

**2003 HSC Notes from
the Marking Centre
Arabic**

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2003 HSC NOTES FROM THE MARKING CENTRE

ARABIC

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Arabic. It provides comments relating to responses to the 2003 Higher School Certificate Examinations, 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 Papers, the HSC Standards Packages 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 examinations allowed all candidates the opportunity to demonstrate their ability at their individual level.

The numbers of candidates have decreased in 2003.

The numbers in the individual courses are as follows:

Beginners	–	5
Continuers	–	270
Extension	–	88

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.

Most candidates struggled with the questions asked by the examiner. In some instances, the examiner had to rephrase the questions in order for candidates to attempt to answer the questions asked. Some, however, did make a reasonable attempt to answer the questions asked.

Reading Aloud

Some candidates read with minor inaccuracies, but nevertheless with fluency and confidence. Others were unable to read and had difficulties with identifying the Arabic script.

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 2

Most candidates were unable to indicate when Galal read the advertisement.

Question 4

No candidate was able to complete the table on the wind direction. Most were confused between 60 km/hr and 600 km/hr.

Question 5

No candidate was able to identify that Youssef wanted to buy cotton clothes.

Question 7

Some candidates did not understand what the question asked of them. As a result, they were unable to identify that he wanted a good future or to provide a justification for the response.

Question 8

Most candidates were unable to demonstrate a good understanding of how the speaker persuaded his audience to form a soccer team.

Question 9

Some candidates were able to provide some of the information about the older brother's duties but not list all 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 5 to provide sufficient elaboration or to link information as required by the questions.

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

Writing Skills

Most candidates chose the letter ie Question 7. One candidate chose Question 9, a response to a stimulus. 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 the question, demonstrate little or no understanding of Arabic. It is evident that some candidates have not mastered the Arabic script.

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 the 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 did not use Modern Standard Arabic in some answers.

Written Examination

Section I – Listening and Responding

General Comments

In general, candidates responded well to the range of items. They performed better in this year's multiple-choice questions which demonstrated an understanding of the gist of spoken texts.

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 English did not allow them to demonstrate their full understanding of the text. Candidates are also reminded to support answers with examples from the texts.

Specific Comments

Question 3

Many candidates did not express the idea of 'nagging' correctly and instead used 'asking' or 'wanting'.

Question 4

Many candidates overlooked the fact that the window was broken accidentally.

Question 6(b)

Many candidates found it difficult to answer why Ziad felt confident about the result of the interview.

Question 7(a)

Most candidates failed to identify that planting trees was one of the aims of the campaign.

Question 8(a)

The multiple choice question was fairly challenging with not all candidates selecting the correct answer, B.

Question 8(b)

Most candidates did not identify the change in the attitudes of both speakers. Some focused on Fadi and others on the principal. Others did not provide examples to support their ideas.

Section II – Reading and Responding

Part A

General Comments

In general, candidates did not respond well to the full range of questions. Candidates are reminded to read the questions carefully before answering. Most candidates demonstrated an understanding of the gist of the texts but did not necessarily apply this to answering the questions asked.

Some candidates found the second passage particularly challenging and did not answer all the questions.

In the Reading and Responding section, 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 9

Some candidates confused 9(b) for 9(c).

Candidates need to read the questions carefully.

Question 10(e)

Most candidates were unable to demonstrate that there was a contrast in the title. Therefore, they did not link this to the book. Their answers were too general and not sufficiently specific. Candidates are reminded of the need to read the questions carefully before answering. Despite demonstrating an understanding of the gist of the texts, candidates did not answer the questions correctly.

Question 10(f)

Candidates had difficulties with describing Rafiq Atta's personality. Therefore, they demonstrated limited ability to support their answers with reference to the text.

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.

Most candidates were able to write the required number of words and some wrote more than was required. Some, however, simply mentioned some of the required cues but did not demonstrate breadth or depth in their responses.

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 a range of text types across the full range of topics identified in the syllabus.

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 did not fully understand the requirements of the tasks. Candidates are also reminded to write legibly.

Specific Comments

Question 12(a)

The majority of candidates chose this option. Some candidates understood the question to mean Mother's Day rather than mother's birthday. Some candidates wrote a letter instead of a note.

Question 12(b)

Approximately 30% of the candidature attempted this option. Few candidates described how they felt about being sick and how this affected them whilst on holidays.

Question 13(a)

40% of the candidates chose this question and many did not show a real understanding of the requirements of the task. A considerable number of candidates wrote about the conflict that exists between children and parents rather than trying to convince the audience, their classmates, that it is too difficult to bridge the gap between the youth and parents today. Often, ideas presented by candidates lacked depth and were not clearly linked to the requirement of the task.

