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**2002 HSC Notes from
the Marking Centre
Arabic**

2002 HSC NOTES FROM THE MARKING CENTRE

ARABIC

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Arabic. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It should be read in conjunction with the HSC Examination Paper, the HSC Standards Package and the Marking Guidelines. Teachers and candidates are reminded of the importance of remaining conversant with the current syllabus, the ACE Manual and Board Bulletin notices. In particular, teachers and principals should note carefully the Rules for the Conduct of Oral Examinations.

The exam allowed all candidates the opportunity to demonstrate their ability at their individual level.

The numbers of candidates have increased in 2002.

The numbers in the individual courses are as follows:

Beginners	–	7
Continuers	–	331
Extension	–	116

Beginners

Speaking Skills

Conversation

The emphasis in marking this section was on assessing how well the candidate communicated the gist of the cues, taking into account the general criteria of fluency, authenticity and range of language used. Minor errors were acceptable if they did not impede communication.

Some candidates struggled with the questions asked by the examiner. They demonstrated little understanding of the spoken language. Some did make a reasonable attempt to answer the questions asked.

Reading Aloud

Some candidates did not put the correct stress and intonation on words and therefore could not read them correctly. However, most were able to read the passage.

Listening Skills

General Comments

In general, the listening skills section proved very demanding even for some of the more able candidates.

Candidates found the requirements of the later questions challenging. This was evident especially in Question 8 and Questions 10 (a) and 10 (b).

Specific Comments

Question 1

No problems were noted.

Question 2

No problems were noted.

Question 3

Some candidates did not understand the word 'incentives'. However, candidates generally performed well in this question.

Question 4

Most candidates answered this question correctly, although the weaker candidates had difficulty in understanding weather expressions.

Question 6

Most candidates identified (b) as the correct response.

Question 8

Some candidates did not understand that the question asked them to elaborate on the reasons why the father was concerned about Dina. They proceeded to write down details from the text without linking them to the question asked.

Question 10 (a) and (b)

Many candidates did not attempt to answer this question. Of those who did, a few did not seem to understand what the question required of them.

Written Examination

Reading Skills

General Comments

The reading texts presented a linguistic challenge to many. Few candidates demonstrated the ability in Questions 4 and 6 to provide sufficient elaboration or to link information as required by the question.

As with all examinations candidates were provided with opportunities to demonstrate their ability across the full range of performance.

Writing Skills

Candidates chose either the letter or the response to stimulus question. They followed closely the conventions of the genre especially in the letter.

As with many aspects of all Arabic courses, candidates and teachers are reminded to concentrate their study on basic verb conjugations, accurate use of the past tense and accurate understanding of present continuous form, use of gender and agreement of adjectives, the pronoun subjects and objects. Pre-prepared responses which do not meet the requirements of question demonstrate little or no understanding of Arabic.

Continuers

Oral Examination

In general, candidates responded appropriately to the questions asked. There was much evidence of candidates who were well prepared to respond to a range of questions related to their personal world. The better candidates were able to elaborate with appropriate detail, demonstrating a range of language structures and a broad vocabulary.

Candidates who are not naturally loquacious are reminded that it is important to expand on their answers, while ALL candidates and teachers need to practise regularly exchanging questions and answers in a variety of forms. It is important to be comfortable using a variety of verb tenses as questions may well be posed which require a rendition of past, present or future action.

Candidates and teachers are reminded to pay attention to basics as well as more sophisticated language. Candidates should be careful not to prepare themselves by memorising slabs of information on some topics and recite them regardless of the question.

A small number of candidates resorted to the use of dialect in some answers.

Written Examination

Section I – Listening and Responding

General Comments

In general, candidates responded well to the range of items. Some candidates found the multiple-choice questions quite challenging, as they required understanding of the gist of the item. Teachers need to make candidates aware of the importance of global understanding as well as the grasping of details before attempting to answer comprehension questions. They also need to draw their attention to the importance of reading the instructions on the examination paper.

