

**2008 HSC Notes from
the Marking Centre
Arabic**

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2008 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 2008 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 papers, 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.

Continuers

Oral Examination

Most responded well to the oral examination. They conversed authentically and fluently, using a variety of vocabulary and sentence structures. The best responses communicated opinions and information in great depth through a sophisticated use of Modern Standard Arabic. They demonstrated confidence in their presentation of ideas, opinions and information and spoke with fluency on a range of topics about their personal world. Better responses spoke with a sound use of the language and provided information beyond the minimum required. Poorer responses did not demonstrate the ability to speak fluently nor did they demonstrated a variety of ideas, vocabulary or sentence structure. Very few candidates responded in dialect.

Written Examination

Section I – Listening and Responding

General Comments

It is important to remember that this examination assesses outcomes 3.1 and outcome 3.2. The assessing of 3.2 may require identification of the purpose and context of spoken text, or the interpretation or evaluation of information. Better responses were given by candidates who demonstrated a capacity to understand general and specific aspects of texts through identifying and analysing information, as well as those demonstrating the capacity to convey the information accurately and appropriately.

Specific Comments

Question 2

In the better responses, candidates identified the reason behind Farid's message as well as explaining the request ie that Kamal's parents should contact the school.

Question 4

In the better responses, candidates explained the customer's urgent need to buy the present as her brother's birthday was on that afternoon.

Question 5

Most candidates responded that Shadi was justified in breaking off his engagement and provided some relevant information that supported their answer. Better responses referred to the text constantly, demonstrating a comprehensive understanding of Shadi's frustration as he claims he is fed up with Yasmine.

Question 6

In the better responses, candidates demonstrated a good understanding as to what made this speech effective. They supported their answers by explaining how the speech relates to the audience and how it is based on a personal experience. They further explained the effectiveness of the speech through its language and style

Question 8

Most candidates reflected on the relationship as being negative. In the better responses, candidates supported their claim by analysing the speaker's tone and choice of words. Poorer responses restated what the speakers said to each other.

Some candidates claimed that the relationship was positive but did not support this through reference to the text.

Section II – Reading and Responding

Part A

Question 9

- (a) In the better responses, candidates demonstrated an understanding of Hala's feelings, exemplified in her pressing need to express her anger and frustration.
- (b) Most responses demonstrated a good understanding of Hala's confusion in this diary entry. The better responses related this confusion to her attraction to Danny's unusual personality.
- (c) Many responses demonstrated a good understanding of how Hala will perform in her final examination. In the better responses, candidates drew conclusions based on Hala's remarkable

improvement both in attitude towards her studies and exam results. Furthermore, they reflected upon Danny's both positive and negative role. Poorer responses did not support their opinion with references to the text.

Question 10

- (a) Most candidates identified some relevant information in this question. Better responses demonstrated a good understanding of who Nabeel is and why Layla, Amani and Yousseff are writing to him. Poorer responses provided unnecessary information explaining in detail, the three writers' experiences in Egypt.
- (b) Most candidates demonstrated an understanding of Layla's negative attitude towards her holidays. In the better responses, candidates identified and explained how Layla's attitude changed from excitement and happiness, to anger, frustration and fear. They reflected on her choice of wanting to return home as an indicator of the dramatic change in attitude. The responses included the reasons as to why her attitude changes without demonstrating a clear understanding of how it changed.
- (c) Poorer responses stated the reasons that lead the two girls to return to Sydney early. In the better responses, candidates compared the two girls' feelings in regard to their early return to Sydney. They identified Layla's relief in returning home as well as Amani's annoyance at having her trip cut short but also her excitement about the new job and her hope of visiting Egypt in the future.
- (d) Better responses demonstrated a perceptive understanding of how the content as well as the style reflected the statement 'How I wish I were a writer at that time'. They included relevant examples and explained that Youssef was really a writer without realising it. Poorer responses included only some content informatics on language technique to address the question and vague examples to illustrate their point of view or none at all.

