

## 2017 HSC Arabic Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Demonstrates a clear understanding of why Rouba rang Mazen	2
• Provides some relevant information	1

*Sample answer:*

To apologise for not being able to attend the party on Saturday and to invite Mazen for dinner on Thursday.

#### Question 2

Criteria	Marks
• Completes the noticeboard with the correct information	2
• Provides some relevant information	1

*Sample answer:*

What's new?
<i>50% discount on lunches</i> on Wednesday and Friday
Change of menu <i>every 2 weeks</i>

### Question 3

Criteria	Marks
• Demonstrates a clear understanding of how Rima’s attitude to Hani’s suggestion changes	3
• Demonstrates some understanding of how Rima’s attitude to Hani’s suggestion changes	2
• Provides some relevant information	1

**Sample answer:**

When Hani first suggested that she enter the singing competition, she was dismissive of the idea as she thought she was not good enough.

But after he tells her of last year’s singing and reminds her of her dream, she begins to be feel interested and thus agrees to think about it.

### Question 4

Criteria	Marks
• Demonstrates a clear understanding of Aida’s feelings towards her neighbours	3
• Demonstrates some understanding of Aida’s feelings towards her neighbours	2
• Provides some relevant information	1

**Sample answer:**

Aida has mixed feelings about her neighbours. Although she is very excited about them, and her friendship with them, she is also very disappointed as they have become a source of discomfort with their loud music and visitors’ cars. This is affecting her studies.

### Question 5

Criteria	Marks
• Provides a thorough account of Layla’s confusion	4
• Provides a clear account of Layla’s confusion	3
• Provides some account of Layla’s confusion	2
• Provides some relevant information	1

**Sample answer:**

Layla is confused because finally she has been accepted for her dream job that she has been waiting for. Although the job pays more and will lead to a better future, she is reluctant to accept it and leave the job she has with Amani. She feels she would be seen as ungrateful to Amani who helped her to find a job when she was in desperate need of money. Amani had begged her boss to give Layla a job when there was nothing available.

**Question 6**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of how the speaker conveys how she feels about her experience with detailed reference to both content and language</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of how the speaker conveys how she feels about her experience with some reference to both content and language</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of how the speaker feels about her experience</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

***Sample answer:***

She believes that her experience was life changing. The imagery of ‘I was like a blind man, whose eyes were opened miraculously’ conveys her feeling of appreciation of the experience.

She felt sad about the lack of resources available, as reflected in her emotional tone, ‘miserable children we couldn’t reach’.

Her disappointment with people’s lack of appreciation of what they have is reflected in the rhetorical question, ‘how spoilt are we?’.

Finally, she regrets that the experience was too short to be really effective: ‘our efforts were like a drop in the endless ocean’.

**Question 7 (a)**

Criteria	Marks
• Demonstrates a clear understanding of the changes Kamal has observed in Adel	2
• Provides some relevant information	1

**Sample answer:**

Adel has been distant from his friends and has been heavily occupied with electronic games.

**Question 7 (b)**

Criteria	Marks
• Provides a comprehensive comparison of how Kamal and Siham view the situation	5
• Provides a clear comparison of how Kamal and Siham view the situation	4
• Provides a satisfactory comparison of how Kamal and Siham view the situation	3
• Provides some detail of how Kamal and/or Siham view(s) the situation	2
• Provides some relevant information on how Kamal or Siham views the situation	1

**Sample answer:**

Both Kamal and Siham are concerned about Adel.

Kamal is unsympathetic and critical. He believes that Adel is a spoilt kid who has taken advantage of his parents' wealthy lifestyle and doesn't care about planning for his future. He argues that Adel should be more responsible/independent.

Siham, on the other hand, is more understanding. She makes excuses for Adel. She is empathetic as she urges Kamal to be helpful rather than critical. She even suggests that Kamal should call him and offer help.

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

Criteria	Marks
• Demonstrates a clear understanding of why Maha is so frustrated with herself	2
• Provides some relevant information	1

**Sample answer:**

She has an acting competition tomorrow and she feels that she is not ready for it as she keeps forgetting her lines.

#### Question 8 (b)

Criteria	Marks
• Demonstrates a clear understanding of why Maha’s mother is annoyed	3
• Demonstrates some understanding of why Maha’s mother is annoyed	2
• Provides some relevant information	1

**Sample answer:**

She has served dinner and has called Maha to come several times but Maha has not come. She has heard Maha practise over and over again. Everyone is waiting for her to come to dinner. She is also sick of Maha’s room being left untidy.

#### Question 8 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how Maha’s attitude towards her mother is revealed with detailed reference to both content and language	4
• Demonstrates a clear understanding of how Maha’s attitude towards her mother is revealed with some reference to both content and language	3
• Demonstrates some understanding of how Maha’s attitude towards her mother is revealed with reference to content and/or language	2
• Provides some relevant information	1

**Sample answer:**

At first she tries to ignore her mother’s calls for dinner: ‘Maha continued, ignoring her mum’s call.’ As her mum persists, Maha is annoyed and beginning to get angry: ‘interrupted her mum, angrily’. Finally she is fed up with her mum and in a state of disbelief due to her mother’s carelessness about what she’s going through. This is clear in her statement: ‘Are you for real? I told you the acting competition is on tomorrow and you are talking about clothes and cleaning?’