Candidates in general showed sound preparation and sound global comprehension of the syllabus topics tested in the examination. The more successful candidates were able to produce full answers which took account of the ‘who’, ‘what’, ‘how’, ‘when’, ‘where’, and ‘why’ in the questions. It is important to remember that the examination will assess Outcome 3.2 and that this may require identification of the context and purpose of a spoken text, or the interpretation or evaluation of information. It was noted that there was great improvement in answers requiring elaboration and evaluation. Many candidates demonstrated familiarity with the evaluative type of answer. Unfortunately, in some cases the candidates’ poor command of the English language did not allow them to demonstrate their full understanding of the text.

Specific Comments

Question 1

The majority of candidates answered this question correctly.

Question 2

Many candidates were misled by the fact that D was more directly connected with the last statement in the passage. Teachers must emphasise the importance of linking the answer to the whole passage.

Question 3b

Many candidates could not express the word ‘handicapped’ and used instead ‘mentally sick’.

Question 6

Many candidates found it hard to use the expression ‘relied on God’.

Question 9

A few candidates had problems answering this question because of their apparent lack of familiarity with terms like ‘unemployment’, ‘law’ and ‘suicide’.

Section II – Reading and Responding

Part A

General Comments

In general, candidates responded well to the full range of questions.

Some candidates found the second passage particularly difficult and did not understand some of the terms included.

In the new style of Reading and Responding, it is highly recommended that candidates read the questions first before reading the passage. Global comprehension is important, as well as recognising that questions may not always be sequential. Using dictionaries for contextual purposes is also an essential skill to develop.

Specific Comments

Question 10

Some candidates translated the passage rather than analysing the use of language by the writer.

Candidates need to be trained to recognise and use terms like ‘image’, ‘metaphors’ etc.

Question 11(e)

This question elicited a range of responses.

Part B

General Comments

The majority of candidates who selected the relevant cues and used them in their answers adequately handled part B of the Reading and Responding. However a few candidates thought that the job in the advertisement was for employees in the clothing shop rather than for models. Some copied from the text rather than incorporate information into a response that demonstrated their ability to write Arabic.

The instructions specifying this question had to be answered in Arabic were inadvertently left out in this year’s HSC examination paper. As a result, a small number of candidates answered this question in English rather than Arabic. However, they were not disadvantaged due to special marking guidelines being put into place to assess the papers.

Markers looked for both the quality of the written Arabic and the ability to develop the ideas raised in the text. Candidates are advised to ensure that they gain experience in responding to texts in a range of genres and over a range of issues.

Section III – Writing in Arabic

General Comments

Overall, the level of Arabic language used by candidates was quite commendable. It was noted, however, that some candidates had difficulty understanding the requirements of the tasks.

Specific Comments

Question 13(a)

Approximately 60% of candidates chose this option. Some candidates understood the question to mean the events leading up to the engagement rather than the engagement itself. Others wrote about their future plans after the engagement. Some tended to describe their fiancés and themselves at length rather than describe the events of the engagement itself as required in the task.

Question 13(b)

Approximately 40% of the candidature attempted this option. Most candidates used the English word 'gym' rather than the corresponding Arabic word. A large number of candidates who attempted this question did not describe their first week at the gym but rather launched into the benefits of a healthy lifestyle and how to remain fit.

Question 14(a)

There appeared to be some evidence of candidates using pre-prepared material that did not address the task and many candidates did not show a real understanding of the requirements of this question. A considerable number of candidates wrote about the Arabs' achievements in foreign countries rather than in Australia.

About one third of the candidature wrote about the spread of Arabic culture and traditions including food, dress and music, in very broad and general terms, without providing any references or specific examples to support their arguments.

A few candidates wrote about what they have personally achieved in Australia or about the achievements of Arabic candidates at the HSC level.

A small number of candidates did answer this question correctly and supported their argument with examples from the life of genuine Arab achievers eg Marie Bashir and Hazem El Masri as well as Arab achievements in various fields, such as politics, academia, sport and business. Those candidates generally scored the highest marks.

Question 14(b)

Generally speaking, candidates who attempted this question performed better on average than those who attempted 14(a).

A large number of candidates showed good knowledge of various environmental issues and were creative in their responses.