Part B

Question 11

In the better responses, candidates approached the text as a whole and dealt with the real issue, ie 'the children and the law'. They demonstrated a comprehensive understanding of the text to develop a cohesive argument. Poorer responses dealt with some examples given in the text without any depth analysis of the issue. Some of these poorer responses included advice to the parents on how to bring up their children or comparisons of how children are brought up in the East and in the West.

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 12

- (b) In the better responses, candidates demonstrated an understanding of the need to write about an unusual wedding.

Question 13

- (a) Better responses demonstrated originality of ideas and creativity in style and language use.
- (b) In the better responses, candidates demonstrated a good command of the language and included original and interesting ideas whereas the poorer responses did not meet word length requirements and demonstrated a limited understanding of the task requirements.

Extension

Oral Examination

General Comments

In the better responses, candidates demonstrated a good level of competence in Arabic and a capacity to formulate a well-structured and convincing argument. These responses showed that candidates had used their preparation time wisely to plan their monologue, with an appropriate introduction and conclusion. In the better responses, candidates presented and developed a coherent, sophisticated argument, supported by a range of relevant examples. They communicated effectively, with a high level of fluency and grammatical accuracy and demonstrated sophistication in vocabulary and sentence structures.

Some arguments bore little relevance to the wording of the questions. Some candidates spoke at full speed without drawing breath, making it difficult at times to follow their train of thought. Most candidates met the time limit requirements of approximately two minutes. However, a few responses fell short of the recommended time, not allowing candidates sufficient scope to develop their argument or to demonstrate linguistic competence. Candidates are reminded that overlong responses are often poorly structured and contain repeated linguistic or syntactic errors.

Question 1

In the better responses, candidates demonstrated a good understanding of the key terms in the question and presented a well developed and coherent argument. In some responses, ‘parents’ and ‘extended family’ were confused.

Question 2

In the better responses, candidates demonstrated a clear understanding of the key terms in the question and candidates presented a well developed argument. Poorer responses did not present an argument. These responses contained some relevant ideas but no clear understanding of the key issues of the question.

Question 3

In the better responses, candidates demonstrated a clear understanding of the requirements of the task and the term ‘housework’, and were structured and coherent. Some candidates confused ‘housework’ with ‘women’s rights’.

Written Examination

Section I – Response to Prescribed Text

Part A

Question 1

- (a) The better responses to part (a), identified why Idriss Al-Qadi was initially refused marriage to Saida Karim. The poorer responses did not refer to the fact that the girl Saida was having to wait for him.
- (b) In the better responses to part (b), candidates 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 did not adequately explain the significance of ‘gossip’ in this particular story and included a more general answer. They did not include relevant examples. Some of the poorer responses included examples without explaining their significance.
- (c) In the better responses, candidates made specific reference to the elements of the short story. These elements included no introduction, no description of the setting, the fact that characters are not fully developed and the use of dialogue. The use of short sentences dotted with question and exclamation marks to create an emotional response was another element. The poorer responses confused ‘elements of the short story’ with ‘theme’ or ‘language techniques’.
- (d) In this question, the better responses demonstrated a sophisticated understanding of how Najib Muhfouz was able to create sympathy for his female characters by referring to the text of the story given as well as number 25 and number 31.

In the better responses, candidates compared the three stories and showed how Muhfouz creates sympathy for his characters by making the reader realize that the love felt by both Saida Karim and Fathia was not considered when it came to marriage. They were unable to choose the man they loved. Suitability was the main factor in deciding who was acceptable to the parents as the man had to come from the right background. The girls were also supposed to marry young. Both Saida and Fathia suffered in their lives. Many of the poorer responses did not compare the three stories. Some candidates’ responses referred to Tawhida in story 9 and to Batrick al Hamaoui in story 30 or to Hammam in story number 34. Other poor responses analysed Muhfouz’s language techniques as the candidates misunderstood the expression ‘explore this aspect in his writing’ in the question.

Part B

In the best responses, candidates demonstrated a good control of the language structures and manipulated them authentically. Better responses demonstrated sensitivity and perceptiveness in Naiim’s reflection of his relation with Elena and his frustration his father’s reaction. They revealed his

feelings towards the way he has been treated by his father. They manipulated specific details in the story to show Naim's plans to see Elena before she leaves.

