

**2005 HSC Notes from
the Marking Centre
Arabic**

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Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 1741473578

2006046

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2005 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 2005 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 along with the HSC examination paper, the HSC standards package and the marking guidelines. Teachers and candidates are reminded of the importance of remaining conversant with the syllabus, the ACE Manual and Board Bulletin notices. In particular, teachers and principals should note carefully the Rules for the Conduct of Oral Examinations.

Beginners

There were no candidates for the Beginners course this year.

Continuers

Oral Examination

Better responses displayed confidence in using Modern Standard Arabic. They were able to answer a range of questions with fluency using a wide range of sophisticated vocabulary and sentence structures. Depth of treatment was also demonstrated when candidates expressed their own opinions and ideas.

The weaker responses included colloquialisms and Anglicisms. They demonstrated the candidates' lack of ability to use the language to express their own ideas.

Written Examination

Section I – Listening and Responding

General Comments

In general, candidates responded adequately to the range of items, which covered syllabus topics such as family and friends, media, health, world of work, school life and life style.

It is important to remember that this examination also assesses Outcome 3.2. This may require identification of the purpose and context of spoken text, or the interpretation or evaluation of information. Candidates need to carefully phrase their responses in English or Arabic, as requested, so that they convey the intended meaning accurately.

Question 1

This question was generally well handled. Weaker responses however, did not include the specific detail of Samar being ‘good in Maths and concentrated on blaming the teacher’.

Question 2

- (b) Weaker responses only referred to Maya’s concern of losing weight and did not make reference to the fact that ‘she loves to wear the latest fashion’.

Question 3

Most responses were written in Arabic as requested. It is advised that candidates read the instructions carefully.

Question 4

Better responses demonstrated a good understanding as to how justified the manager was in sacking Farid. Weaker responses did not include the fact that ‘Farid was not a team player’.

Question 5

- (a) Weaker responses referred to ‘*Seem*’ as a ‘beauty product’ rather than a ‘mobile phone cover’.
- (b) Candidates generally answered this question well and responses reflected the preparation of candidates in the area of evaluating language techniques.

Question 7

- (b) Better responses demonstrated a sophisticated understanding as to how the speaker creates interest. A number of responses concentrated on the use of language in general rather than techniques used by the speaker to create interest. It is always advised that candidates read each question carefully.

Section II – Reading and Responding

Part A

General Comments

In the reading and responding section, global comprehension is important, and in most cases candidates understood the gist of the text. However, this did not necessarily translate into responses showing analytical and evaluative skills.

Question 8

- (a) Better responses clearly demonstrated an understanding as to why Howaida Mounir is being interviewed. The reasons were ‘her latest book has received international acclaim’ and ‘is number one best seller’.

Weaker responses concentrated on the reasons why Howaida came to Australia instead of why she was interviewed and did not demonstrate an understanding of the specific aspects of the text eg its bestseller status.

- (b) Better responses demonstrated a sophisticated understanding of how Howaida Mounir is portrayed in the passage and supporting the answer with examples. They explained how impatient, stressed and brief Howaida was. They gave a full description of her reaction to the journalist’s questions. They even sensed the fact that she was not always being honest throughout the interview.

Weaker responses confused the term ‘portrayed’ with ‘betrayed’ or listed some characteristics without specific examples from the text. They also gave Howaida some positive qualities such as ‘busy, successful writer, famous and surrounded by two bodyguards’.

- (c) Better responses presented and discussed the interviewer’s technique rather than the interview itself and how it should be conducted. These responses referred to the fact that the interview was well conducted, that the interviewer was well prepared, polite, calm and daring in his questions. Weaker responses, however, did not answer the question.

Question 9

- (a) Better responses clearly outlined the nature of the relationship between Amani and Imad. Weaker responses did not include sufficient detail. They did not include the fact that ‘they played together as children’.

- (b) Better responses demonstrated a good understanding of the language technique of ‘personification’ used. They gave a clear explanation of each quote. Some responses included good explanation of each quote given but the language technique ‘personification’ was not mentioned.

Weaker responses did not demonstrate a clear understanding of language techniques used or even in some cases the meaning of the quotes. Instead, they related the language to the author’s feelings.

