

2016 HSC Arabic Beginners Marking Guidelines

Section I — Listening

Question 1

| Criteria | Marks |
|--|-------|
| • Identifies why the boy has left the message for his mother | 2 |
| • Provides some relevant information | 1 |

Sample answer:

To ask her to bring him his Science textbook

Question 2

| Criteria | Marks |
|--|-------|
| • Correctly completes the invitation | 3 |
| • Provides the majority of the information | 2 |
| • Provides some relevant information | 1 |

Sample answer:

| |
|--|
| <p>Party Invitation Saturday, 26 November 2016</p> <p>Time: <i>2 pm</i> Place: <i>At the restaurant</i> Costume: <i>Hat</i></p> |
|--|

Question 3

| Criteria | Marks |
|--|-------|
| • Correctly completes the form | 3 |
| • Provides the majority of the information | 2 |
| • Provides some relevant information | 1 |

Sample answer:

| | | |
|---|--|--|
| What kind of exchange student would you like? | | |
| <hr/> | | |
| Personal characteristics (tick one box in each column) | | |
| Gender: | Age: | Nationality: |
| <input type="checkbox"/> Female | <input type="checkbox"/> 16 | <input checked="" type="checkbox"/> French |
| <input checked="" type="checkbox"/> Male | <input checked="" type="checkbox"/> 17 | <input type="checkbox"/> Spanish |
| | <input type="checkbox"/> 18 | <input type="checkbox"/> Japanese |
| Interests (tick as many as applicable) | | |
| <input checked="" type="checkbox"/> Fishing | <input type="checkbox"/> Cooking | <input type="checkbox"/> Painting |
| | | <input checked="" type="checkbox"/> Horse riding |

Question 4

| Criteria | Marks |
|--|-------|
| • Explains why Murad's and Rahaf's attitudes towards their History lessons differ | 3 |
| • Shows some understanding of Murad's and/or Rahaf's attitudes towards their History lessons | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Rahaf likes her History lessons because she finds the teacher very dedicated. However, Murad dislikes History because he cannot see the value of studying the past.

Question 5

| Criteria | Marks |
|---------------------------------|-------|
| • Identifies the correct answer | 1 |

Sample answer:

(C)

Question 6

| Criteria | Marks |
|---|-------|
| • Provides reasons for Salwa's concern | 3 |
| • Shows some understanding of Salwa's concern | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Wassim cares more about pleasing his girlfriend than doing his schoolwork. He has missed a lot of school to attend his new job, and may not be able to catch up in time. He does not seem to listen to her.

Question 7

| Criteria | Marks |
|--|-------|
| • Expresses concisely the main points made in the advertisement | 4 |
| • Shows a good understanding of the advertisement but the main points are not fully summarised | 3 |
| • Shows some understanding of the advertisement | 2 |
| • Identifies a piece of relevant information | 1 |

Sample answer:

- Animals need to be looked after.
- Think carefully before getting someone a pet.
- The shelter needs helpers.

Question 8

| Criteria | Marks |
|--|-------|
| • Shows a thorough understanding of how Salma tries to convince Mounir to change his plans with detailed reference to the text | 5 |
| • Shows a sound understanding of how Salma tries to convince Mounir to change his plans with some reference to the text | 4 |
| • Shows some understanding of Mounir's plans and/or Salma's suggestions | 2–3 |
| • Provides some relevant information | 1 |

Sample answer:

Salma tries to convince Mounir to change his plans by suggesting a comparable destination that is much cheaper. Salma tells Mounir that Dubai will be expensive since the Asian Soccer Cup was held there. She suggests Bahrain as a suitable alternative because it also has deserts and beaches. She also mentions other benefits of going to Bahrain including shopping and the camel race and that everything is cheap. At the end, she stresses that a special offer is available for going to Bahrain and it will be a great deal cheaper than going to Dubai.

Question 9

| Criteria | Marks |
|---|--------------|
| • Provides a perceptive analysis of whether Jude is a suitable candidate for the role with detailed reference to the text | 6 |
| • Shows a good understanding of the suitability of Jude with reference to the text | 5 |
| • Shows a sound understanding of the suitability of Jude with some reference to the text | 4 |
| • Shows some understanding of the suitability of Jude | 2–3 |
| • Provides some relevant information | 1 |

Sample answer:

Yes, because Jude will be a good role model for other students. Although he is always busy, he is committed to putting the students first. He is also kind, patient and gets on well with people. He volunteers at an old people's home and spends time with the people. He is enthusiastic and full of energy. He wants to organise sports and music activities for other students. He is also wise enough to realise that there should be a balance between studies and leisure activities.