In the poorer responses, candidates retold the events of the story without making a real connection to how Naim would be feeling and acting after the events described in this extract. These candidates not only demonstrated a limited understanding of the requirement of the task, but also divided their writing into multiple diary entries rather than the one entry required by the task.

Section II – Writing in Arabic

Question 3

In the better responses, candidates presented and developed a sophisticated discussion of the key elements of the statement. They were creative in the analysis of the importance of education in the question especially in relation to women.

In the poorer responses, candidates referred to the importance of education to the individual in general. They presented some relevant material and examples, but did not develop a coherent argument.

Question 4

The better responses in this question demonstrated breadth and depth in the treatment of relevant ideas. They discussed adolescence as a stage of change and challenge. They explained these changes and challenges with a variety of relevant ideas, using a high level of grammatical accuracy and sophistication of vocabulary and sentence structure.

Arabic Beginners

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I — Reading			
1	5		H2.2, H2.4
Speaking Skills Examination			
Section II — Conversation			
2	5		H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7
Listening Skills Examination			
1	2	Announcement — work as a translator	H3.1
2	2	School life — announcement	H3.1
3	2	Weather — report	H3.1
4	1	Shopping — conversation	H3.1, H3.3
5	2	Family/friends — conversation	H3.1
6	3	Health — talk back	H3.1
7	4	Social relationship — summary of telephone conversation	H3.1
8	4	Shopping — conversation	H3.1, H3.2, H3.3
9	1	Lifestyle — review	H3.1, H3.2
10	4	Leisure/spare time — conversation	H3.1
11	5	Hobbies — conversation	H3.1
12	5	World of work — interview	H3.1, H3.2
Written Examination			
Section I — Reading Skills			
1	3	Travelling — announcement	H3.1, H3.3
2 (a)	1	School life — autograph	H3.1
2 (b)	3	School life — autograph	H3.1, H3.2
3 (a)	1	Entertainment — review	H3.1
3 (b)	2	Entertainment — review	H3.1, H3.3
3 (c)	3	Entertainment — review	H3.1, H3.3
4 (a)	2	Lifestyle — email	H3.1, H3.3
4 (b)	4	Lifestyle — email	H3.1, H3.2, H3.3
5 (a)	2	Culture and tradition — article	H3.1, H3.3
5 (b)	4	Culture and tradition — article	H3.1, H3.2, H3.3
5 (c)	5	Culture and tradition — article	H3.1, H3.2, H3.3
6 (a)	2	Future aspiration — letter to editor	H3.1, H3.2
6 (b)	3	Future aspiration — letter to editor	H3.1, H3.2
6 (c)	4	Future aspiration — letter to editor	H3.1, H3.2
6 (d)	5	Future aspiration — letter to editor	H3.1, H3.2
6 (e)	1	Future aspiration — letter to editor	H3.1, H3.2
Written Examination			
Section II — Writing Skills			
7	10	World of work — letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	10	Family and friends — dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9	10	School life — story	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