Most candidates wrote the diary entry in the correct format and style. However, most of them translated the words 'Dear diary' in Arabic literally and ended up with an expression, which does not sound correct in Arabic. Many of them also wrote the date on the top left side of the page rather than on the right side.

Some candidates used the wrong genre and wrote in a letter format. The use of some anglicisms was also noted in some papers.

Overall, in this section, the better responses showed solid preparation in producing a variety of text-types, an ability to qualify and amplify points and to express the required points logically and with a concise, well-balanced approach within the word-limit of the question.

Extension

Oral Examination

General Comments

Overall, candidates exhibited confidence in expressing their opinions on topics to which they relate, eg problems encountered by Arab youth living between two cultures in Australian society.

As a whole, candidates performed better in Question 3 than in Questions 1 and 2.

Most of them made good reference to the prescribed texts. Many candidates demonstrated breadth and depth in the scope of their answers.

The emphasis in marking this section was on assessing how well the candidates presented and supported a point of view, taking into account the general criteria of clarity of expression, accuracy and variety of vocabulary and sentence structures.

Specific Comments

Question 1

Candidates who chose this question spoke mainly about women's work in general and did not discuss the 'executive woman'.

Question 2

Candidates showed a lot of confidence in the treatment of this topic, supporting their arguments with appropriate examples taken from real life.

Question 3

Some of the candidates who chose Question 3 confused 'torn between' with 'lost'. A few candidates compared the two cultures rather than dealing with the inner conflicts and issues faced by young people.

Section I – Response to Prescribed Text

Part A

General Comments

It was pleasing to note how well candidates knew the short stories and understood the themes and issues involved. There was a good level of analysis of these themes and the socio-political perspectives with which they are linked. Some candidates, however, did not manage to link their answers to aspects of the stories and tended to generalise about various issues. Teachers obviously need to focus their training of candidates on relating their arguments to the specific prescribed texts.

Specific Comments

Question 1

In answering (a), the majority of the candidates identified the reasons for *Naim* getting into trouble.

The question on the impact of the dictation was not handled well by the majority of the candidates who tended to explain that *Naim* was angry with the principal, but failed to identify the link between the content of the dictation and *Helena*.

In question (c), a small number of the candidates did not demonstrate an understanding of the use of the language of the expressions provided. Few were able to identify that these expressions were used to reinforce the impact of the action.

Teachers are reminded of Objective 2 and the related Outcomes 2.1, 2.2 and 2.3. Candidates are required to be familiar with evaluating the linguistic features of the prescribed texts including metaphors, similes, personifications, syntax, symbolism, satire, and use of irony and others as specified in the syllabus.

Candidates performed fairly well in their answers to the significance of the title of the story in (d) by demonstrating the link between the title and the main character, *Naim* who was called a poet because of his appearance and the fact that he loses himself in his dreams as he escapes from reality

The six mark question on how the issue of human rights explored in this extract and in the story as a whole, was very poorly handled by the majority of the candidates. No candidates demonstrated a sophisticated understanding of the issue in relation to the story and were therefore unable to demonstrate breadth or depth in their answers.

Linking the issues to aspects of the story proved difficult for many candidates, even though the syllabus clearly states that in Part A candidates will be required to demonstrate an understanding of the relationship of the prescribed text to the issue.

Teachers need to teach candidates to analyse and evaluate texts from linguistic and cultural perspectives and to consider how they are related.

Part B

Most candidates demonstrated a depth in their understanding of the requirements of the task and included in their response, which was a narrative account, a high level of sophistication in the treatment of the genre and the language used.

A few candidates misunderstood the task and proceeded to write a dialogue, which took place between *Ghannam Abou Rabiya* and the judge proclaiming that he was innocent and that he had nothing to do with the crime. Others tended to treat this question as a creative writing task and made no link to the story whatsoever.

Candidates are advised to read the task carefully before they proceed to respond to it. Teachers should ensure that candidates in this course are informed of the high level of sophistication expected regarding language skills and the use of various discourse forms, and the need to demonstrate an understanding of the prescribed text.

