage. Very poor responses showed a lack of understanding of the question as they appeared to deal with candidates' own requirements in a wife.

### Section II – Writing in Arabic

#### General Comments

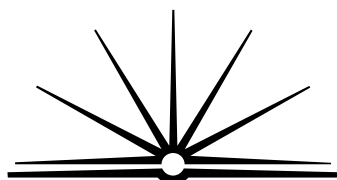
Question 3 and 4 were attempted equally by candidates and responses complied with the requirements of the task.

### **Question 3**

Better responses demonstrated a clear understanding of the relationship between the past, present and future. Arguments were supported by relevant examples from a variety of sources. These responses addressed a specific audience and had a defined purpose and context. Poorer responses lacked a coherent argument without appropriate supporting material.

### **Question 4**

In the better responses, candidates presented and developed the topic using a well-supported coherent argument. In the better responses, candidates demonstrated a clear understanding of the 'difference of opinion' in different contexts ie at the personal, social, national and international level. Poorer responses treated the topic only at a very superficial level.



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## **2006 HSC Arabic Beginners Marking Guidelines — Listening Skills**

### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies comprehensively the purpose of the announcement	2
• Identifies partially the purpose of the announcement	1

### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1

### **Question 3**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies most details of days and times	2
• Identifies some details of days and times	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Explains comprehensively how the family prepares for the event	2
• Explains partially how the family prepares for the event	1

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

Criteria	Marks
• Explains comprehensively why the appointment needs to be on Friday	2
• Explains partially why the appointment needs to be on Friday	1

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

Criteria	Marks
• Identifies with most detail who would be interested in this job	3
• Identifies with some detail who would be interested in this job	2
• Identifies some relevant information	1

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

Criteria	Marks
• Gives a comprehensive explanation as to why the student is upset	3
• Gives a partial explanation as to why the student is upset	2
• Gives a basic explanation as to why the student is upset	1

**Question 9***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies most details of the transport survey	3
• Identifies some details of the transport survey	2
• Identifies at least one detail of the transport survey	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains in detail why it is a good restaurant	3
• Gives a partial explanation of why it is a good restaurant	2
• Gives a minimal explanation of why it is a good restaurant	1

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

<b>Criteria</b>	<b>Marks</b>
• Explains comprehensively the differences of opinion between the speakers	4
• Explains adequately the difference of opinion between the speakers	2–3
• Gives some relevant detail	1

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

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the number	1



### Question 12 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Explains comprehensively the reasons why Ziad wants to call her	3
• Explains partially the reasons why Ziad wants to call her	2
• Explains ONE reason why Ziad wants to call her	1

### Question 13

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Explains comprehensively why Souad thinks her father is unfair	5
• Explains adequately why Souad thinks her father is unfair	3–4
• Provides some detail why Souad thinks her father is unfair	1–2

## 2006 HSC Arabic Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies what is available from this machine</li> </ul>	1

#### Question 1 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies what you are advised to do if there is a problem, with most relevant detail</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies what you are advised to do if there is a problem, with some relevant detail</li> </ul>	1

#### Question 2 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies the location of the forest</li> </ul>	1





**Question 2 (b)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains both aspects of what is offered, with some detail	2
• Explains at least ONE aspect of what is offered	1

**Question 2 (c)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Describes both activities with some detail	2
• Partially describes the activities available	1

**Question 3 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the reason why Aries is featured in the article	1

**Question 3 (b)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies what Aries readers are advised to do	2
• Identifies some details about what Aries readers are advised to do	1

**Question 3 (c)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains comprehensively how this week will be better	3
• Partially explains how this week will be better	2
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies the reason why the doctor was in Lebanon	1

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

Criteria	Marks
• Identifies with most detail what the doctor wished to share with his wife	2
• Identifies with some detail what the doctor wished to share with his wife	1

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

Criteria	Marks
• Identifies with most detail the tragedy that had occurred in his friends' family	2
• Identifies with some detail the tragedy that had occurred in his friends' family	1

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

Criteria	Marks
• Demonstrates an excellent understanding of the text by explaining the link between it and the title	4
• Demonstrates a good understanding of the text by explaining the link between it and the title	3
• Demonstrates some understanding of the text by explaining the link between it and the title	2
• Explains ONE relevant aspect of the title	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Describes comprehensively what different journalists find in his songs	2
• Describes some detail about what different journalists find in his songs	1