Arabic Continuers

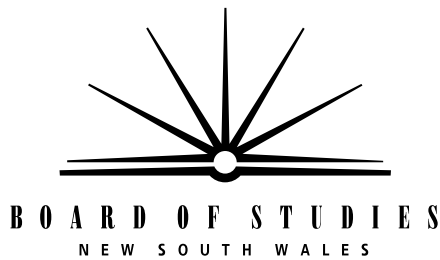
2008 HSC Examination Mapping Grid

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	2	Health and family – news item	H3.1
2	2	Education – phone message	H3.1
3 (a)	2	Family and friends – telephone conversation	H3.1, H3.2
3 (b)	1	Family and friends – telephone conversation	H3.1
4	3	Lifestyles – conversation	H3.1, H3.2
5	4	Relationships – conversation	H3.1, H3.2
6	5	Current issues – speech	H3.1, H3.2
7	1	Environment – conversation	H3.1, H3.2
8	5	Family and friends – dialogue	H3.1, H3.2
Section II — Reading and Responding			
Part A			
9 (a)	2	Education and aspirations – diary entry	H3.1
9 (b)	3	Education and aspirations – diary entry	H3.1, H3.2
9 (c)	4	Education and aspirations – diary entry	H3.1, H3.2
10 (a)	3	Lifestyles – emails	H3.1
10 (b)	4	Lifestyles – emails	H3.1, H3.2
10 (c)	4	Lifestyles – emails	H3.1, H3.2
10 (d)	5	Lifestyles – emails	H3.1, H3.2
Section II — Reading and Responding			
Part B			
11	15	Family and friends – speech	H1.2, H1.3, H2.1, H2.3, H3.1
Section III — Writing in Arabic			
12	6	World of work/culture and tradition – recount	H2.1, H2.2, H2.3
13	9	Family and friends/lifestyles – conversation	H2.1, H2.2, H2.3

Arabic Extension

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
1	5	Perception of East and West — monologue	H1.1, H1.2
2	5	The Arab individual and the state and society — 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>Hikoyat Haratina</i> – story No.9	H2.1
1 (b)	3	<i>Hikoyat Haratina</i> – story No.9	H2.1, H2.2
1 (c)	4	<i>Hikoyat Haratina</i> – story No.9	H2.1, H2.2
1 (d)	6	<i>Hikoyat Haratina</i> – story No.9	H2.1, H2.2
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Al-Sha'ir</i> – diary entry	H2.1
Written Examination			
Section II — Writing in Arabic			
3	15	The Arab individual and the state and society — essay	H1.1, H1.2
4	15	Gender issues — essay	H1.1, H1.2



2008 HSC Arabic Beginners Listening Skills Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Arabic Beginners Listening Skills, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
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A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies what is required of applicants	2
• Identifies some relevant detail	1

Sample answer:

The applicant must be able to speak English and Arabic and have work experience.

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why the announcement has been made	2
• Provides some relevant information	1

Sample answer:

The sport classes have been cancelled this morning. Therefore Year 8 has to go to the library to watch a film instead of doing sport.

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the forecast changes	2
• Identifies some relevant details	1

Sample answer:

There will be cool change tomorrow. Wind will increase in the afternoon.

Question 4

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Provides a detailed explanation	2
• Identifies some relevant information	1

Sample answer:

He is anxious that his mother will arrive too late for him to arrive to the party on time.

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

Criteria	Marks
• Demonstrates a good understanding of why Wadad feels unwell	3
• Demonstrates some understanding of why Wadad feels unwell	2
• Identifies some relevant details	1

Sample answer:

She is overtired from her hectic routine, doesn't get enough sleep and has a poor diet.

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

Criteria	Marks
• Completes the message pad with most relevant information	4
• Complete the message pad with some relevant information	2–3
• Identifies some relevant information	1

Sample answer:

Who rang:	Farid from The Choir
Time of call:	9.00 pm
Message:	Call him back. He wants to invite you to dinner.

Question 8

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

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons for Walid satisfaction	4
• Identifies some reasons for Walid satisfaction	2–3
• Identifies some relevant information	1

Sample answer:

Even though he had a lot of souvenirs to buy and not much time, he found present for them all and even jeans for himself (and he is difficult to shop for). He also learnt to become a good bargainer.

Question 9

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 10

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Predicts with relevant detail to support answer	4
• Supports prediction with some detail	2–3
• Identifies some relevant information	1

Sample answer:

Salma will not accept Fadi's invitation, as they are not suited. Fadi likes indoor, social activities with his friends such as going to movies in the city. Salma likes active, outdoor activities such as swimming and bike riding and spending time with her family. She completes her homework before leisure activities.

Question 11

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the argument	5
• Demonstrates a thorough understanding of the argument	4



• Demonstrate some understanding of the argument	2–3
• Identifies ONE relevant detail of the argument	1

Sample answer:

They are having an argument about what to do on Saturday. She wants to go to a Sixties' concert. Nadim thinks that 60s' songs are boring. Nadim would prefer to go to the boxing but she thinks boxing is violent. Leila accuses him of being awful and selfish but he claims they always end up doing what she wants.