Section II – Writing in Arabic

General Comments

The majority of candidates demonstrated a suitable level of sophistication and breadth in their use of the Arabic language in this section. All candidates used the correct discourse form. Both questions were relevant to the candidates' general age group. They were, therefore, understood by candidates and in general well treated. Some candidates did not write the required number of words, which limited their ability to score highly in relation to 'variety of vocabulary and sentence structures'.

Question 3

A few candidates talked about freedom in general. They talked about adolescents' freedom as a whole without elaborating on the rest of the points required in the topic.

Question 4

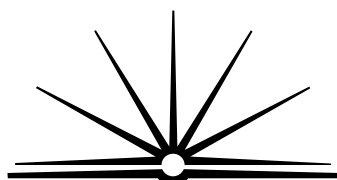
A few candidates, who chose this option, wrote about corruption without linking it to poverty. Some candidates used irrelevant or just lengthy recounts that did not support the argument.

Arabic Beginners

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Speaking Skills Examination			
Reading	5	An excursion to the beach	H2.2, H2.4
Speaking	5	Personal identity-leisure, future aspirations (conversation)	H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7
Listening Skills Examination			
1	1	Personal identification (conversation)	H3.1
2 (a)	1	School life and friends at school (Phone message)	H3.1
2 (b)	1	School life and friends at school (Phone message)	H3.1
3 (a)	1	Shopping (advertisement)	H3.1
3 (b)	2	Shopping (advertisement)	H3.1
4 (a)	1	Weather/Outdoor activities (conversation)	H3.1
4 (b)	2	Weather/Outdoor activities (conversation)	H3.1
5 (a)	1	Celebrations (conversation)	H3.1
5 (b)	2	Celebrations (conversation)	H3.1
6 (a)	1	Current Issues/International Year of Fresh Water (Radio announcement)	H3.1
6 (b)	3	Current Issues/International Year of Fresh Water (Radio announcement)	H3.1
7	4	Education/Language courses (Radio announcement)	H3.1
8	4	Sport Leisure/Study health (Conversation)	H3.1
9 (a)	1	Future Aspirations (Conversation)	H3.1
9 (b)	5	Future Aspirations (Conversation)	H3.1
10 (a)	1	Current Issues/Harmony Day (News item)	H3.1
10 (b)	4	Current Issues/Harmony Day (News item)	H3.1
Section I Written Examination			
1 (a)	1	Correct event – singer – Advertisement	H3.1
1 (b)	2	Correct event – venues – Advertisement	H3.1
2 (a)	1	School event – New principal report	H3.1
2 (b)	2	School event – School Report	H3.1
2 (c)	2	School event – School Report	H3.1
3 (a)	1	Holiday Work – Newspaper advertisement	H3.1
3 (b)	1	Holiday Work – Newspaper advertisement	H3.1
3 (c)	2	Holiday Work – Newspaper advertisement	H3.1
3 (d)	3	Holiday Work – Newspaper advertisement	H3.1
4 (a)	2	Sports personality – Diary entries	H3.1

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
4 (b)	3	Sports personality – Diary entries	H3.1
4 (c)	4	Sports personality – Diary entries	H3.1
5 (a)	1	Travelling – Newspaper article	H3.1
5 (b)	2	Travelling – Newspaper article	H3.1
5 (c)	2	Travelling – Newspaper article	H3.1
5 (d)	5	Travelling – Newspaper article	H3.1
6 (a)	1	Letter to advice column/Response/Letter and reply	H3.1
6 (b)	2	Letter to advice column/Response/Letter and reply	H3.1
6 (c)	2	Letter to advice column/Response/Letter and reply	H3.1
6 (d)	4	Letter to advice column/Response/Letter and reply	H3.1
6 (e)	5	Letter to advice column/Response/Letter and reply	H3.1
Section II Writing Skills			
7	10	Personal identity–letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	10	Health–dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9	10	Pets–picture story	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Arabic Beginners Marking Guidelines — Speaking Skills