Section II — Reading

Question 10

| Criteria | Marks |
|--|-------|
| • Identifies the features of the classes advertised | 3 |
| • Identifies some features of the classes advertised | 2 |
| • Provides some relevant information | 1 |

Sample answer:

The classes are designed to teach piano lessons. They are for all ages and cater for different levels. Both day and evening classes are also available.

Question 11 (a)

| Criteria | Marks |
|---|-------|
| • Identifies what Anwar is looking forward to doing | 1 |

Sample answer:

Trying out the food

Question 11 (b)

| Criteria | Marks |
|--------------------------------------|-------|
| • Outlines Anwar's travel plans | 2 |
| • Provides some relevant information | 1 |

Sample answer:

He will stay in Cairo for two days before going to Beirut, and he will be home in Australia in three weeks.

Question 12 (a)

| Criteria | Marks |
|---------------------------------|-------|
| • Identifies the correct answer | 1 |

Sample answer:

(C)

Question 12 (b)

| Criteria | Marks |
|---|-------|
| • Identifies Nada's advice to Salim | 3 |
| • Identifies some aspects of Nada's advice to Salim | 2 |
| • Provides some relevant information | 1 |

Sample answer:

He should not act like his friends. Instead of thinking about having fun, he should study for his examinations.

Question 13 (a)

| Criteria | Marks |
|--|-------|
| • Identifies why Mariam has sent the message to her father | 2 |
| • Provides some relevant information | 1 |

Sample answer:

To let him know that she is having a great time at Sally's house and that they will go to the movies the next day.

Question 13 (b)

| Criteria | Marks |
|--|-------|
| • Provides a full explanation of the father's reaction to Mariam's message | 3 |
| • Shows some understanding of the father's reaction to Mariam's message | 2 |
| • Provides some relevant information | 1 |

Sample answer:

The father is angry because Mariam has not been home for days and she is staying with Sally again. However, he has bought Mariam her favourite ice-cream hoping that she would come home for dinner.

Question 14

| Criteria | Marks |
|--|-------|
| • Shows a perceptive understanding of how Rima's parents might help her improve her school performance with detailed reference to the text | 5 |
| • Shows a sound understanding of how Rima's parents might help her improve her school performance with some reference to the text | 4 |
| • Shows some understanding of how Rima's parents might help her improve her school performance | 2–3 |
| • Provides some relevant information | 1 |

Sample answer:

Rima's parents might help her with writing and extra-curricular activities. Rima only achieved Grade 4 (needs improvement) in these areas. Furthermore, her parents might help her get to school on time in the morning as she has been late many times. They could also give her extra help in Geography since she has trouble reading maps. Finally, they should advise Rima to concentrate better in class and stop talking to her classmates during class time.

Question 15 (a)

| Criteria | Marks |
|--|-------|
| • Identifies what prompted Souad to write in her diary | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Her teacher suggested that she try out nursing as a career and gain some experience in a hospital.

Question 15 (b)

| Criteria | Marks |
|---|-------|
| • Provides reasons for Souad's unhappiness | 3 |
| • Shows some understanding of Souad's unhappiness | 2 |
| • Provides some relevant information | 1 |

Sample answer:

She thought that she might have made the wrong decision. The nurses were too busy to notice her and she found it difficult to see so many sick people suffering.

Question 15 (c)

| Criteria | Marks |
|---|--------------|
| • Explains fully the change in Souad's attitude | 5 |
| • Shows a sound understanding of the change in Souad's attitude | 4 |
| • Shows some understanding of the change in Souad's attitude | 2–3 |
| • Provides some relevant information | 1 |

Sample answer:

She met a friend who would listen to her and help her. She discovered that she could make the sick children laugh and that she enjoyed spending time with them. She realised that she could help people and had learnt a lot. The nurses also organised a surprise birthday party for her making her feel like being part of the hospital.

