

2018 HSC Arabic Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Demonstrates a sound understanding of why Jameel disagrees with Linda	2
• Provides some relevant information	1

Sample answer:

Jameel disagrees with Linda because he believes that he is not sick. He thinks all he needs is more sleep.

Question 2

Criteria	Marks
• Demonstrates a sound understanding of why Samia calls Emad	2
• Provides some relevant information	1

Sample answer:

To ask for his help in booking a nearby hall. Also to design Mona's birthday party invitations.

Question 3

Criteria	Marks
• Identifies why the audience would want to buy the product	2
• Provides some relevant information	1

Sample answer:

It comes in exciting new colours to suit everyone. If ordered before midnight, next day delivery is guaranteed.

Question 4

Criteria	Marks
• Demonstrates a sound understanding of Wissam's dilemma	3
• Demonstrates some understanding of Wissam's dilemma	2
• Provides some relevant information	1

Sample answer:

His family expects him to go into the family business and become a lawyer like his father and grandfather. However, his dream has always been to become a musician. He is unable to compromise and do both because he hates the field of law altogether.

Question 5

Criteria	Marks
• Provides a sound understanding of why the police officer is justified in stopping the driver	3
• Provides some understanding of why the police officer is justified in stopping the driver	2
• Provides some relevant information	1

Sample answer:

He is justified in stopping the driver because she was speeding, she failed to stop completely at the stop sign and she was using a mobile phone.

Question 6

Criteria	Marks
• Explains fully why Rima's father is likely to refuse her request	4
• Explains partially why Rima's father is likely to refuse her request	3
• Demonstrates some understanding of why Rima's father is likely to refuse her request	2
• Provides some relevant information	1

Sample answer:

He is likely to refuse her request because he does not allow her to stay out at night and he is unable, due to work, to pick her up early. He has no information about the function. He believes that she will be able to keep in contact with her friends electronically regardless of whether she goes to the party or not.

Question 7

Criteria	Marks
• Shows a thorough understanding of how Faris tries to persuade Salma to change her mind with reference to both content and language	4
• Shows a sound understanding of how Faris tries to persuade Salma to change her mind with reference to some content and language	3
• Shows some understanding of how Faris tries to persuade Salma to change her mind with reference to content and/or language	2
• Provides some relevant information	1

Sample answer:

He tries to persuade her by giving her examples of why she would be perfect for this job. He uses his description of her 'beautiful smile' to encourage her to see that she is suitable for the job. He also uses questioning techniques such as 'don't you speak three languages?' to provoke her to reflect on her abilities and strengths. He uses a simile 'fly free like a butterfly' to appeal to her love for travelling. His tone in the statement 'I'm shocked' reveals to her how crazy he thinks she is for preferring to stay in her boring job rather than take this amazing opportunity.

Question 8

Criteria	Marks
• Shows a comprehensive understanding of the relevance of the speech to the audience with detailed reference to the text	5
• Shows a thorough understanding of the relevance of the speech to the audience with reference to the text	4
• Shows a sound understanding of the relevance of the speech to the audience with some reference to the text	3
• Shows some understanding of the speech	2
• Provides some relevant information	1

Sample answer:

As a former refugee student, Nadia's speech is very relevant to the people in the audience who are also refugees and students. The audience can relate to her as they also faced difficulties in their homeland before coming to Australia. They too have difficulty adjusting as a result of the freedom they experienced here and language problems they faced as well as forming new relationships when they first arrived. Further relevance is seen when Nadia mentions the sadness when remembering the past and the advice she gives of the bright future ahead, with their dreams and aspirations being realised.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Identifies the memories that Nizar has of his grandfather	2
• Provides some relevant information	1

Sample answer:

He remembers that he was a farmer and had a close connection with the earth.

Question 9 (b)

Criteria	Marks
• Shows a sound understanding of how the statement reflects Marwan's opinion	3
• Shows some understanding of how the statement reflects Marwan's opinion	2
• Provides some relevant information	1

Sample answer:

His statement 'to say that man has negatively affected nature is a false accusation' shows that he disagrees with the idea that humans have misused nature. He believes that the natural environment has been used to develop ways to make life better. To him, there is no point in having a natural environment that cannot be used for common good.

Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how the attitudes of Nizar and Suha are similar and different	4
• Demonstrates a sound understanding of how the attitudes of Nizar and Suha are similar and/or different	3
• Demonstrates some understanding of the attitudes of Nizar and Suha	2
• Provides some relevant information	1

Sample answer:

Both Nizar and Suha agree that humans have indeed negatively affected nature. However, Nizar feels upset that humans have destroyed much of the natural environment for their own good. He believes that they are very selfish and indifferent to other living creatures. Suha on the other hand believes that nature and its resources are needed for human development and that a negative effect is inevitable. Also, that there are enough natural resources left for people to enjoy.

Question 10 (a)

Criteria	Marks
• Demonstrates a sound understanding of how the title reflects the main idea in the first paragraph	2
• Provides some relevant information	1

Sample answer:

The title 'Friends but Strangers' reflects the idea that we are communicating heavily with people who we don't really know, as we would with friends, such as talking to them or sharing photos and ideas.

Question 10 (b)

Criteria	Marks
• Identifies the benefits of social media as described in paragraph two	2
• Provides some relevant information	1

Sample answer:

Social media has benefits such as the opportunity for people to freely express their opinions and communicate with family and relatives who live far away.

Question 10 (c)

Criteria	Marks
• Demonstrates a sound understanding of why the writer is concerned in paragraph 3	3
• Demonstrates some understanding of why the writer is concerned in paragraph 3	2
• Provides some relevant information	1

Sample answer:

The writer is concerned that social media has changed our lifestyle and has altered the meaning of friendship, and replaced physical contact with cyber relations. Friends have become like ghosts and human expressions have become meaningless and are expressed through lifeless images.

Question 10 (d)

Criteria	Marks
• Demonstrates a thorough understanding of why the writer makes the statement	4
• Demonstrates a sound understanding of why the writer makes the statement	3
• Demonstrates some understanding of why the writer makes the statement	2
• Provides some relevant information	1

Sample answer:

The writer makes this statement because he/she believes that online friendships are not well thought out therefore cannot be trusted. Also he/she questions whether such friendships made through a device can solve the issue of loneliness. He/she concludes that such friendships are not based on strong foundations therefore cannot last.

Question 10 (e)

Criteria	Marks
• Demonstrates a comprehensive understanding of how the writer's use of language helps to persuade readers to be cautious with detailed reference to the text	5
• Demonstrates a thorough understanding of how the writer's use of language helps to persuade readers to be cautious with appropriate reference to the text	4
• Demonstrates a sound understanding of how the writer's use of language helps to persuade readers to be cautious with some reference to the text	3
• Demonstrates some understanding of how the writer persuades readers to be cautious	2
• Provides some relevant information	1

Sample answer:

The writer uses a sarcastic tone such as 'a matter of life or death' to show how obsessed some people have become with social media. He/she urges them not to be 'naive'. He/she uses the imperative 'Don't rush' to stress the importance of being careful when sharing personal information with people they hardly know. His/her plea to the readers 'Please, don't put yourself in danger', emphasises the danger of revealing private information and implies that these social media friendships are not safe.

Section II — Reading and Responding Part B

Question 11

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • 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"> • Demonstrates a good understanding of the text • 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 questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas 	7–9
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text 	4–6
<ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information 	1–3

Section III — Writing in Arabic

Question 12

Criteria	Marks
<ul style="list-style-type: none"> • Writes effectively and appropriately in relation to the audience, purpose and context of the task • Manipulates 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 task • Demonstrates 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 task • Demonstrates 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 13

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

2018 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	Health — face-to-face conversation	H3.1
2	2	Family and friends — telephone message	H3.1, H3.2
3	2	Personal identity — radio advertisement	H3.1
4	3	Personal identity — conversation	H3.4
5	3	Personal identity — face-to-face conversation	H3.5
6	4	Culture and traditions — face-to-face conversation	H3.5
7	4	The world of work — face-to-face conversation	H3.6
8	5	Lifestyles — speech	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Environment — blog	H3.1
9 (b)	3	Environment — blog	H3.6
9 (c)	4	Environment — blog	H3.6
10 (a)	2	Media — article	H3.2
10 (b)	2	Media — article	H3.1
10 (c)	3	Media — article	H3.4
10 (d)	4	Media — article	H3.4
10 (e)	5	Media — article	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Culture and traditions — email	H1.2, H1.3, H3.1

Section III — Writing in Arabic

Question	Marks	Content	Syllabus outcomes
12	5	The world of work — note	H2.1, H2.2, H2.3
13 (a)	10	Personal identity — diary entry	H2.1, H2.2, H2.3
13 (b)	10	Media — diary entry	H2.1, H2.2, H2.3