Question 12

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the text by arguing for and/or against Salam's decision to dismiss Khaled addressing all the main issues in the text	5
• Demonstrate a good understanding of the text by arguing for and/or against the dismissal, addressing some of the issues in the text.	3–4
• Identifies some reasons for and/or against the dismissal	2
• Identifies some relevant details	1

Sample answer:

Salam is justified in sacking Khaled because he has been arriving late to work and this is the second time she has had to speak to him. Even though Khaled has offered to come up with another alternative to getting to work it is too late because he has received two warnings. Secondly, she justifies her decision by reminding him that he knew it was important to start at 5:00 or they wouldn't be ready in time for the clients. She also mentions that for these reasons she needs somebody responsible she can rely on.



2008 HSC Arabic Beginners Written Examination Marking Guidelines

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Section I — Reading Skills

Question 1

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies all relevant information	3
• Identifies most relevant information	2
• Identifies some relevant information	1

Sample answer:

To tell guests they can buy items from their rooms but if any are missing their cost will be added to the bill.

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 2 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of their relationship	3
• Demonstrates some understanding of their relationship	2
• Provides isolated detail about the friends' relationship	1

Sample answer:

They were very close friends. They had many fun times together and shared special memories. Their relationship is so close that they will continue to be friends.

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

**Question 3 (b)**

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies how Fares and Najoud meet	2
• Provides some relevant detail	1

Sample answer:

Fares is required to help Najoud as community service instead of prison.

Question 3 (c)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how the relationship between Fares and Najoud changes	3
• Demonstrates some understanding of how the relationship between Fares and Najoud changes	2
• Identifies some relevant information	1

Sample answer:

At first neither wants anything to do with other. Over time they begin to accept each other. Finally friendship develops between them.

Question 4 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies government actions with detail	2
• Identifies some relevant information	1

Sample answer:

The government must increase transport and work hours for police at day of the Land.

**Question 4 (b)**

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

MARKING GUIDELINES

Criteria	Marks
• Discusses the writer's opinion with relevant detail	4
• Discusses the writer's opinion of day of the Land with some relevant detail	2–3
• Identifies some information	1

Sample answer:

The writer feels that the day of the Land is good because of the economic impact on the village, the reminder of one's place of origin. However, he is bored by the longer travelling time and not happy with higher transport costs.

Question 5 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the changes to public housing planned by the government	2
• Identifies some relevant information	1

Sample answer:

Demolition of old apartments and construction of new dwellings.

Question 5 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of how Madame Afaf felt about moving	4
• Demonstrates a good understanding of how Madame Afaf felt about moving	3
• Demonstrates some understanding of how Madame Afaf felt about moving	2
• Provides some relevant detail	1

Sample answer:

She wanted to move because she lived in an apartment block but did not know neighbours and the buildings were in a bad state. But she had regrets about leaving the apartment where she had lots of memories and her children grew up.

Question 5 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which Madame Afaf's new life reflects the success of the government's changes	5
• Demonstrates a good understanding of the extent to which Madame Afaf's new life reflects the success of the government's changes	3–4
• Demonstrates some understanding of the extent to which Madame Afaf's new life reflects the success of the government's changes	2
• Identifies some relevant information	1

Sample answer:

The replacement of her old apartment block with a new house has given her a more acceptable dwelling. The atmosphere had changed from gloomy to pleasant. Her house is pretty and she enjoys resting in the garden.

Fear and isolation have been replaced by positive social contact; people see and greet each other. The sports field is provided to give young people something to do.

Question 6 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the common element in their attitudes	2
• Identifies some relevant information	1

Sample answer:

Bassem and Rady are both confident and determined to become rich and famous.

Question 6 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why she will succeed	3
• Demonstrates some understanding of why she will succeed	2
• Identifies some relevant information	1

Sample answer:

Samar is likely to succeed because she has been dedicated to her dream from a young age. She is studying very hard to achieve her goal and she also has the support of her mother.