Section III — Writing in Arabic

Part A

Question 16

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Communicates ideas and information appropriate to audience, purpose and context Organises ideas and information Applies knowledge of vocabulary and language structures to the task | 4 |
| <ul style="list-style-type: none"> Communicates with some awareness of audience, purpose and context Demonstrates some knowledge of vocabulary and language structures | 2–3 |
| <ul style="list-style-type: none"> Produces some comprehensible language related to the task | 1 |

Question 17

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Communicates ideas and information appropriate to audience, purpose and context Organises ideas and information coherently Applies knowledge of vocabulary and language structures to the task | 6 |
| <ul style="list-style-type: none"> Communicates with some awareness of audience, purpose and context Organises ideas and information with some coherence Demonstrates knowledge of vocabulary and language structures | 4–5 |
| <ul style="list-style-type: none"> Demonstrates some understanding of the requirements of the task Demonstrates some ability to organise information Demonstrates some knowledge of vocabulary and language structures | 2–3 |
| <ul style="list-style-type: none"> Produces some comprehensible language related to the task | 1 |

Section III — Writing in Arabic

Part B

Questions 18 and 19

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> • Presents ideas and information relevant to audience, purpose and context • Organises ideas and information coherently • Demonstrates control of a range of vocabulary and language structures | 9–10 |
| <ul style="list-style-type: none"> • Presents ideas and information mostly relevant to audience, purpose and context • Organises ideas and information with some coherence • Demonstrates knowledge of vocabulary and language structures | 7–8 |
| <ul style="list-style-type: none"> • Presents some ideas and information relevant to audience, purpose and context • Demonstrates some ability to organise information • Demonstrates some knowledge of vocabulary and language structures | 5–6 |
| <ul style="list-style-type: none"> • Presents some information relevant to the task • Demonstrates a basic knowledge of vocabulary and language structures | 3–4 |
| <ul style="list-style-type: none"> • Produces some comprehensible language related to the task | 1–2 |

2016 HSC Arabic Beginners

Mapping Grid

Oral Examination

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---|-------------------|
| | 20 | Conversation covering the candidate's personal world as it relates to the prescribed topics | H1.1, H1.2, H1.3 |

Written Examination

Section I — Listening

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---|-------------------|
| 1 | 2 | Education and work — telephone message | H2.5 |
| 2 | 3 | Friends, recreation and pastimes — telephone conversation | H2.2 |
| 3 | 3 | Family life, home and neighbourhood — face-to-face conversation | H2.2 |
| 4 | 3 | Education and work — face-to-face conversation | H2.2 |
| 5 | 1 | Holidays, travel and tourism — announcement | H2.5 |
| 6 | 3 | Friends, recreation and pastimes — face-to-face conversation | H2.1 |
| 7 | 4 | People, places and communities — advertisement | H2.3 |
| 8 | 5 | Holidays, travel and tourism — face-to-face conversation | H2.1 |
| 9 | 6 | Future plans and aspirations — interview | H2.4 |

Section II — Reading

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---|-------------------|
| 10 | 3 | People, places and communities — advertisement | H2.2 |
| 11 (a) | 1 | Holidays, travel and tourism — postcard | H2.2 |
| 11 (b) | 2 | Holidays, travel and tourism — postcard | H2.2 |
| 12 (a) | 1 | Friends, recreation and pastimes — emails | H2.5 |
| 12 (b) | 3 | Friends, recreation and pastimes — emails | H2.2 |
| 13 (a) | 2 | Family life, home and neighbourhood — text messages | H2.5 |
| 13 (b) | 3 | Family life, home and neighbourhood — text messages | H2.1 |
| 14 | 5 | Education and work — school report | H2.4 |
| 15 (a) | 2 | Future plans and aspirations — diary entries | H2.2 |
| 15 (b) | 3 | Future plans and aspirations — diary entries | H2.2 |
| 15 (c) | 5 | Future plans and aspirations — diary entries | H2.1 |

Section III — Writing in Arabic**Part A**

| Question | Marks | Content | Syllabus outcomes |
|-----------------|--------------|---|--------------------------|
| 16 | 4 | Friends, recreation and pastimes — note | H3.1, H3.2, H3.3 |
| 17 | 6 | People, places and communities — email | H3.1, H3.2, H3.3 |

Section III — Writing in Arabic**Part B**

| Question | Marks | Content | Syllabus outcomes |
|-----------------|--------------|---------------------------------------|--------------------------|
| 18 | 10 | Education and work — script of a talk | H3.1, H3.2, H3.3 |
| 19 | 10 | Education and work — script of a talk | H3.1, H3.2, H3.3 |