Section I — Reading

Question 1

Outcomes assessed: H2.2, H2.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Reads confidently and fluently with correct intonation, pronunciation and accentuation• Competently and accurately recognises Arabic script	5
<ul style="list-style-type: none">• Demonstrates good oral reading skills, with some minor inaccuracies	4
<ul style="list-style-type: none">• Reads coherently, but pauses regularly, with some repetitions and mispronunciations	3
<ul style="list-style-type: none">• Demonstrates basic recognition of Arabic script• Regularly pauses, repeats words/phrases and mispronounces Arabic	2
<ul style="list-style-type: none">• Demonstrates limited recognition of Arabic script• Frequently hesitates and makes errors in pronunciation	1

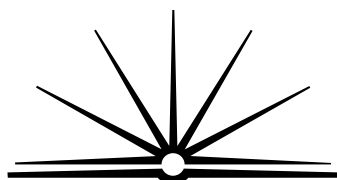
Section II — Conversation

Question 2

Outcomes assessed: H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds confidently and fluently with relevant answers to questions asked • Demonstrates correct intonation and pronunciation • Demonstrates control of complex Arabic structures (within the context of the Beginners course) • Uses correct register 	5
<ul style="list-style-type: none"> • Responds well with relevant answers to questions asked • Demonstrates good intonation and pronunciation • Demonstrates good understanding of Arabic grammar and vocabulary • Generally uses correct register 	4
<ul style="list-style-type: none"> • Responds to questions asked, generally with relevant answers, with some pauses, repetitions and mispronunciations • Demonstrates a good understanding of basic Arabic grammar and vocabulary • Attempts to use correct register 	3
<ul style="list-style-type: none"> • Demonstrates basic communication skills, by responding to some questions, not always with relevant answers • Frequently pauses, repeats and mispronounces (words and phrases) 	2
<ul style="list-style-type: none"> • Demonstrates limited comprehension of questions • Is frequently hesitant and repetitive • Demonstrates limited knowledge of Arabic grammar and vocabulary 	1



BOARD OF STUDIES
NEW SOUTH WALES

2002 HSC Arabic Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reason for the change of date	1

Question 3 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

Question 3 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the incentives offered	2
• Identifies ONE incentive offered	1

Question 4 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the reason for the choice	1

Question 4 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Gives the weather forecast for the morning and the afternoon	2
• Gives the weather forecast for either the morning or the afternoon	1

Question 5 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• At Samira's place	1

Question 5 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies Adel's contribution	2
• Partially identifies Adel's contribution	1

Question 6 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 6 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies reasons for the choice	3
• Provides relevant details	
• Identifies some of reasons for the choice	2
• Provides some details	
• Provides isolated details	1

Question 7*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the reasons and justifies the answer	4
• Identifies some of the reasons with justification	2–3
• Gives some details	1

Question 8*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the father's concerns with most relevant details	4
• Identifies some of the concerns and changes	2–3
• Concern	1

Question 9 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (A) School canteen	1

Question 9 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

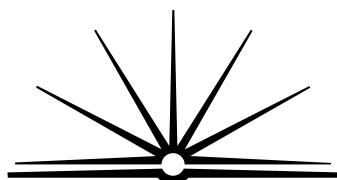
Criteria	Marks
• Fully explain the reasons why Rana and Waleed would like to swap parents with details	4–5
• Explain the reasons why Rana and Waleed would like to swap parents with some detail	2–3
• Identifies some relevant details	1

Question 10 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identify as evidence	1

Question 10 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of how the values are promoted with some detail	4
• Some understanding with some detail	2–3
• Identifies ONE example of those values	1



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Arabic Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies BOTH venues	2
• Identifies ONE venue	1

Question 2 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the occasion	1

Question 2 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the strengths of the college	2
• Identifies one strength	1

Question 2 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies both promises	2
• Identifies one promise	1

Question 3 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 3 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Describes the working hours	1

Question 3 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies BOTH reasons	2
• Identifies ONE reason	1

Question 3 (d)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies all the specific details from the text	3
• Correctly identifies TWO of the specific details	2
• Identifies ONE aspect of the specific details	1

Question 4 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies Imad Kassem	2
• ONE of the above	1

Question 4 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies THREE difficulties	3
• Identifies TWO difficulties	2
• Identifies ONE difficulty	1

