

# 2024 HSC Arabic Continuers Marking Guidelines

## Section I — Listening and Responding

### Question 1

Criteria	Marks
• Identifies what the parents are reminded to do	2
• Provides some relevant information	1

**Sample answer:**

Parents are reminded to encourage their child to bring their favourite fruit for morning crunch and sip, and they should also remember to send a bag with their child for disposing of their rubbish.

### Question 2

Criteria	Marks
• Identifies who would be interested in the advertisement	2
• Provides some relevant information	1

**Sample answer:**

People who travel long distances and want to save money on petrol.

**Question 3**

Criteria	Marks
• Demonstrates a sound understanding of how the mother will benefit if she takes up this offer	3
• Demonstrates some understanding of how the mother will benefit if she takes up this offer	2
• Provides some relevant information	1

**Sample answer:**

Firstly, by enrolling in the online gym, the mother will save money by taking advantage of the discounted deal. Secondly, she will be able to take online classes whenever it is convenient for her busy schedule. Lastly, the mother will receive one free week for every six completed classes.

**Question 4**

Criteria	Marks
• Identifies the correct answer	1

**Sample answer:**

D

**Question 5**

Criteria	Marks
• Provides a thorough explanation of why Fares's show is successful	4
• Provides a sound explanation of why Fares's show is successful	3
• Provides some explanation of why Fares's show is successful	2
• Provides some relevant information	1

**Sample answer:**

Chef Fares's show is successful for a few reasons. He explores various types of food from around the world, making the show appealing to people who enjoy different culinary styles. Fares's show has gained popularity due to his presentation of easy and tasty recipes that cater to everyone, supporting people with busy lifestyles who never had time to cook every day. An additional factor contributing to the show's popularity is that all of Fares's recipes are accessible online, offering people the convenience of accessing them at any time.

**Question 6**

Criteria	Marks
• Demonstrates a thorough understanding of how likely the father is to support his daughter Layla's choice, with reference to the text	4
• Demonstrates a sound understanding of how likely the father is to support his daughter Layla's choice, with some reference to the text	3
• Demonstrates some understanding of how likely the father is to support his daughter Layla's choice	2
• Provides some relevant information	1

**Sample answer:**

The father is unlikely to support his daughter's choice, given the family's dream that she completes university. Despite being aware that it is a good offer, he stresses the family's effort to instil independence, ensuring she wouldn't have to rely on others, even in changing circumstances. Furthermore, he wants to ensure she doesn't give up her dream of travelling after finishing her studies.

**Question 7**

Criteria	Marks
• Provides a thorough explanation of how Hadi's feelings change	4
• Provides a sound explanation of how Hadi's feelings change	3
• Demonstrates some understanding of how Hadi's feelings change	2
• Provides some relevant information	1

**Sample answer:**

At first, Hadi is excited upon receiving an invitation to Ziad's wedding ceremony, and he even purchased a suit for the occasion. However, his happiness turns to disappointment when he realises that he is excluded from the party after the wedding, while all his friends are invited. At the end, Hadi expresses frustration, questioning the purpose of being invited if it only extends to the ceremony, without the party after the ceremony.

**Question 8**

Criteria	Marks
• Demonstrates a comprehensive understanding of how effective the speaker is in conveying her message, with detailed reference to both content and language	5
• Demonstrates a thorough understanding of how effective the speaker is in conveying her message, with reference to both content and language	4
• Demonstrates a sound understanding of how effective the speaker is in conveying her message, with some reference to content and/or language	3
• Demonstrates some understanding of how effective the speaker is in conveying her message	2
• Provides some relevant information	1

**Sample answer:**

The speaker is very effective in conveying about the power of shifting mindset to overcome life's challenges. Firstly, she speaks of her past personal experiences. She says 'I remember' to make the audience feel that they can relate. She uses the simile 'like if I were tied to a chair, staring at an open door in front of me' to show empathy with the audience. She refers to studies and research to support her point about how changing our mindset can really make a difference in our life. Finally, the advice given is both simple and profound, using imperatives 'use your mental strength and turn all life's challenges into victories', which encourages the audience to take actionable steps toward positive change.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

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

**Sample answer:**

Mounir is being interviewed because he achieved the top rank in the state in the Arabic language and because this achievement meant the school received attention in the news and became more well-known.

#### Question 9 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how Mounir achieved his result, with detailed reference to the text	4
• Demonstrates a sound understanding of how Mounir achieved his result, with reference to the text	3
• Demonstrates some understanding of how Mounir achieved his result	2
• Provides some relevant information	1

**Sample answer:**

Mounir's love and passion for studying his mother tongue were the keys to his success. His enthusiasm for his native language motivated him to dedicate extra time to studying Arabic throughout his senior years. He began to allocate time to read Arabic every day and he allocated even more time to enhance his listening, reading, writing and conversation skills. Also, connecting with new friends from overseas has enabled him to rapidly improve his Arabic skills.