**Question 9 (a)**

Criteria	Marks
• Provides a clear understanding of the problems Yousif is describing on 5/3/2011	2
• Provides some relevant information	1

**Sample answer:**

He is feeling homesick and is doubting his ability to complete his studies in Australia. His English language is poor and therefore studying at university is hard.

**Question 9 (b)**

Criteria	Marks
• Demonstrates a thorough understanding of what has led Yousif to say the statement	4
• Demonstrates a clear understanding of what has led Yousif to say the statement	3
• Demonstrates some understanding of what has led Yousif to say the statement	2
• Provides some relevant information	1

**Sample answer:**

He said that he feels hopeless because he feels in despair as he has tried his best to make friends and failed to do so. For example, he has invited students at university for a coffee and they've declined his invitations. He has attempted to create an online account to make friends; however it only revealed his inability to communicate in English. Also every time he has attempted to communicate with strangers on the train, they seem to be more interested in being on their mobiles than in talking to him.

**Question 9 (c)**

Criteria	Marks
• Demonstrates a thorough understanding of why Yousif makes this statement	4
• Demonstrates a clear understanding of why Yousif makes this statement	3
• Demonstrates some understanding of why Yousif makes this statement	2
• Provides some relevant information	1

**Sample answer:**

Yousif says that he is so lucky because of his great teacher. He appreciates and respects the important role she is playing in making his life here better. Through her advice and sacrifice of time, he is able to complete his tasks, and with her encouragement, he feels more confident to use English and even to apply for a part-time job.

**Question 9 (d)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an extensive understanding of how the entry on 2/9/2011 reflects the change in Yousif’s attitude towards his original decision</li> <li>• Makes excellent reference to both content and language</li> </ul>	6
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of how the entry on 2/9/2011 reflects the change in Yousif’s attitude towards his original decision</li> <li>• Makes good reference to both content and language</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of how the entry on 2/9/2011 reflects the change in Yousif’s attitude towards his original decision</li> <li>• Makes some reference to both content and/or language</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of how the entry on 2/9/2011 reflects the change in Yousif’s attitude towards his original decision</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

***Sample answer:***

His original negative attitude towards his decision to come to Australia has changed to be appreciative. By 2/9/11 Yousif seems to have crossed all the barriers he first faced. He has made friends, is doing very well in his studies and has a part-time job. He no longer feels lonely or incapable. He is looking forward to choosing courses for next year.

His statement ‘knowledge in a strange land makes it home’ reveals that he is considering that where he is now is actually home. This reflects a dramatic change in his attitude as now he feels that he is no longer a stranger. He feels confident and hopeful.

His expression ‘I’m very excited’ reveals a great shift from being regretful of his decision to being so happy about his new life.

His rhetorical question ‘How proud will my family and my friends be?’ reveals the change in his attitude. Instead of calling his parents overseas, he’d rather go to celebrate with his new friends. His tone is changed to reveal that he is excited and proud about his decision to come to Australia, and his achievements so far.

## Section II — Reading and Responding Part B

### Question 10

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of the whole text</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the text</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Attempts to structure relevant information and ideas</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited ability to link information and ideas or structure text</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Responds to isolated elements in the text</li> <li>• Uses single words or set formulae to express information</li> </ul>	1–3

### Section III — Writing in Arabic

#### Question 11

Criteria	Marks
<ul style="list-style-type: none"> <li>• Writes effectively and appropriately in relation to the audience, purpose and context of the task</li> <li>• Manipulates vocabulary, language structures and features authentically and creatively relevant to the task</li> </ul>	5
<ul style="list-style-type: none"> <li>• Writes with a good understanding of the audience, purpose and context of the task</li> <li>• Demonstrates a good understanding of vocabulary, language structures and features relevant to the task</li> </ul>	4
<ul style="list-style-type: none"> <li>• Writes with some awareness of the audience, purpose and context of the task</li> <li>• Demonstrates some understanding of vocabulary, language structures and features relevant to the task</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Produces some comprehensible language relevant to the task</li> </ul>	1

### Section III (continued)

#### Question 12

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

# 2017 HSC Arabic Continuers Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student’s personal world	H1.1, H1.2, H1.3, H1.4

## Written Examination

### Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	Family and friends — telephone message	H3.1
2	2	The world of work — face-to-face conversation	H3.1
3	3	Media — face-to-face conversation	H3.5
4	3	Lifestyles — face-to-face conversation	H3.5
5	4	The world of work — telephone conversation	H3.4
6	4	Personal identity — speech	H3.6
7 (a)	2	Family and friends — face-to-face conversation	H3.1
7 (b)	5	Family and friends — face-to-face conversation	H3.6

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	2	Personal identity — narrative/extract from novel	H3.1
8 (b)	3	Personal identity — narrative/extract from novel	H3.5
8 (c)	4	Personal identity — narrative/extract from novel	H3.6
9 (a)	2	Lifestyles — diary entry	H3.1
9 (b)	4	Lifestyles — diary entry	H3.5
9 (c)	4	Lifestyles — diary entry	H3.5
9 (d)	6	Lifestyles — diary entry	H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
10	15	Culture and traditions — poster/email	H1.2, H1.3, H3.1

### Section III — Writing in Arabic

Question	Marks	Content	Syllabus outcomes
11	5	Media — postcard	H2.1, H2.2, H2.3
12 (a)	10	Environment — persuasive email	H2.1, H2.2, H2.3
12 (b)	10	Health — persuasive email	H2.1, H2.2, H2.3