

2016 HSC Arabic Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Demonstrates a clear understanding of Samia and Hani's plans	2
• Provides some relevant information	1

Sample answer:

They are making plans for Saturday morning to redo the assignment and to go to the pool in the afternoon.

Question 2

Criteria	Marks
• Completes the table correctly in English	2
• Provides some relevant information	1

Sample answer:

Attention: Changes	
Months of work	<i>June – July</i>
Time	10.30 pm – <i>5.30 am</i>
Days	Every day

Question 3

Criteria	Marks
• Provides good reasons for why Siham is happy	2
• Provides some relevant information	1

Sample answer:

Siham is happy because her father agrees with the idea of finding/looking for a part-time job and he will also buy her a car.

Question 4

Criteria	Marks
• Demonstrates a thorough understanding of why Ziad is upset	3
• Demonstrates some understanding of why Ziad is upset	2
• Provides some relevant information	1

Sample answer:

Ziad is upset because Manal is 2 hours late and he had to wait in the heat. She calls him a child and accuses him of not understanding. He feels ignored and disrespected as Manal downplays his feelings and frustration.

Question 5

Criteria	Marks
• Provides a thorough comparison of the attitudes that Adel and Hiyam have towards their lives	3
• Provides some comparison of the attitudes that Adel and Hiyam have towards their lives	2
• Provides some relevant information	1

Sample answer:

They are each satisfied with their own life. However, Adel's satisfaction comes from success and working hard / setting goals and trying to achieve them. On the other hand, Hiyam's satisfaction comes from living a simple and uncomplicated life, without making too much effort and without worrying about the future.

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of the aim of the event with excellent reference to the text	4
• Demonstrates a sound understanding of the aim of the event with some reference to the text	3
• Demonstrates some understanding of the aim of the event	2
• Provides some relevant information	1

Sample answer:

The aim is to educate and inform others about issues faced by women through providing help and supporting them. It also invites others to be involved in supporting less fortunate women and aims to celebrate some outstanding achievements of local ordinary women.

Question 7

Criteria	Marks
• Provides a thorough summary of the benefits proposed	4
• Provides a satisfactory summary of the benefits proposed	3
• Provides a basic summary of the benefits	2
• Identifies some relevant information	1

Sample answer:

There will be a decrease in rubbish around people's homes with more annual clean-ups and weekly collection of recyclable refuse. Also, the elderly will have help with their gardens and the students will have a chance to complete their school's voluntary program. Also, the recently retired will feel valued as they look after the parks and public places.

Question 8

Criteria	Marks
• Demonstrates a perceptive understanding of how Hazem's use of language reveals the change in his feelings during the course of the interview	5
• Demonstrates a comprehensive understanding of how Hazem's use of language reveals the change in his feelings during the course of the interview	4
• Demonstrates a sound understanding of how Hazem's use of language reveals the change in his feelings during the course of the interview	3
• Demonstrates some understanding of Hazem's use of language	2
• Provides some relevant information	1

Sample answer:

Firstly, his feeling is very frustrated (angry/defensive) because of the accusations made by the interviewer about young people. This is evident in his rhetorical question, 'You want me to say something?'

As he realises that the interviewer's experience with young people is limited, he calms down and offers to clarify her ideas, as in: 'Hold on, allow me to introduce you to some excellent young people.'

In the end, his feeling is very confident and optimistic as evident in the idiom he uses: 'They are able to see the light at the end of the tunnel.'

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a clear understanding of why Mrs Nadia has written this letter	2
• Identifies some relevant information	1

Sample answer:

Mrs Nadia has written this letter to congratulate the parents for the successful graduation ceremony, and also to ask them to continue their support, even after their kids leave school.

Question 9 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how Mrs Nadia's views about the students have changed	3
• Demonstrates some understanding of how Mrs Nadia's views about the students have changed	2
• Identifies some relevant information	1

Sample answer:

Mrs Nadia's views have changed from seeing the students as immature. When they first enrolled at school, they were shy, uncooperative and getting into trouble. However, her views changed as the students have shown maturity and become very confident and responsible, able to deliver effective speeches and sing before a big crowd, as in the graduation ceremony.

Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of why Mrs Nadia says «أَنْتُمْ شُرَكَاءٌ فِي تَحْقِيقِ نَجَاحِهِمْ» with excellent reference to the text	4
• Demonstrates a good understanding of why Mrs Nadia says «أَنْتُمْ شُرَكَاءٌ فِي تَحْقِيقِ نَجَاحِهِمْ» with some reference to the text	3
• Demonstrates some understanding of why Mrs Nadia says «أَنْتُمْ شُرَكَاءٌ فِي تَحْقِيقِ نَجَاحِهِمْ»	2
• Provides some relevant information	1

Sample answer:

She says that parents are partners in their children's success, highlighting the impact of their role in their children's education. She says this because parents have contributed greatly to the school life and their children's learning through supporting them in times of trouble. They have demonstrated understanding and supported school rules and procedures. They have organised fundraising that helped improve school facilities and supported students' learning by providing music coaching and participating in various workshops.

Question 10 (a)

Criteria	Marks
• Identifies the purpose of the texts	1

Sample answer:

The texts are a film review.

Question 10 (b)

Criteria	Marks
• Demonstrates a thorough understanding of why Fadwa says «هُوَ فِعْلًا سَمَاءٌ زَرْقَاءٌ صَافِيَةٌ»	3
• Demonstrates some understanding of why Fadwa says «هُوَ فِعْلًا سَمَاءٌ زَرْقَاءٌ صَافِيَةٌ»	2
• Provides some relevant information	1

Sample answer:

According to Fadwa, the film is unique and different to other films that portray negativity. It is like a clear sky full of hope and peace. This helps the viewers clearly see goodness in everything. The effect of the music heightens this serene atmosphere.