- (c) Better responses demonstrated a good understanding of the significance of the quote. They identified the important issues raised by the author such as his fear for the future, the exploitations of big investors, a sense of sadness and disappointment and a direct criticism of the state of affairs in Lebanon.

Some candidates did not make reference to the direct criticism of the state of affairs in Lebanon. Weaker responses simply included an attempt to translate the quote or referred to the issue of ‘exploitation by big investors’.

- (d) Better responses demonstrated a sophisticated understanding of the underlying themes throughout the text. In some responses, candidates referred to contrasts between the state of the beaches in Lebanon in the present and in the past. However, the question referred only to the ‘current situation’.

Weaker responses listed ideas (sometimes in tabular form), but did not fully address the question which required a comparison.

- (e) The majority of candidates responded correctly to this question.

Part B

General comments

In a large number of the responses in this section candidates did not reflect on the experiences of the chosen leaders on the trip. They narrated the events of the trip, rather than using the information provided in the text. Many responses did not adhere to the text-type required by the question.

Most candidates made some reference to a particular disaster or incident, but did not explain why the entire trip was a disaster. Better responses demonstrated a comprehensive understanding of the requirement of the task by including relevant ideas and information, and by responding in depth to the question as it related to the stimulus text.

Section III – Writing in Arabic

General Comments

In general, the level of Arabic used by candidates in this section was of a reasonable standard. However, some responses showed a lack of understanding of the requirements of the task.

Question 11

- (a) Fewer candidates attempted this question than 11(b). Generally, the question was well handled. Responses showed a clear understanding of the requirements of the task.
- (b) The expression ‘HSC period’ was viewed either as the actual HSC exam period or as the time spent studying year 12.

Better responses were clear and detailed. Poor responses canvassed only the general idea of the task or used colloquial language and Anglicisms.

Question 12

There was almost an even choice between questions (a) and (b) by the candidates. The text type of letter required for both tasks was generally observed. Better responses showed a thorough understanding of the task.

Weaker responses were descriptive rather than reflective or persuasive and used colloquial language rather than Modern Standard Arabic.

Extension

Oral Examination

General Comments

Most candidates attempted questions 1 and 2 and demonstrated a good understanding of the requirements of the questions. They included a general discussion of the themes rather than presenting a sophisticated argument related to the question. The topics set for the oral examination relate to the prescribed issues and not necessarily the prescribed texts. Candidates can give examples from these texts if relevant, but this is not a requirement. Information used to support an argument can be drawn from the prescribed texts, other texts and/or other sources. Overall, the level of language was good.

Question 1

This question was attempted by most candidates. Most candidates supported their argument with relevant examples either from the prescribed texts or from other sources.

Question 2

Most candidates attempted this question. Most of the responses did not adequately address the aspects of the question, especially in relation to the idea of 'no limits'.

Question 3

Very few candidates attempted this question.

Written Examination

Section I – Response to Prescribed Text

Part A

General Comments

Candidates' responses showed that they knew the short story 'Al-Dinosaur' and understood the themes and issues involved. However misunderstanding of the verbal and non-verbal elements in the extract led to poorer responses.

Specific Comments

Question 1

(a) Most candidates demonstrated a good understanding as to why both marriages failed.

- (b) Better responses demonstrated a sophisticated understanding of the quotation. They were able to show the idea of 'loneliness' conveyed in the quotation. This sense of loneliness is felt even stronger when the person is in own country and among his family and friends as he does not get along with them so he feels alienated.

Weaker responses attempted to explain the quotation but referred to 'loneliness' as 'expatriatism' or 'immigration'. As a result they were not able to answer the question effectively.

- (c) Better responses demonstrated a sophisticated understanding of the significance of the mirror.

Weaker responses described the mirror as a reflection of Eastern and Western traditions. They concentrated on the main character's inner attachment to her old tradition and referred to the mirror as a barrier between the two cultures.

- (d) Better responses showed a very good analysis of the verbal and non-verbal element in the interaction between the two main characters and gave examples to support their arguments.

Poorer responses did not address the question but rather spoke about the difference between the backgrounds of the characters, analysed the language used in the extract or explored the interaction between the female character and the mirror.