Question 4 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the similarities and differences in the reaction to the visit by both groups of students with the relevant details	4
• Demonstrates an understanding of the above with some detail	2–3
• Gives ONE detail demonstrating the above	1

Question 5 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• 21 hours	1

Question 5 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies TWO attractions	2
• Identifies ONE attraction	1

Question 5 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies TWO goods	2
• Identifies ONE good	1

Question 5 (d)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a sophisticated understanding of the type of traveller who would choose Fez with details to justify the answer	4
• Demonstrates a comprehensive understanding of the nature of the question showing some of the above	2–3
• Gives ONE reason for choosing Fez	1

Question 6 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 6 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• They identify details to justify their answer	2
• They give answer/detail	1

Question 6 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies ALL factors in detail	4
• Identifies SOME factors in detail	3–2
• Identifies ONE factor OR gives details	1

Question 6 (e)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Deduces Salwa's decision and extrapolates in detail justification from the text	5
• Deduces Salwa's decision and extrapolates in some detail justification from the text	3–4
• Deduces Salwa's decision and/or extrapolates in general terms justification from the text	2–1

Section II — Writing Skills

Question 7–9

Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

MARKING GUIDELINES

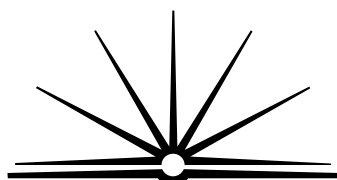
Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively • Correctly observes all conventions of the discourse form 	9–10
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates some variety of vocabulary and language structures • Demonstrates a degree of accuracy with occasional (sometimes even significant) errors • Sequences and structures ideas and information coherently • Observes all conventions of the discourse form 	7–8
<ul style="list-style-type: none"> • Presents some relevant information, ideas and/or opinions • Uses only basic vocabulary and simple language structures • Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication • Organises and sequences some information • Generally observes conventions of the discourse form 	5–6
<ul style="list-style-type: none"> • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Achieves limited communication, using single words, set formulae and anglicisms to express information • Demonstrates little evidence of organisation and sequencing • Is often repetitive • Rarely observes conventions of the discourse form 	3–4
<ul style="list-style-type: none"> • Uses single words, set phrases in isolation and anglicisms • Barely addresses topic • Demonstrates minimal knowledge of vocabulary and language structures 	1–2

Arabic Continuers

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
	20	Conversation covering student personal world	H1.1, H1.2, H1.3, H1.4
Section I — Listening and Responding			
1	1	Personal identity—phone message	H3.1
2	1	Family & friends—conversation	H3.1
3	2	Health /lifestyles—radio announcement	H3.1
4	2	Media—news item	H3.1
5	2	Media—announcement	H3.1
6	3	World of work—radio interview	H3.1, H3.2
7 (a)	1	Health—radio interview	H3.1, H3.2
7 (b)	2	Health—radio interview	H3.1, H3.2
8 (a)	1	Environment—news item	H3.1
8 (b)	4	Environment—news item	H3.1, H3.2
9 (a)	2	Lifestyles/world of work—conversation	H3.1, H3.2
9 (b)	4	Lifestyles/world of work—conversation	H3.1, H3.2
Section II — Reading and Responding – Part A			
10 (a)	2	Environment—report	H3.1
10 (b)	3	Environment—report	H3.1
10 (c)	1	Environment—report	H3.1, H3.2
10 (d)	3	Environment—report	H3.1, H3.2
11 (a)	2	Modern Arabic Literature—article	H3.1
11 (b)	2	Modern Arabic Literature—article	H3.1
11 (c)	2	Modern Arabic Literature—article	H3.1
11 (d)	3	Modern Arabic Literature—article	H3.1, H3.2
11 (e)	5	Modern Arabic Literature—article	H3.1, H3.2
11 (f)	1	Modern Arabic Literature—article	H3.1, H3.2
Section II — Reading and Responding – Part B			
12	15	World of work—advertisement/informal letter	H2.1, H2.2, H2.3, H3.1, H3.2
Section III — Writing in Arabic			