Question 10 (c)

Criteria	Marks
• Shows a thorough understanding of how the statement reflects Shadi's opinion	3
• Shows some understanding of how the statement reflects Shadi's opinion	2
• Provides some relevant information	1

Sample answer:

Shadi believes that the audience has been misled/cheated because the film does not live up to the way it has been promoted. Although it presents a good theme and includes good music and camera techniques, it does not explore the theme well and there is nothing to engage the mind of the audience, not even the acting.

Question 10 (d)

Criteria	Marks
• Demonstrates a comprehensive understanding of how justified Lina is in saying «إِنَّهُ تَجْرِبَةٌ رَائِعَةٌ» with excellent reference to the text	4
• Demonstrates a thorough understanding of how justified Lina is in saying «إِنَّهُ تَجْرِبَةٌ رَائِعَةٌ» with some reference to the text	3
• Shows some understanding of how justified Lina is in her statement	2
• Provides some relevant information	1

Sample answer:

Despite being filmed in only one place, the film contains many good elements such as good music and good moral message. The music is calm, which helps decrease the intensity of difficult scenes. The message presents real life situations such as the conflict between Sarah and her mother. The viewers are provoked to think of solutions through the characters.

Question 10 (e)

Criteria	Marks
• Demonstrates a comprehensive understanding of how the language used supports the views of Fadwa and Lina with excellent reference to texts 1 and 3	5
• Demonstrates a thorough understanding of how the language used supports the views of Fadwa and Lina with some reference to texts 1 and 3	4
• Demonstrates a sound understanding of how the language used supports the views of Fadwa and Lina	3
• Demonstrates some understanding of the language used by Fadwa and Lina	2
• Provides some relevant information	1

Sample answer:

Fadwa's language shows that she highly recommends the film. She uses lots of positive adjectives such as 'calm and soothing' to describe the music of the film. She is very poetic in her description. She also uses metaphors to highlight the good elements of the film, such as '*sends a spirit of serenity*'.

Lina on the other hand, although she recommends the film, presents her opinion in a more objective manner. She uses plain present tense verbs such as 'presents, depicts, plays' to describe what the film actually does. She allows the readers to make a decision for themselves and asks rhetorical questions such as '*Will it touch you?*' to allow them to think for themselves rather than be influenced by her own views of the film.

Section II — Reading and Responding

Part B

Question 11

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13–15
<ul style="list-style-type: none"> • Demonstrates a good understanding of the text • 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 	10–12
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas 	7–9
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text 	4–6
<ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information 	1–3

Answers should include:

- Response to an electronic copy of newspaper
- Response to issues/topics being boring
- Lack of international news
- Quantity of advertisements
- Reference to unnecessary details in reports
- Response to accusations of being biased

Section III — Writing in Arabic**Question 12**

Criteria	Marks
<ul style="list-style-type: none">• Writes effectively and appropriately in relation to the audience, purpose and context of the task• Manipulates vocabulary, language structures and features authentically and creatively relevant to the task	5
<ul style="list-style-type: none">• Writes with a good understanding of the audience, purpose and context of the task• Demonstrates a good understanding of vocabulary, language structures and features relevant to the task	4
<ul style="list-style-type: none">• Writes with some awareness of the audience, purpose and context of the task• Demonstrates some understanding of vocabulary, language structures and features relevant to the task	2–3
<ul style="list-style-type: none">• Produces some comprehensible language relevant to the task	1

Section III (continued)**Question 13**

Criteria	Marks
<ul style="list-style-type: none"> Writes effectively and appropriately for the audience, purpose and context of the task Manipulates language structures authentically and creatively relevant to the task Sequences and structures ideas and information coherently and effectively 	10
<ul style="list-style-type: none"> Writes with a good understanding of the audience, purpose and context of the task Demonstrates an excellent understanding of language structures relevant to the task Sequences and structures ideas and information effectively 	8–9
<ul style="list-style-type: none"> Writes with an understanding of the audience, purpose and context of the task Demonstrates a good understanding of language structures relevant to the task Organises some information and ideas 	6–7
<ul style="list-style-type: none"> Presents some information, opinions or ideas relevant to the task Demonstrates a rudimentary understanding of vocabulary and sentence structures Attempts to organise information and ideas 	4–5
<ul style="list-style-type: none"> Attempts to address the requirements of the task Uses single words, set formulae and unrelated sentences to express information 	2–3
<ul style="list-style-type: none"> Produces some comprehensible language relevant to the task 	1

2016 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	Personal identity — conversation	H3.1
2	2	Media — announcement	H3.1
3	2	Family and friends — phone message	H3.3
4	3	Personal identity — conversation	H3.5
5	3	Personal identity — conversation	H3.6
6	4	Media — news announcement	H3.5
7	4	Environment — radio announcement	H3.2
8	5	Media — conversation	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Personal identity — formal letter	H3.3
9 (b)	3	Personal identity — formal letter	H3.5
9 (c)	4	Personal identity — formal letter	H3.4
10 (a)	1	Lifestyles — a film review	H3.3
10 (b)	3	Lifestyles — a film review	H3.4
10 (c)	3	Lifestyles — a film review	H3.6
10 (d)	4	Lifestyles — a film review	H3.4
10 (e)	5	Lifestyles — a film review	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Media — letter to the editor	H1.2, H1.3, H3.1

Section III — Writing in Arabic

Question	Marks	Content	Syllabus outcomes
12	5	Personal identity — note	H2.1, H2.2, H2.3
13 (a)	10	Personal identity — diary entry	H2.1, H2.2, H2.3
13 (b)	10	Family and friends — diary entry	H2.1, H2.2, H2.3