

2020 HSC Arabic Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

| Criteria | Marks |
|--|-------|
| • Demonstrates a sound understanding of how Mona uses Layla as an example to inspire Huyam | 2 |
| • Provides some relevant information | 1 |

Sample answer:

Mona tells Huyam about Layla's love of music to inspire Huyam. She describes Layla's heart as burning with passion for music and it does not have a place for any other love.

Question 1 (b)

| Criteria | Marks |
|---|-------|
| • Demonstrates a sound understanding of what is revealed about Huyam in the statement | 3 |
| • Demonstrates some understanding of what is revealed about Huyam in the statement | 2 |
| • Provides some relevant information | 1 |

Sample answer:

This statement shows that Huyam is talented and passionate about music. She hears music in everything that she sees or gets in contact with, from the sound of raindrops and fallen leaves to the whistling of wind and ringing of bells. Her love of music makes her hear soft melodies that are only in her imagination.

Question 1 (c)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the writer uses language in the extract to convey Nahla's opinion about music | 4 |
| <ul style="list-style-type: none"> • Demonstrates a sound understanding of how the writer uses language in the extract to convey Nahla's opinion about music | 3 |
| <ul style="list-style-type: none"> • Demonstrates some understanding of how the writer uses language in the extract to convey Nahla's opinion about music | 2 |
| <ul style="list-style-type: none"> • Provides some relevant information | 1 |

Sample answer:

The writer describes how Nahla believes that music is something that should be avoided because it could lead to an early death of a person. Through the repeated use of the word 'No!' the extract shows Nahla's strong rejection of music. The use of the statement 'Art causes diseases' reveals Nahla's belief that music caused Layla's death. The use of the metaphor 'toy of in the hands of fate' and the personification 'my heart is telling me' conveys Nahla's view that her daughter would have the same destiny of an early death if she continues with music.

Answers could include:

The assertion statement 'I don't want' reflects her opinion about music and the impossibility of changing her mind.

Question 1 (d)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the extent to which Layla's death has affected Mona's life • Provides extensive reference to both the extract and other parts of the story | 6 |
| <ul style="list-style-type: none"> • Demonstrates a thorough understanding of the extent to which Layla's death has affected Mona's life • Provides substantial reference to both the extract and other parts of the story | 5 |
| <ul style="list-style-type: none"> • Demonstrates a sound understanding of the extent to which Layla's death has affected Mona's life • Provides reference to both the extract and other parts of the story | 4 |
| <ul style="list-style-type: none"> • Demonstrates an understanding of the extent to which Layla's death has affected Mona's life • Makes some reference to both the extract and other parts of the story | 3 |
| <ul style="list-style-type: none"> • Demonstrates some understanding of the extent to which Layla's death has affected Mona's life • Provides limited reference to the extract and/or other parts of the story | 2 |
| <ul style="list-style-type: none"> • Provides some relevant information | 1 |

Sample answer:

Layla's death has affected Mona greatly in her life. In this extract, Mona has committed herself to take care of Nahla's daughter, Huyam, if Nahla allows Huyam to continue her studies in music. This decision is a lifelong commitment that Mona has taken up. Instead of surrendering to the loss of Layla, Mona takes every opportunity to help Huyam as she sees the image of Layla in her, so she would revive Layla.

Mona uses Layla's death as a force to drive her to fulfil her own and Layla's dream. Mona perseveres, chooses the hardest path, rejects all the traditions and completes her studies to become a teacher. Not only that, Mona takes the opportunity to encourage every woman to deviate from traditions that were around women in those days.

Section I — Response to Prescribed Text

Part B

Question 2

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> • Demonstrates a perceptive and sensitive understanding of the prescribed text • Demonstrates flair and originality in the approach taken • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task | 9–10 |
| <ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the prescribed text • Demonstrates some flair in the approach taken • 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 | 7–8 |
| <ul style="list-style-type: none"> • Demonstrates an understanding of the prescribed text • Demonstrates a satisfactory control of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task | 5–6 |
| <ul style="list-style-type: none"> • Demonstrates some understanding of the prescribed text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Writes within the parameters of the task | 3–4 |
| <ul style="list-style-type: none"> • Demonstrates a limited understanding of the prescribed text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures | 1–2 |

Section II — Writing in Arabic

Questions 3 and 4

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> • Presents and develops a sophisticated, coherent argument, discussion or explanation • Writes effectively and perceptively for a specific audience, purpose and context • Demonstrates breadth and depth in the treatment of relevant ideas • Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure | 13–15 |
| <ul style="list-style-type: none"> • Presents and develops a coherent argument, discussion or explanation • Writes effectively for a specific audience, purpose and context • Demonstrates breadth and some depth in the use of relevant supporting material and examples • Writes accurately using a range of vocabulary and sentence structures | 10–12 |
| <ul style="list-style-type: none"> • Attempts to present and develop a coherent argument, discussion or explanation • Writes with some understanding of audience, purpose and context • Supports points with relevant material and examples • Writes using a range of vocabulary and sentence structures | 7–9 |
| <ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Demonstrates the use of appropriate supporting materials • Demonstrates evidence of the use of complex sentences | 4–6 |
| <ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Communicates primarily in simple sentences or set formulae | 1–3 |

2020 HSC Arabic Extension Mapping Grid

Oral Examination

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|-------------------------------------|-------------------|
| 1 | 10 | Tolerance of difference — monologue | H1.1, H1.2 |
| 2 | 10 | Transformation — monologue | H1.1, H1.2 |

Written Examination

Section I — Response to Prescribed Text Part A

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--------------------|-------------------|
| 1 (a) | 2 | <i>Hidden fire</i> | H2.2 |
| 1 (b) | 3 | <i>Hidden fire</i> | H2.2 |
| 1 (c) | 4 | <i>Hidden fire</i> | H2.3 |
| 1 (d) | 6 | <i>Hidden fire</i> | H2.3 |

Written Examination

Section I — Response to Prescribed Text Part B

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|---|-------------------|
| 2 | 10 | <i>The woman in 17 stories — Morning star</i> | H2.1 |

Written Examination

Section II — Writing in Arabic

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--------------------------|-------------------|
| 3 | 15 | Relationships — article | H1.1, H1.2 |
| 4 | 15 | Transformation — article | H1.1, H1.2 |