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
13 (a)	6	Personal Identity–email	H2.1, H2.2, H2.3
13 (b)	6	Health–note	H2.1, H2.2, H2.3
14 (a)	9	Lifestyles–report	H2.1, H2.2, H2.3
14 (b)	9	Media–diary entry	H2.1, H2.2, H2.3



BOARD OF STUDIES
NEW SOUTH WALES

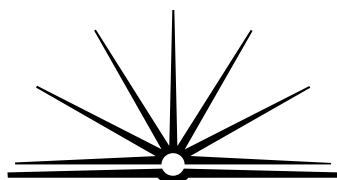
2002 HSC Arabic Continuers Marking Guidelines — Oral Examination

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Communicates confidently and fluently with correct intonation and pronunciation• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	17–20
<ul style="list-style-type: none">• Communicates effectively, with some degree of fluency and authenticity• Responds with relevant information and a range of relevant opinions and/or comment• Responds with a range of vocabulary and structures, but with some minor inaccuracies	13–16
<ul style="list-style-type: none">• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary• Responds with relevant information and opinions	9–12
<ul style="list-style-type: none">• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors• Presents some relevant information, opinions or ideas	5–8
<ul style="list-style-type: none">• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax	1–4



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Arabic Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 3*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the main reasons for feeling confident about using the service	2
• Identifies one reason for feeling confident about using this service	1

Question 4*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the aim of the seminar	2
• Identifies one aim of the seminar	1

Question 5*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies two services of this centre	2
• Identifies one service of this centre	1

Question 6*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Supplies all relevant information	3
• Supplies some relevant information	2
• Identify country and year of birth OR secret of success	1

Question 7 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies the target audience	1

Question 7 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the purpose of this interview by identifying the main reasons	2
• Identifies one reason	1

Question 8 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 8 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of Najwa's feelings on her wedding day by giving relevant examples to support her anger/sadness	4
• Demonstrates a good understanding of Najwa's feelings on her wedding day by giving some examples to support her anger/sadness	2–3
• Identifies Najwa's feelings	1
OR	
• Gives one example to support her anger/sadness	

Question 9 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies the issue discussed with most relevant detail	2
• Identifies one aspect of the issue discussed	1

Question 9 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of Jihad and Najet's opinions by comparing and contrasting them	4
• Demonstrates an understanding of Jihad and Najet's opinions by comparing and contrasting some of them	2–3
• Identifies a comparison or a contrast between the opinions of Jihad/Najet	1

Section II — Reading and Responding

Part A

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Describes old Beirut	2

Question 10 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the different sounds of old Beirut	3
• Identifies a couple of different sounds of old Beirut	2
• Identifies one sound of old Beirut	1

Question 10 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 10 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the author's use of language to describe the changes to 'Old Beirut' • Explains examples of the use of colour and/or images and/or personification	4
• Demonstrates a good understanding of the author's use of language to describe the changes to 'Old Beirut' • Identifies some examples of the use of colour and/or images and/or personification	2–3
• Identifies one example of relevant language use	1

Question 11 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Describes correctly the Heidelberg printing shop	2
• Identifies some features of the Heidelberg printing shop	1

Question 11(b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates good understanding of what goes on	2
• Identifies some detail about what goes on	1

Question 11 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding as to why the bookshops are unusual in this street	2
• Identifies a reason why the bookshops are unusual in this street	1

Question 11 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a sophisticated understanding of the expression	3
• Demonstrates a good understanding of the expression	2
• Demonstrates minimal understanding/translates the expression	1

Question 11 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sophisticated understanding as to why the author says that this is the best street in the world• Supports answer with detailed reference to the text	5
<ul style="list-style-type: none">• Demonstrates a good understanding as to why the author says that this is the best street in the world• Supports answer with some reference to the text	3–4
<ul style="list-style-type: none">• Some aspects of the reasons for his describing the street as the best in the world	1–2

Question 11 (f)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• (B)	1

Section II — Reading and Responding

Part B

Question 12

Outcomes assessed: H2.1, H2.2, H2.3, H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • 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"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • 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 information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–3

