

2022 HSC Arabic Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
<ul style="list-style-type: none">Identifies the correct answer	1

Sample answer:

B

Question 2

Criteria	Marks
<ul style="list-style-type: none">Identifies what Rami is supposed to do	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Rami needs to pick his uncle up from the airport and he also needs to bring his uncle's house keys.

Question 3

Criteria	Marks
• Lists all the steps to claim the dog	3
• Lists some of the steps to claim the dog	2
• Provides some relevant information	1

Sample answer:

- 1 Show the photo of your dog.
- 2 Show your proof of identity for our record.
- 3 Pay \$20 vet fee.

Question 4

Criteria	Marks
• Demonstrates a sound understanding of how satisfied the mother is with the services offered by this place, with reference to the text	3
• Demonstrates some understanding of how satisfied the mother is with the services offered by this place, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

The mother is very satisfied with the services offered by her local library. She appreciates the free transport service to drop off at the library entrance which is allowing her to visit the library. She is also happy with the technology workshops offered for seniors because she is now able to make online purchases.

Question 5

Criteria	Marks
• Demonstrates a sound understanding of who would be interested in attending this restaurant, with reference to the text	3
• Demonstrates some understanding of who would be interested in attending this restaurant, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

People who enjoy folkloric music would be interested because this restaurant plays a variety of country music. Students would be interested as well because they get a free gift at the entrance. Vegetarians would be interested because a lot of vegetarian dishes have been added to the menu recently.

Question 6

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how Amal tries to convince the audience to travel overseas, with reference to the content and use of language 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of how Amal tries to convince the audience to travel overseas, with some reference to the content and use of language 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how Amal tries to convince the audience to travel overseas, with limited reference to the content and/or use of language 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Amal tries to convince the audience by pointing out the benefits of travelling abroad. She has learnt about other cultures and learnt to respect the ways of life of people from different cultures. She uses the simile 'freedom makes me fly like a bird' to make the audience visualise the freedom. She also uses the imperative 'don't let distance destroy your dreams' to urge the audience to act.

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough understanding of what Jad's dilemma is 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of what Jad's dilemma is 	3
<ul style="list-style-type: none"> Demonstrates some understanding of what Jad's dilemma is 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Jad would love to work in Dubai at a car company. He loves the opportunity to drive new cars and travelling to other Arab cities from Dubai is easy while he works there. However, Jad is reluctant to leave his well-paid job as there is also an upcoming promotion for him. He doesn't want to leave his girlfriend who he intends to marry next year.

Question 8

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which Salma deserves to win the award, with extensive reference to the text	5
• Demonstrates a thorough understanding of the extent to which Salma deserves to win the award, with detailed reference to the text	4
• Demonstrates a sound understanding of the extent to which Salma deserves to win the award, with reference to the text	3
• Demonstrates some understanding of the extent to which Salma deserves to win the award, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Salma really deserves to win the award because she has a positive influence on the wider community and she is generous with her money and time. Her book has provided her readers with various new techniques to help them achieve their goals. Besides, more than one million copies of the book have been sold and all the proceeds from the book have been donated to different charities. She always also offers free workshops to her social media followers to enforce a healthy and active lifestyle.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Yousef is being interviewed	2
• Provides some relevant information	1

Sample answer:

He is a famous Arabic writer who is an ex-student at the school.

Question 9 (b)

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

Sample answer:

Yousef says 'it certainly was not my best experience but it was an important phase in my life', as there were times he was worried about everything during high school. However, Yousef describes this high school experience as special. He believes that he has gained knowledge and skills which have helped him after his high schooling. He also thinks that his positive relationships with friends were important for his growth.

Question 9 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of what Yousef's advice to his fellow students reveals about his personality, with extensive reference to the text 	5
<ul style="list-style-type: none"> Demonstrates a thorough understanding of what Yousef's advice to his fellow students reveals about his personality, with detailed reference to the text 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of what Yousef's advice to his fellow students reveals about his personality, with reference to the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of what Yousef's advice to his fellow students reveals about his personality, with some reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Yousef shows that he is a cheerful person. During his school years he always had a good spirit, laughed and enjoyed every moment. Yousef is also a sociable and outgoing person. He advises high school students to make friends both inside and outside of school and he encourages students to participate in many co-curricular activities. Yousef is also independent. He advises students to learn different skills from a part-time job and encourages them to always rely on themselves.

Question 10 (a)

Criteria	Marks
• Demonstrates a sound understanding of what students are required to do if they want to participate	2
• Provides some relevant information	1

Sample answer:

Interested students must write a letter to the selection committee. They need to ask a teacher to endorse their application.

Question 10 (b)

Criteria	Marks
• Provides a sound explanation of the qualities that applicants need to have	3
• Provides some explanation of the qualities that applicants need to have	2
• Provides some relevant information	1

Sample answer:

They need to have good communication skills because they will be dealing with different students and teachers. They must have good organisational skills because they will need to allow some time to coordinate with other group members outside class time. They need to be a polite student to be a good role model to other students.

Question 10 (c)

Criteria	Marks
• Provides a thorough comparison of the duties of the two teams	4
• Provides a sound comparison of the duties of the two teams	3
• Provides some comparison of the duties of the two teams	2
• Provides some relevant information	1

Sample answer:

Both teams are required to attend regular meetings every Friday during lunch time. However, the environment planner team takes care of planning and creating projects and makes sure there is a recycling bin in every classroom, and they will empty the bin every week. On the other hand, the environment worker team promotes the projects by putting up signs and posters around the school and plants trees and flowers to create a lively atmosphere.

Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of how the writer builds enthusiasm for participation, with extensive reference to the content and language used 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the writer builds enthusiasm for participation, with detailed reference to the content and language used 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the writer builds enthusiasm for participation, with reference to the content and language used 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how the writer builds enthusiasm for participation, with some reference to the content and/or language used 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The writer has tried to build enthusiasm for students to join a team. The writer uses a simile 'Our school is like our lovely home' so that students can relate the school to their home, ie taking care of the school like their own home. The use of an idiom 'cleanliness is from a belief' to make students relate cleanliness to their inner goodness. The use of emotive expressions 'beauty, happiness, good taste' to make students visualise the difference if they are involved. The use of rhetorical questions, eg 'How can that be ignored?' to urge students to think about the school environment. Lastly, the use of the imperatives 'let's . . .' to urge students to take action and sign up for a team immediately.

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

2022 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	1	Lifestyles — advertisement	H3.1
2	2	Family and friends — phone conversation	H3.1
3	3	Family and friends — advertisement	H3.1
4	3	Personal identity — face-to-face conversation	H3.4
5	3	Lifestyles — announcement	H3.3
6	4	Media — speech	H3.6
7	4	The world of work — face-to-face conversation	H3.5
8	5	Health — interview	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Modern Arabic literature — script of an interview	H3.1
9 (b)	4	Modern Arabic literature — script of an interview	H3.5
9 (c)	5	Modern Arabic literature — script of an interview	H3.5
10 (a)	2	Environment — script of a speech	H3.1
10 (b)	3	Environment — script of a speech	H3.1
10 (c)	4	Environment — script of a speech	H3.4
10 (d)	5	Environment — script of a speech	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Media — Flyer — letter	H1.1, H1.2, H1.3, H2.2, H2.3

Section III — Writing in Arabic

Question	Marks	Content	Syllabus outcomes
12	5	Family and friends — email	H2.1, H2.2, H2.3
13 (a)	10	Personal identity — diary entry	H2.1, H2.2, H2.3
13 (b)	10	Personal identity — diary entry	H2.1, H2.2, H2.3