Part B

Question 2

This question was generally well handled. The better responses demonstrated a perceptive and sensitive understanding of the prescribed text reflecting on Raki's experience and his unjust treatment. They showed some flair in exploring the feelings of the major towards the oppression exercised by the authorities.

However, poorer responses did not demonstrate understanding of the prescribed text or did not refer to the text at all.

Section II – Writing in Arabic

General Comments

Candidates attempted Question 3 and Question 4 equally.

Question 3

On the whole, responses demonstrated limited understanding of the requirements of the task. Some responses concentrated on sons taking over the role of their fathers, rather than referring to both parents. A number of candidates interpreted the question in ways not always consistent with the question, eg they discussed the role of youth as the custodian of Arabic customs and traditions in the family unit. However, the best responses demonstrated how the children have become a big help to their parents in their new world, Australia.

Question 4

In general this question was well treated by candidates. Poorer responses concentrated on the advantages and disadvantages of the Internet without addressing the question. Better responses discussed the role played by the Internet in the globalisation of information and the impact of this on the changing perceptions of the East and West.

Arabic Continuers

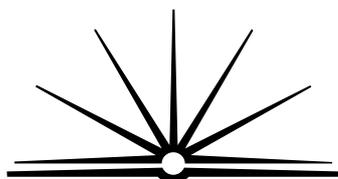
2005 HSC Examination Mapping Grid

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	School life — conversation	H3.1
2 (a)	1	Health — conversation	H3.1, H3.2
2 (b)	2	Health — conversation	H3.1, H3.2
3	3	Family and friends — conversation	H3.1, H3.2
4	4	World of work — conversation	H3.1, H3.2
5 (a)	1	Media — advertisement	H3.1
5 (b)	4	Media — advertisement	H3.1, H3.2
6	1	Lifestyles — speech	H3.1, H3.2
7 (a)	2	Media — radio announcement	H3.1, H3.2
7 (b)	5	Media — radio announcement	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
8 (a)	2	Modern Arabic literature — report	H3.1
8 (b)	3	Modern Arabic literature — report	H3.1, H3.2
8 (c)	4	Modern Arabic literature — report	H3.1, H3.2
9 (a)	2	Environment — letter	H3.1
9 (b)	3	Environment — letter	H3.1, H3.2
9 (c)	4	Environment — letter	H3.1, H3.2
9 (d)	6	Environment — letter	H3.1, H3.2
9 (e)	1	Environment — letter	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part B			
10	15	Travel and tourism — advertisement/diary entry	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in Arabic			
11 (a)	6	World of work — report	H2.1, H2.2, H2.3
11 (b)	6	Personal identity — postcard	H2.1, H2.2, H2.3
12 (a)	9	School life — letter	H2.1, H2.2, H2.3
12 (b)	9	School life — letter	H2.1, H2.2, H2.3

Arabic Extension

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
1	5	Gender issues — monologue	H1.1, H1.2
2	5	State and society — monologue	H1.1, H1.2
3	5	The Arab individual's perception of East and West — monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	2	<i>al Day nasur</i> by Emily Nasrallah	H2.1, H2.2
1 (b)	3	<i>al Day nasur</i> by Emily Nasrallah	H2.1, H2.2, H2.3
1 (c)	4	<i>al Day nasur</i> by Emily Nasrallah	H2.1, H2.2, H2.3
1 (d)	6	<i>al Day nasur</i> by Emily Nasrallah	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Raki wa Ummah</i> — monologue	H2.1
Written Examination			
Section II — Writing in Arabic			
3	15	Gender issues — short essay	H1.1, H1.2
4	15	The Arab individual's perception of East and West — article	H1.1, H1.2



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

2005 HSC Arabic Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding as to why both marriages failed	2
• Demonstrates some understanding as to why both marriages failed	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated understanding of the quotation	3
• Demonstrates a good understanding of the quotation	2
• Demonstrates some understanding of the quotation	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding of the significance of the mirror	4
• Demonstrates a good understanding of the significance of the mirror	2–3
• Demonstrates some understanding of the significance of the mirror	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding by perceptively analysing the interaction between both speakers • Justifies answer with detailed references to the verbal and non-verbal features of the text	6
• Demonstrates a good understanding by analysing the interaction between both speakers referring to verbal and non-verbal features	4–5
• Demonstrates an understanding by analysing the interaction between both speakers referring to verbal and non-verbal features	2–3
• Identifies verbal and non-verbal features in this extract	1