Section III — Writing in Arabic

Question 13

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Writes descriptively with well-selected information relevant to the demands of the task• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax• Manipulates language authentically and creatively to describe• Sequences and structures information coherently and effectively	5–6
<ul style="list-style-type: none">• Writes descriptively to meet the general requirements of the task• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax• Sequences and structures information effectively	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary• Demonstrates limited evidence of the ability to organise information	1–2

Section III (continued)

Question 14

Outcomes assessed: H2.1, H2.2, H2.3

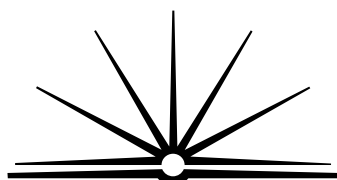
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language authentically and creatively to persuade and evaluate • Sequences and structures ideas and information coherently and effectively 	8–9
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate • Sequences and structures ideas and information effectively 	6–7
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade and evaluate • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax • Organises information and ideas to meet the requirements of the task 	4–5
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	2–3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information 	1

Arabic Extension

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
1	5	Gender Issues	H1.1, H1.2
2	5	Arab Individual State and Society	H1.1, H1.2
3	5	Perception of East and West	H1.1, H1.2
Written Examination			
1 (a)	2	Prescribed story	H2.1
1 (b)	2	Prescribed story	H2.1
1 (c)	2	Prescribed story	H2.2
1 (d)	3	Prescribed story	H2.1, H2.2, H2.3
1 (e)	6	Prescribed story	H2.1, H2.2, H2.3
2	10	Prescribed story—narrative account	H2.1
3	15	Arabic individuals and the state and society—talk	H1.1, H1.2
4	15	Arabic individuals' perception of East and West—formal letter	H1.1, H1.2



B O A R D O F S T U D I E S
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2002 HSC Arabic Extension Marking Guidelines — Oral Examination

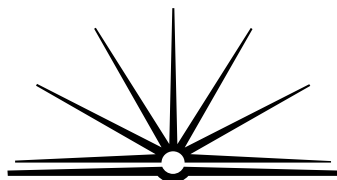
Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops a sophisticated, coherent argument• Demonstrates breadth and depth in the treatment of relevant ideas and information• Communicates confidently and fluently with correct intonation and pronunciation• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	5
<ul style="list-style-type: none">• Presents and develops a coherent argument• Demonstrates breadth and some depth in the use of relevant ideas and information• Communicates effectively, with some degree of fluency and authenticity• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax	4
<ul style="list-style-type: none">• Attempts to present and develop a coherent argument• Supports the argument with a range of relevant examples• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary	3
<ul style="list-style-type: none">• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors	2
<ul style="list-style-type: none">• Communicates some relevant information or ideas with pauses and repetitions• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary	1



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Arabic Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons for Naim getting into trouble by describing what he was doing	2
• Identifies one description of what he was doing	1

Question 1 (b)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies the link between the content of the dictation and HelenaDescribes briefly who Helena is and the relationship between her and Naim	2
<ul style="list-style-type: none">Describes briefly who Helena is and the relationship between her and Naim	1

Question 1 (c)*Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a good understanding of the use of the language of the expression	2
<ul style="list-style-type: none">Identifies one aspect of language used	1

Question 1 (d)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Clearly demonstrates a sophisticated understanding of the significance of the titleIdentifies reasons for Naim being nicknamed ‘the poet’	3
<ul style="list-style-type: none">Demonstrates a clear understanding of the significance of the titleIdentifies a reason for Naim being nicknamed ‘the poet’	2
<ul style="list-style-type: none">Demonstrates some understanding of the significance of the title <p>OR</p> <ul style="list-style-type: none">Identifies a reason for Naim being nicknamed ‘the poet’	1

Question 1 (e)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sophisticated understanding of human rights explored in the story• Demonstrates depth and/or breadth with reference to relevant examples	6
<ul style="list-style-type: none">• Demonstrates a good understanding of human rights explored in the story• Makes reference to relevant examples	4–5
<ul style="list-style-type: none">• Demonstrates a good understanding of the human rights explored in the story	2–3
<ul style="list-style-type: none">• Demonstrates an understanding of human rights explored in the story	1

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

MARKING GUIDELINES

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 3–4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

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