

## 2023 HSC Arabic Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Demonstrates a sound understanding of the purpose of the telephone message	2
• Provides some relevant information	1

**Sample answer:**

The purpose is to inform of a change in the appointment time and to request the patient to confirm that she can make the new time.

#### Question 2

Criteria	Marks
• Completes the weather report correctly	2
• Provides some relevant information	1

**Sample answer:**

Area	Temperature	Weather condition
Sydney	12	<b>rainy</b>
Canberra	<b>18</b>	windy

### Question 3

Criteria	Marks
• Outlines the services offered by the supermarket	2
• Provides some relevant information	1

**Sample answer:**

The supermarket has introduced extra parking spots and a self-service checkout option.

### Question 4

Criteria	Marks
• Provides a thorough explanation of Suha's advice	4
• Provides a sound explanation of Suha's advice	3
• Demonstrates some understanding of Suha's advice	2
• Provides some relevant information	1

**Sample answer:**

Suha advises future participants to practise their skills as often as possible, as she herself spent every day after school practising her dance moves in order to win the school talent show. She suggests for them to showcase something that they are passionate about. Suha also advises that having support from people such as teachers and parents will help participants to succeed.

## Question 5

Criteria	Marks
• Demonstrates a thorough understanding of what Hani is likely to do after the conversation, with detailed reference to the text	4
• Demonstrates a sound understanding of what Hani is likely to do after the conversation, with some reference to the text	3
• Demonstrates some understanding of what Hani is likely to do after the conversation	2
• Provides some relevant information	1

**Sample answer:**

Hani is likely to do his work experience at the 'Alcount' company because it is a well-known trusted company. It offers coaching/training by experienced and qualified employees which will likely benefit his family company in the future. It will also provide a completion certificate at the end of the training to add to his portfolio.

## Question 6

Criteria	Marks
• Demonstrates a perceptive understanding of Bassam's personality, with detailed reference to the text	4
• Demonstrates a sound understanding of Bassam's personality, with reference to the text	3
• Demonstrates some understanding of Bassam's personality, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Bassam is revealed to have a caring personality as he puts time and effort into planning a trip for his friends. He is adventurous and likes to try new activities, as he has planned thrill-seeking activities such as car racing, mountain climbing and skydiving. Bassam is also generous, as he offered to pay the cost of the trip for his friends.

**Question 7 (a)**

Criteria	Marks
• Demonstrates a sound understanding of the criteria used for awarding the medal	2
• Provides some relevant information	1

**Sample answer:**

This medal is for awarding women between 20 and 30 years old who have contributed greatly to the Arabic community.

**Question 7 (b)**

Criteria	Marks
• Provides a comprehensive explanation of the reasons for Nada's change of career, with detailed reference to the text	5
• Provides a thorough explanation of the reasons for Nada's change of career, with reference to the text	4
• Provides a sound explanation of the reasons for Nada's change of career, with some reference to the text	3
• Demonstrates some understanding of the reasons for Nada's change of career	2
• Provides some relevant information	1

**Sample answer:**

Initially, Nada wanted to be a cardiologist as her dream was to live in the city and work in a famous hospital there. However, while completing her degree she found that there was a greater need for helping and treating children in the countryside. Hence, she was motivated to change her career pathway to become a paediatrician. This was also encouraged by the community, as they fundraised for Nada to open a children's hospital where children can be seen and treated for free.

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

Criteria	Marks
• Demonstrates a sound understanding of the purpose of the text	2
• Provides some relevant information	1

**Sample answer:**

The purpose of the text is to promote the 'Win-win' program which aims to help students balance their studies with their physical and mental well-being.

#### Question 8 (b)

Criteria	Marks
• Summarises the negative effects associated with studying for long hours	3
• Provides the negative effects associated with studying for long hours without summarising	2
• Provides some relevant information	1

**Sample answer:**

- Studying and sitting for long hours can cause back pain and obesity.
- People who study without breaks are at a higher risk of anxiety and stress.