**Question 9 (c)**

<b>Criteria</b>	<b>Marks</b>
• Provides a comprehensive explanation of Mounir's attitude change towards the Arabic language during his time in high school	5
• Provides a thorough explanation of Mounir's attitude change towards the Arabic language during his time in high school	4
• Provides a sound explanation of Mounir's attitude change towards the Arabic language during his time in high school	3
• Demonstrates some understanding of Mounir's attitude change towards the Arabic language during his time in high school	2
• Provides some relevant information	1

**Sample answer:**

Initially, in Year 7, Mounir had a negative attitude towards Arabic. He disliked the requirement to study another language as it was compulsory. Moreover, he lacked encouragement from his family, who emphasised focusing on subjects like Science and Mathematics for his engineering aspirations.

However, Mounir's attitude became more positive when he engaged in a school interview with a former student who had learned Arabic before leaving. He began to understand that the Arabic language was part of his identity, motivating him to take the subject in Year 11. Furthermore, Mounir's Arabic teacher played a crucial role in this transformation. The teacher not only encouraged Mounir to pursue Arabic studies but also provided support to help him overcome challenges.

### Question 10 (a)

Criteria	Marks
• Demonstrates a sound understanding of what Samer is concerned about	2
• Provides some relevant information	1

**Sample answer:**

Samer is concerned about whether living with his parents after marriage is a good choice and wondering how this decision could affect his marital relationship, both negatively and positively.

### Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of the benefits of the decision Farid made	3
• Demonstrates some understanding of the benefits of the decision Farid made	2
• Provides some relevant information	1

**Sample answer:**

Farid highlighted that his parents played a crucial role in allowing him to save money, allowing him and his wife to travel every year. Additionally, his parents provided invaluable support in raising his children allowing both Farid and his spouse to work and pursue other interests without the need for external childcare arrangements.

Finally, Farid expresses that sharing household responsibilities with his parents can lighten the load for him and his wife, dealing with daily challenges and pressures.

### Question 10 (c)

Criteria	Marks
• Provides a thorough comparison of Mr Sleiman’s and Farid’s attitudes toward the topic raised	4
• Provides a sound comparison of Mr Sleiman’s and Farid’s attitudes toward the topic raised	3
• Demonstrates some comparison of Mr Sleiman’s and Farid’s attitudes toward the topic raised	2
• Provides some relevant information	1

**Sample answer:**

Both Mr Sleiman and Farid endorse the idea of living with parents after marriage, seeing it as advantageous for all involved. However, while Farid focused on the benefits for himself and his wife without drawing any importance to his parents’ feelings and opinions about the topic, Mr Sleiman acknowledged the sacrifices and emotions of him and his wife as parents, cautioning Samer about the importance of considering his parents’ feelings and opinions.

### Question 10 (d)

Criteria	Marks
• Provides a comprehensive explanation of how Rana uses both content and language to convey her feelings, with detailed reference to the text	5
• Provides a thorough explanation of how Rana uses both content and language to convey her feelings, with reference to the text	4
• Provides a sound explanation of how Rana uses content and/or language to convey her feelings, with some reference to the text	3
• Demonstrates some understanding of how Rana conveys her feelings	2
• Provides some relevant information	1

**Sample answer:**

Rana firmly opposes the idea of living with in-laws, using the metaphor ‘at least a roof on top of their heads’ to express the preference for independence. She uses irony ‘if you can’t afford a house how can you feed your family?’ to show frustration and criticise people who rush their decisions and rush into marriage when they are still not ready. She used the rhetorical question ‘Who would go from one prison to another?’ to emphasise the fact that living with parents is a bad choice, similar to going from prison to prison. Finally, she concludes her argument by quoting the saying, ‘Alone, we can do so little; together, we can do so much’ to emphasise the importance of partnership and independence, stating her willingness to work with her partner but refusing to live with either parents.

## Section II — Reading and Responding

### Part B

#### Question 11

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 12

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 13

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

# 2024 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	Environment — announcement	H3.1
2	2	Personal identity — radio advertisement	H3.3
3	3	Health — face-to-face conversation	H3.1
4	1	Personal identities — phone conversation	H3.4
5	4	Lifestyles — online show	H3.4
6	4	Family and friends — face-to-face conversation	H3.5
7	4	Culture and traditions — phone conversation	H3.5
8	5	Media — speech	H3.6

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Personal identity — script of an interview	H3.1
9 (b)	4	Personal identity — script of an interview	H3.4
9 (c)	5	Personal identity — script of an interview	H3.5
10 (a)	2	Family and friends — blog	H3.1
10 (b)	3	Family and friends — blog	H3.4
10 (c)	4	Family and friends — blog	H3.5
10 (d)	5	Family and friends — blog	H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Flyer — culture and traditions — email	H1.2, H1.3, H1.4, H2.1, H2.2, H2.3

### Section III — Writing in Arabic

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