



BOARD OF STUDIES
NEW SOUTH WALES

2009 HSC Arabic Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what 'Light of Future' is	2
• Identifies some relevant information	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the phone number	1

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

Criteria	Marks
• Identifies why doctors are unhappy	1

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

Criteria	Marks
• Demonstrates a good understanding of what doctors are planning for the future	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of what Walid and Amani are discussing	3
• Demonstrates some understanding of what Walid and Amani are discussing	2
• Identifies some relevant information	1

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

Criteria	Marks
• Completes the survey form with all of the relevant information	4
• Completes the survey form with most of the relevant information	2–3
• Completes the survey form with some relevant information	1

Question 5*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of Elissa's decision to work in the circus	4
• Demonstrates a good understanding of Elissa's decision to work in the circus	2–3
• Identifies some relevant information	1

Question 6*Outcomes assessed: H3.4***MARKING GUIDELINES**

Criteria	Mark
• (A)	1

Question 7 (a)*Outcomes assessed: H3.5***MARKING GUIDELINES**

Criteria	Mark
• Demonstrates a good understanding of why Mrs Dalal is a suitable guest for this program	2
• Identifies some relevant information	1

Question 7 (b)*Outcomes assessed: H3.6***MARKING GUIDELINES**

Criteria	Mark
• Demonstrates a comprehensive understanding of what makes this interview effective	5
• Demonstrates a good understanding of what makes this interview effective	3–4
• Demonstrates a basic understanding of what makes this interview effective	1–2

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Mark
• Demonstrates a good understanding of why Hanan initiated this chatroom conversation	2
• Identifies some relevant information	1

Question 8 (b)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Mark
• Demonstrates a good understanding of the advice Jenna gives Hanan	3
• Demonstrates some understanding of the advice Jenna gives Hanan	2
• Identifies some relevant information	1

Question 8 (c)

Outcomes assessed: H3.4

MARKING GUIDELINES

Criteria	Mark
• Demonstrates a perceptive understanding of Hanan's personality	4
• Demonstrates a good understanding of Hanan's personality	2–3
• Identifies some relevant information	1

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

Criteria	Mark
• Demonstrates a good understanding of why people are writing to Hoda Farah	3
• Demonstrates some understanding of why people are writing to Hoda Farah	2
• Identifies some relevant information	1

Question 9 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Mark
• Demonstrates a thorough understanding of the questions used in the survey	4
• Demonstrates a good understanding of the questions used in the survey	3
• Demonstrates some understanding of the questions used in the survey	2
• Provides some relevant information	1

Question 9 (c)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Mark
• Demonstrates a good understanding of how Nour's father contributed to his success	4
• Demonstrates some understanding of how Nour's father contributed to his success	2–3
• Provides some relevant information	1

Question 9 (d)*Outcomes assessed: H3.5, H3.6***MARKING GUIDELINES**

Criteria	Mark
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the way in which Ziad's frustration is expressed in his letter• Refers to both language and content	5
<ul style="list-style-type: none">• Demonstrates a good understanding of the way in which Ziad's frustration is expressed in his letter• Refers to both language and content	4
<ul style="list-style-type: none">• Demonstrates some understanding of the way in which Ziad's frustration is expressed in his letter• Refers to both language and content	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

Section II — Reading and Responding

Part B

Question 10

Outcomes assessed: H1.2, H1.3, 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 effectively and appropriately in relation to the audience, purpose and context of the taskManipulates vocabulary, language structures and features authentically and creatively relevant to the task	5
<ul style="list-style-type: none">Writes with a good understanding of the audience, purpose and context of the taskDemonstrates a good understanding of vocabulary, language structures and features relevant to the task	4
<ul style="list-style-type: none">Writes with some awareness of the audience, purpose and context of the taskDemonstrates some understanding of vocabulary, language structures and features relevant to the task	2–3
<ul style="list-style-type: none">Produces some comprehensible language relevant to the task	1

Section III (continued)

Question 12

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

MARKING GUIDELINES

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

Arabic Continuers

2009 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 (a)	2	Personal identity — advertisement	H3.1
1 (b)	1	Personal identity — advertisement	H3.1
2 (a)	1	Media — news item	H3.1
2 (b)	2	Media — news item	H3.2
3	3	Personal identity — conversation	H3.2
4	4	Lifestyles — interview	H3.1
5	4	Personal identity — interview	H3.3
6	1	World of work — conversation	H3.4
7 (a)	2	Lifestyles — radio interview	H3.5
7 (b)	5	Lifestyles — radio interview	H3.6
Section II — Reading and Responding			
Part A			
8 (a)	2	Family and friends — chatroom conversation	H3.1
8 (b)	3	Family and friends — chatroom conversation	H3.3
8 (c)	4	Family and friends — chatroom conversation	H3.4
9 (a)	3	Media — forum	H3.1
9 (b)	4	Media — forum	H3.2
9 (c)	4	Media — forum	H3.3
9 (d)	5	Media — forum	H3.5, H3.6
Section II — Reading and Responding			
Part B			
10	15	Personal identity — diary entry/email	H1.2, H1.3, H3.1
Section III — Writing in Arabic			
11 (a)	5	Personal identity — postcard	H2.1, H2.2, H2.3
11 (b)	5	Personal identity — message	H2.1, H2.2, H2.3
12 (a)	10	Lifestyles — article	H2.1, H2.2, H2.3
12 (b)	10	Personal identity — diary	H2.1, H2.2, H2.3