#### Question 8 (c)

Criteria	Marks
• Demonstrates a sound understanding of what the 'Win-win' program offers	3
• Demonstrates some understanding of what the 'Win-win' program offers	2
• Provides some relevant information	1

**Sample answer:**

The program offers a free watch to track study time. Students can attend a variety of sport classes at a convenient location. Students will also have access to mentors who can provide strategies to cope with stress.

### Question 8 (d)

Criteria	Marks
• Provides a thorough analysis of how the speaker uses language to convince the audience, with detailed reference to the text	4
• Provides a sound analysis of how the speaker uses language to convince the audience, with reference to the text	3
• Provides some analysis of how the speaker uses language to convince the audience, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

The speaker uses rhetorical questions in the introduction to engage the audience with a relatable issue. The speaker uses research and statistics (*'60% more likely to develop anxiety and stress'*) to make the program seem more valid and trustworthy. By using exaggerated remarks such as *'We are the only ones who can help you'*, the speaker highlights that students need their program. By using inclusive language (*'we', 'our'*), students can feel that the program cares for them.

### Question 9 (a)

Criteria	Marks
• Identifies what has prompted Shadi to start the blog	1

**Sample answer:**

The increasing concerns surrounding youth and their use of technology.

### Question 9 (b)

Criteria	Marks
• Provides a sound explanation of Rania's point of view	3
• Provides some explanation of Rania's point of view	2
• Provides some relevant information	1

**Sample answer:**

Rania's view is that life was better in the olden days without technology than now. She sees that the current generation spends little to no time with family and instead scrolls through their phones. She believes that technology is seriously impacting on family relationships as young people no longer appreciate what their parents do for them.

**Question 9 (c)**

Criteria	Marks
• Provides a thorough evaluation of the extent to which Ziad agrees with Rania's opinion, with detailed reference to the text	4
• Provides a sound evaluation of the extent to which Ziad agrees with Rania's opinion, with reference to the text	3
• Demonstrates some understanding of Ziad's opinion, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Ziad disagrees with Rania's opinion and counters her opinion that life was better in the past by saying '*it was definitely boring*'. Ziad questions her with '*Do you really think that we can live without technology?*' to make her think more realistically, as they are the technology generation, and it is impossible to live without it. He also argues that technology can connect people and families, showing Rania that technology is not the cause behind less time spent with family.

**Question 9 (d)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how Nadene's use of language expresses her point of view, with extensive reference to the text	5
• Demonstrates a thorough understanding of how Nadene's use of language expresses her point of view, with detailed reference to the text	4
• Demonstrates a sound understanding of how Nadene's use of language expresses her point of view, with reference to the text	3
• Demonstrates some understanding of Nadene's point of view, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Nadene has tried to raise awareness about using technology through her language. The use of personification in '*The technology is a useful servant but a dangerous leader*' stresses the need to be careful in using technology. She uses figurative language by describing '*They are traveling*' to highlight the positive elements of the online multi-player games. Nadene uses the idiom '*Gain control of your time, and you will gain control of your life*' to urge readers to take action and start controlling their time on technology, to be able to control their lives better.

## 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

# 2023 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 — telephone message	H3.1
2	2	Environment — announcement	H3.1
3	2	Lifestyles — radio advertisement	H3.1
4	4	Personal identity — interview	H3.3
5	4	The world of work — conversation	H3.4
6	4	Family and friends — conversation	H3.6
7 (a)	2	Personal identity — announcement	H3.1
7 (b)	5	Personal identity — announcement	H3.5

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	2	Health — speech	H3.3
8 (b)	3	Health — speech	H3.2
8 (c)	3	Health — speech	H3.1
8 (d)	4	Health — speech	H3.5
9 (a)	1	Media — blog	H3.3
9 (b)	3	Media — blog	H3.1
9 (c)	4	Media — blog	H3.5
9 (d)	5	Media — blog	H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
10	15	Email — family and friends — email	H1.3, H1.4, H2.1, H2.2, H2.3

### Section III — Writing in Arabic

Question	Marks	Content	Syllabus outcomes
11	5	Personal identity — message	H2.1, H2.2, H2.3
12 (a)	10	Culture and traditions — article	H2.1, H2.2, H2.3
12 (b)	10	Lifestyles — article	H2.1, H2.2, H2.3