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

Criteria	Marks
• Explains comprehensively why he continues working in his old job	3
• Explains well why he continues working in his old job	2
• Provides some detail about why he continues working in his old job	1

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

Criteria	Marks
• Demonstrates an excellent understanding of why Issam wrote the letter	4
• Demonstrates a good understanding of why Issam wrote the letter	3
• Demonstrates some understanding of why Issam wrote the letter	2
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies the stage of education reached by the person	1

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

Criteria	Marks
• Identifies the major issues of concern	1

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

Criteria	Marks
• Identifies comprehensively what the writer likes about his present situation	2
• Identifies partially what the writer likes about his present situation	1

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

Criteria	Marks
• Identifies comprehensively what the writer dislikes about his present situation	3
• Identifies partially what the writer dislikes about his present situation	2
• Identifies ONE aspect of what the writer dislikes about his present situation	1

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

Criteria	Marks
• Explains comprehensively how the writer makes a final decision	5
• Demonstrates some understanding of how the writer makes a final decision	3–4
• Provides some relevant details of how the writer makes a final decision	1–2

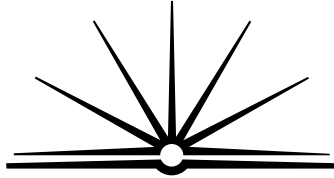
## Section II — Writing Skills

### Questions 7 — 9

*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



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## **2006 HSC Arabic Continuers Marking Guidelines — Written Examination**

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

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies all the information required	2
• Identifies some of the information required	1

#### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies all the information required	2
• Identifies some of the information required	1

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

Criteria	Marks
• Identifies all the information required – the days and times of enrolment	2
• Identifies some of the information required – either the days OR times for enrolment.	1

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

Criteria	Marks
• 9741 5823	1

**Question 4***Outcomes assessed: H3.1, 3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding as to why Jamil is upset	3
• Demonstrates some understanding as to why Jamil is upset	2
• Identifies one reason why Jamil is upset	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of why the speech is being made	3
• Demonstrates some understanding of the purposes of the speech	2
• Identifies a purpose of the speech	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• (B)	1

**Question 7***Outcomes assessed: H3.1, 3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a detailed summary of the key points in the announcement	4
• Demonstrates some understanding of the points in the announcement	2–3
• Identifies a point in the announcement	1

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

Criteria	Marks
• Identifies the two speakers	1

**Sample answer:**

A grandfather and his granddaughter

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

Criteria	Marks
• Demonstrates a perceptive understanding of the attitudes of the two speakers	5
• Demonstrates a good understanding of the attitudes of the two speakers	3–4
• Demonstrates a basic understanding of the attitudes of the two speakers	1–2





## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how Soha's morning changed	3
• Demonstrates an understanding of how Soha's morning changed	2
• Identifies a change in Soha's morning	1

#### Question 9 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of Soha's personality	4
• Demonstrates some understanding of Soha's personality	2–3
• Identifies an aspect of Soha's personality	1

#### Question 9 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of issues raised about modern life	4
• Demonstrates some understanding of issues raised about modern life	2–3
• Identifies an issue raised about modern life	1

#### Question 10 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies how Salma Kayser came into contact with poetry	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Provides a detailed description of her life in Africa	3
• Describes some aspects of her life in Africa	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the pain experienced by Salma Kayser supporting answer with some examples	4
• Demonstrates some understanding of the pain experienced by Salma Kayser supporting answer with some examples	2–3
• Identifies where pain is mentioned	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a sophisticated understanding of how Salma Kayser expresses her love of poetry • Makes specific reference to the text	5
• Demonstrates a good understanding of how Salma Kayser expresses her love of poetry • Makes specific reference to the text	3–4
• Demonstrates some understanding of how Salma Kayser expresses her love of poetry • Makes limited reference to the text	1–2

## Section II — Reading and Responding

### Part B

#### Question 11

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

#### 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

*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

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

#### MARKING GUIDELINES

Criteria	Marks
<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, reflect 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, reflect 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