

2024 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 why the female character is nervous	2
• Provides some relevant information	1

Sample answer:

She felt nervous because she lost the porter who was carrying her suitcase. It holds all she has left and her money.

Question 1 (b)

Criteria	Marks
• Demonstrates a sound understanding of how the policeman's attitude changes towards the female character, with reference to the text	3
• Demonstrates some understanding of how the policeman's attitude changes towards the female character, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

At the start, the policeman was uncaring and unwilling to help the female character with her request because she didn't know the name nor the phone number of the person she was asking about. However, he became more compassionate because she started crying and, to comfort her, he walked back with her to where she had lost the man and the suitcase.

Question 1 (c)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough understanding of the extent that the porter's incident changed the female character's perspective on trust, with detailed reference to the content and language used 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of the extent that the porter's incident changed the female character's perspective on trust, with reference to the content and language used 	3
<ul style="list-style-type: none"> Demonstrates some understanding of the extent that the porter's incident changed the female character's perspective on trust, 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 incident with the porter had a profound impact on the female character's perspective on trust. When she lost her bag, she immediately assumed that it was stolen because of her distrust in others. The repetition of 'No' to the policeman's questions shows that even though she did not know the porter, she questioned his honesty. However, her perspective on trust changed when she suddenly saw that he had been waiting for her with the bag, highlighted in the simile 'froze in place like someone struck by lightning'. The female character realised that she could trust in people as shown in the listing of 'liras, half liras, quarters' that she gave the porter to show her appreciation.

Question 1 (d)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the issue of social status is explored in the short story, with detailed reference to the extract and other parts of the short story 	6
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the issue of social status is explored in the short story, with reference to the extract and other parts of the short story 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the issue of social status is explored in the short story, with some reference to the extract and/or the whole story 	3–4
<ul style="list-style-type: none"> • Demonstrates some understanding of how the issue of social status is explored in the short story 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

In this extract, the issue of social status is explored through the interaction between the characters. The porter was accused of theft because his lower social status led her to assume that he had taken 'everything she had left of money and belongings'. At the end of this extract, discrimination on the basis of social status was also shown in the interaction between the porter and his co-workers who call him 'stupid'. The porter's job relies on physical labour and his conditions of being 'old' and 'blind-eyed' further leads to them teasing him.

In other parts of the story, social status is demonstrated in the relationship between the female character and her employers. Her first employer took advantage of her where she had to work long hours for very little pay because she needed the money. Due to their higher status, even the second employer took advantage of her as she was getting less pay compared to her colleagues.

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

2024 HSC Arabic Extension Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Tolerance of difference — monologue	H1.1, H1.2
2	10	Relationships — 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 suitcase</i>	H2.1
1 (b)	3	<i>Hidden Fire – The suitcase</i>	H2.1
1 (c)	4	<i>Hidden Fire – The suitcase</i>	H2.2
1 (d)	6	<i>Hidden Fire – The suitcase</i>	H2.2, H2.3

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>Hidden Fire – And the statue broke</i> — script of an interview	H2.1

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