

2022 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 what has led Asma's mother to stop interfering in her daughter's marriage anymore	2
• Provides some relevant information	1

Sample answer:

Asma's mother was frustrated with the first person that she had chosen for her daughter because he decided to marry someone else. She has decided to stop interfering in her daughter's decision of choosing her spouse as she had failed the first time.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of how Wedad's mother is portrayed in this extract	3
• Demonstrates some understanding of how Wedad's mother is portrayed in this extract	2
• Provides some relevant information	1

Sample answer:

Wedad's mother is portrayed as a gossip but is also a dedicated mother. The description of her 'trying to walk fast' shows that she is excited and walks quickly to reach her daughter so that she can deliver the gossip of the Asma-Wafiq marriage postponement. 'She rushed to the kitchen as she felt she was late to prepare lunch' demonstrates that even though she indulges in gossiping, she still remembers her duty as a mother to feed the family.

Question 1 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how Wedad feels about Wafiq's decision, with detailed reference to the extract	4
• Demonstrates a sound understanding of how Wedad feels about Wafiq's decision, with reference to the extract	3
• Demonstrates some understanding of how Wedad feels about Wafiq's decision, with some reference to the extract	2
• Provides some relevant information	1

Sample answer:

Wedad feels worried about her friend Asma. She acknowledges that the situation that her friend is undoubtedly in difficulties, and she hopes that Wafiq does not take long to come back for the wedding.

Wedad feels also annoyed over wasting her time and effort on the stress in case the wedding will be cancelled.

Question 1 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how wealth gap is explored in this extract and one other part of the short story	6
• Demonstrates a comprehensive understanding of how wealth gap is explored in this extract and one other part of the short story	5
• Demonstrates a thorough understanding of how wealth gap is explored in this extract and one other part of the short story	3–4
• Demonstrates some understanding of how wealth gap is explored in this extract and/or one other part of the short story	2
• Provides some relevant information	1

Sample answer:

Wealthy people have great power when making decisions in life. The financial status of prospective marriage partners is important when choosing a spouse.

It is evident that Asma's wealthy status gives her the power of choosing the person she will marry. Asma is able to choose her fiancé, first a rich man, then Wafiq. He, on the other hand, having no money and struggling to continue his university study, has no choice but to accept being in a relationship with Asma. She is someone he does not love, but who can give him financial support.

In another part of the story, Wafiq has inherited his uncle's fortune and becomes rich. This empowers Wafiq, granting him the freedom to make decisions and have a better control of his romantic relationship. As a result, he breaks his engagement with his wealthy fiancée Asma but chooses to propose to the one he truly loves, Wedad.

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 structure • 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 structure • 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 structure 	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

2022 HSC Arabic Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Relationships — 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 — The Hand of Destiny</i>	H2.1
1 (b)	3	<i>Hidden Fire — The Hand of Destiny</i>	H2.2
1 (c)	4	<i>Hidden Fire — The Hand of Destiny</i>	H2.3
1 (d)	6	<i>Hidden Fire — The Hand of Destiny</i>	H2.2, H2.3

Written Examination

Section I — Response to Prescribed Text Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>The Women in 17 stories — The Coincidence Bird — Script of a conversation</i>	H2.1

Written Examination

Section II — Writing in Arabic

Question	Marks	Content	Syllabus outcomes
3	15	Transformation — short essay	H1.1, H1.2
4	15	Tolerance of difference — short essay	H1.1, H1.2