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

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

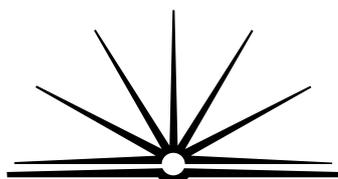
Section II — Writing in Arabic

Questions 3 and 4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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



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

2005 HSC Arabic Extension Marking Guidelines — Oral Examination

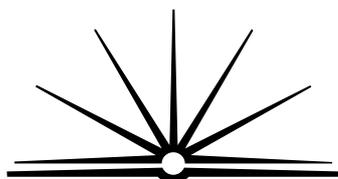
Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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



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

2005 HSC Arabic Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding as to why Samar is upset about failing her Mathematics exam	2
• Identifies a reason for Samar being upset about failing her Mathematics exam	1

Question 2 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 2 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding as to what Maya is concerned about	2
• Demonstrates an understanding as to what Maya is concerned about	1

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

Criteria	Marks
• Completes the task in comprehensible Arabic	3
• Conveys some relevant information in comprehensible Arabic	2
• Conveys at least one idea in comprehensible Arabic	1

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

Criteria	Marks
• Demonstrates a good understanding as to how justified the manager is in sacking Farid	4
• Demonstrates an understanding as to how justified the manager is in sacking Farid	2–3
• Identifies a reason for the manager sacking Farid	1

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

Criteria	Marks
• Identifies what is being advertised	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding as to how the speaker uses languages to persuade audience	4
• Demonstrates a good understanding as to how the speaker uses language to persuade audience	2–3
• Demonstrates some understanding as to how the speaker uses language to persuade audience	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Demonstrates a good understanding of who the speakers is	2
• Demonstrates an understanding of who the speaker is	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding as to how the speaker creates interest	5
• Demonstrates a good understanding as to how the speaker creates interest	3–4
• Demonstrates some understanding as to how the speaker creates interest	1–2

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding as to why Howaida Mounir is being interviewed	2
• Identifies a reason for Howaida Mounir being interviewed	1

Question 8 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated understanding of how Howaida Mounir is portrayed in the passage, supporting the answer with examples	3
• Demonstrates a good understanding of how Howaida Mounir is portrayed in the passage, supporting the answer with examples	2
• Identifies a characteristic portrayed about Howaida Mounir OR • Provides an example to describe a characteristic about Howaida Mounir	1

Question 8 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding as to whether the interviewer conducted the interview well	4
• Demonstrates an understanding as to whether the interviewer conducted the interview well	2–3
• Identifies whether the interviewer conducted the interview well	1

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

Criteria	Marks
• Demonstrates a good understanding of the relationship between Amani and Imad	2
• Demonstrates an understanding of the relationship between Amani and Imad	1

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

Criteria	Marks
• Demonstrates a good understanding of the language used in the expressions	3
• Demonstrates an understanding of the language used in the expressions	2
• Identifies the language style used in the expressions	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding of the significance of the quotation	4
• Demonstrates a good understanding of the significance of the quotation	2–3
• Demonstrates an understanding of the significance of the quotation	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding by comparing and contrasting the beaches in Lebanon and Australia	6
• Demonstrates a good understanding by comparing and contrasting the beaches in Lebanon and Australia	4–5
• Demonstrates an understanding by comparing and contrasting the beaches in Lebanon and Australia	3
• Provides a description of the beaches in Lebanon and/or Australia	1–2

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

Criteria	Marks
• (D)	1

Section II — Reading and Responding

Part B

Question 10

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10–12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–3

Section III — Writing in Arabic

Question 11

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

MARKING GUIDELINES

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

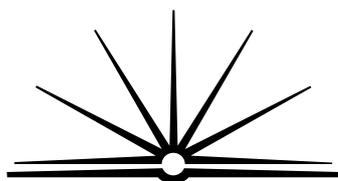
Section III (continued)

Question 12

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

MARKING GUIDELINES

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



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

2005 HSC Arabic Continuers Marking Guidelines — Oral Examination

Conversation

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

MARKING GUIDELINES

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