Question 6 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the differences between Mariam's and one other young person's plans	4
• Demonstrates a good understanding of the differences between Mariam's and one other young person's plans	3
• Identifies some relevant information	1–2

Sample answer:

Mariam's plans contrast with that of Radi's in that:

- She is undecided whereas Radi is certain about what he wants to do
- Her plans involve helping others whereas Radi is only concerned about himself
- She is not interested in money and fame whereas this is important for Radi

Question 6 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrate a thorough understanding of the parents' feelings towards their sons' career choice	5
• Demonstrates a good understanding of the parents' feelings towards their sons' career choice	3–4
• Demonstrates some understanding of the parents' feelings towards their sons' career choice	2
• Identifies some relevant information	1

Sample answer:

Radi's parents are worried about his career choice, especially since this involves Radi dropping out of school. They want him to have a stable job, however, at the same time they appreciate the fact that he has his own plans. Bassem's parents are also concerned about his career choice. They never accept his career choice as they feel it is not a 'real' job.

Question 6 (e)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Section II — Writing Skills

Question 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"> • 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



2008 HSC Arabic Continuers Marking Guidelines

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Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the advice given to Leo's	2
• Provides some relevant information	1

Sample answer:

Leo's have to rest and involve their family in solving their problems.

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Explains why Mr Farid left this message	2
• Provides some relevant information	1

Sample answer:

He wants Kamal's parents to contact the school and explain why Kamal has not been at school this week.

Question 3 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why Mounir has a problem	2
• Provides some relevant information	1

Sample answer:

He is playing in a concert and has to get there an hour earlier than he thought. Therefore, he can't pick up Samia from the airport.

Question 3 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 4

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of why the customer ends up buying the electronic game	3
• Demonstrates a good understanding of why the customer ends up buying the electronic game	2
• Provides some relevant information	1

Sample answer:

She is desperate to buy something as her brother's birthday party is on this afternoon. For an extra \$20 she will get an extra game and her gift wrapped for free.

Question 5

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of whether Shadi is justified	4
• Demonstrates a good understanding of whether Shadi is justified	2–3
• Provides some relevant information	1

Sample answer:

Shadi is justified because he believes he was the only one taking the relationship seriously. Every time he tried to communicate with Yasmine, her reaction was negative. He is fed up with her. Her stubbornness, indifference and unwillingness to accept his suggestions and opinions have made him more determined in his decision.

Question 6

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of what makes this speech effective	5
• Demonstrates a good understanding of what makes this speech effective	3–4
• Provides some relevant information	1–2

Sample answer:

This speech is effective because the speaker relates to the audience by describing a personal experience. He engages the audience through the references to his painful experiences and by telling students that they could end up going through what he has gone through. In his speech, he outlines the physical, social and psychological effects of drugs through the use of words such as ‘pale like autumn leaves’

Question 7

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 8

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship between the grandfather and his granddaughter	5
• Demonstrates a good understanding of the relationship between the grandfather and his granddaughter	3–4
• Demonstrates a basic understanding of the relationship between the grandfather and his granddaughter	1–2

Sample answer:

The relationship is one-sided. The grandfather is very loving and caring towards his granddaughters. He is patient with her and insists on helping her work things out, despite her rudeness. She on the other hand, shows no interest in what he says and speaks very reluctantly to him. She is harsh, unfair, cold and uncompromising. She shows no faith in him or in his ability to help her.

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of Hala's feelings in the first diary entry	2
• Identifies some relevant information	1

Sample answer:

Hala is feeling very upset and angry. She also feels that she has no one to talk to.

Question 9 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of Hala's comment	3
• Demonstrates a good understanding of Hala's comment	2
• Identifies some relevant information	1

Sample answer:

She is confused because despite being a strange person, Hala is attracted to Danny. Yet she is not sure whether she should give him her telephone number.

Question 9 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of how Hala is likely to perform in her final examinations	4
• Demonstrates a comprehensive understanding of how Hala is likely to perform in her final examinations	3
• Demonstrates a good understanding of how Hala is likely to perform in her final examinations	2
• Provides some relevant information	1

Sample answer:

Hala is probably going to improve her results. She is more motivated and enthusiastic. She has become more confident because of Danny's support through tutoring.

However, if she spends too much time with Danny, this may also distract her.

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding as to why Layla, Amani and Youssef are writing these emails to Nabeel	3
• Demonstrates a good understanding as to why Layla, Amani and Youssef are writing these emails to Nabeel	2
• Identifies some relevant information	1

Sample answer:

Nabeel is their friend. He was not able to travel with them as planned because he got sick. They want to tell him about their trip.

Question 10 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of how Layla's attitude changes	4
• Demonstrates a good understanding of how Layla's attitude changes	2–3
• Identifies some relevant information	1

Sample answer:

She is excited and positive about her trip to Egypt when she arrives there. However her attitude changes and becomes negative and pessimistic as she realises that she had to share accommodation. In addition, she was disappointed and scared at the loss of her handbag and passport.

Question 10 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the feelings of Layla and Amani towards their decision to return to Sydney early	3
• Demonstrates a good, understanding of the feelings of Layla and Amani towards their decision to return to Sydney early	2–3
• Identifies some relevant information	1

Sample answer:

Both Layla and Amani had to cut short their trip. Layla is relieved to be getting back to her mother's arms. However, Amani is excited and hopeful as she returns to Sydney. She is disappointed at not finishing her holidays but realises she mustn't complain as she can come back later.

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how the content and style of Youssef's email reflect his statement	5
<ul style="list-style-type: none">• Demonstrates a good understanding of why how the content and style of Youssef's email reflect his statement	3–4
<ul style="list-style-type: none">• Demonstrates a basic understanding of why how the content and style of Youssef's email reflect his statement <p>OR</p> <ul style="list-style-type: none">• Identifies some relevant information	1–2

Youssef wishes he were a writer. However, he is one without realising it. He can feel the greatness of the moments and express his appreciation in a descriptive language that stimulates our imagination.

He is also able to observe the sights, movements and smells around him and report on the whole in a poetic way using imagery such as similes and metaphors example:

Section II — Reading and Responding

Part B

Question 12

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 13

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 14

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, reflect 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, reflect 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



2008 HSC Arabic Extension Marking Guidelines

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Section I — Response to Prescribed Text

Part A

Question 1 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what has prompted this conversation	2
• Identifies some relevant information	1

Sample answer:

The neighbourhood can't believe that not only is Tawheeda working, but that she is also working amongst men.

Question 1 (b)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of how the author's reaction in the last paragraph reflects his attitude towards Tawheeda	3
• Demonstrates a good understanding of how the author's reaction in the last paragraph reflects his attitude towards Tawheeda	2
• Identifies some relevant information	1

Sample answer:

The narrator decides to observe Tawheeda because he is intrigued by her story. He notices the apparent differences between her and the other women in the neighbourhood. He decides to reject her and adopt the general attitude without question.

Question 1 (c)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of how the language feature of the short story are used effectively	4
• Demonstrates a sound understanding of how the language feature of the short story are used effectively	3
• Demonstrates a some understanding of how the language feature of the short story are used effectively	2
• Identifies some relevant information	1

Sample answer:

Muhfuz uses many features of the short story genre to make this text effective. He uses clear-cut language with no real introduction to the events. The reader is thrown into the main event without warning. The characters are introduced briefly through short sentences. Muhfuz also uses dialogue with short expressions revealing the feelings and attitudes of the speakers.

Question 1 (d)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of how Najib Muhfuz explores the issue of marriage for women	6
• Demonstrates a thorough understanding of how Najib Muhfuz explores the issue of marriage for women	4–5
• Demonstrates a good understanding of how Najib Mahfuz explores the issue of marriage for women	3–2
• Identifies some relevant information	1

Sample answer:

Najib Muhfuz explores the issue of marriage for women through the story of Tawheeda as well stories of Fathia (story 25) Sayyida (story 31) and Hannya (story 34).

According to these stories, marriage is conveyed as the woman's destiny and the only acceptable role in life for her.

In addition, the female characters in the stories are pressured into arranged marriages either from the family or by society. Love is not considered essential for marriage. This is evident in the stories of Fathia, Sayyida and Hannya. Furthermore, in order to get married, women have to have certain qualities. They have to be pretty, young and conservative such as in Tawheeda's story. Work is not an option.

Finally, when women insist on deciding who they want to marry, they are despised by their family and society and blamed for the problems that befall the people around them.

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