Question 13(b)

Generally speaking, candidates who attempted this question performed better on average than those who attempted 13(a).

60% of candidates chose this question. Most wrote the diary entry in the correct format and style. However, few were able to express the concept of ‘Dear diary’ in idiomatic Arabic. Many of them also wrote the date on the top left side of the page rather than on the right side.

Many candidates presented the information in a narrative form without reflecting on what had happened and what they intended to do.

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 and fluency in expressing their opinions on topics to which they can relate. Candidates had no preferences with questions 1–3. There was an even distribution of choices across the three questions.

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

Many candidates demonstrated breadth and depth in the scope of their answers providing examples related to the questions. Others discussed at length general issues regarding the questions.

The emphasis in marking this section was on assessing how well the candidates presented and developed an argument 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 the ideal family making comparison between the Western and Eastern families rather than discussing the ideal family and to what extent it does exist.

Question 2

Candidates showed a lot of confidence in the treatment of this topic. However, they were not able to support their arguments with appropriate examples.

Question 3

Candidates who chose this question supported the statement by using examples from real life situations to show why there are more pressures on boys than girls.

Section I – Response to Prescribed Text

Part A

General Comments

It was pleasing to note how well candidates knew the short story and understood the themes and issues involved. Some candidates, however, did not refer to specific aspects of the story in their answers but tended rather to generalise about various issues. Teachers are advised to address this matter in the preparation of students for the examination.

Specific Comments

Question 1

In answering (a), the majority of the candidates identified what the sayings tell us about the grandmother's way of thinking.

In question (b) most candidates were able to explain the following quotation but the majority did not demonstrate a sophisticated understanding of the quotation by linking it to the story.

In question (c), some candidates demonstrated a sophisticated understanding of the title by identifying a reason for Al-Daynasaur being chosen. These candidates discussed the way in which the title reflected the narrator's sense of not belonging or no longer being relevant to contemporary society and then linking this to the concept of an extinct animal.

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.

The six-mark question on the language features was very poorly handled by the majority of the candidates. Most candidates did not discuss the woman's feelings and resorted to writing about language features in the extract without linking these features to the woman's feelings. Few candidates demonstrated a sophisticated and perceptive understanding of the way the language features reflect the woman's feelings. A good example linked the woman's nervousness about being at the event, and her lack of confidence to specific language features such as metaphor, personification and sarcasm. Some examples were given to support the statements made and the conflict she is feeling.

Linking the issues to aspects of the story proved challenging for many candidates. Students and teachers are reminded of the syllabus requirement that in Part A candidates will be required to demonstrate an understanding of the relationship of the prescribed text to the issues.

It would appear that greater emphasis should be given in teaching and learning programs to the need for students to analyse and evaluate texts from linguistic and cultural perspectives and to consider how these are interrelated.

Part B

Some 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 text type and the language used. These candidates manipulated language creatively, demonstrating originality in their approach.

A few candidates misunderstood the task and retold the story exactly the way it was without meeting the requirements of the task. Others changed the plot of the story without demonstrating a perceptive and sensitive understanding of the prescribed text and tended to treat this question as a creative writing task without linking it to the story.

Candidates are advised to read the task very carefully before they respond to it. Teachers should ensure that candidates of this Extension course are clear about the high level of sophistication expected regarding language skills and the use of various text types, and the need to demonstrate an understanding of the prescribed text. They are also alerted to the syllabus requirements whereby they are required to respond personally and creatively in Arabic to the prescribed text.

Some candidates were able to write a story based on the story but did not demonstrate an understanding that it should be set 100 years from the present.

Section II – Writing in Arabic

General Comments

The majority of candidates demonstrated a suitable level of breadth in their use of the Arabic language in this section. Both questions were relevant to the candidates' general age group. They were, therefore, understood by candidates and in general well treated.

Question 3

A few candidates wrote about tolerance in general. They wrote about tolerance as an issue without elaborating on the rest of the points required by the question. Some candidates gave examples from their own daily life without relating this to a worldwide trend away from tolerance as specified in the question.

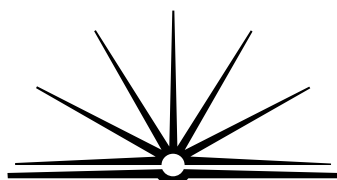
Question 4

60% of candidates chose this topic. They compared rights and responsibilities without addressing the issue of responsibilities. Some candidates used irrelevant or just lengthy recounts that did not support their arguments.

Arabic Beginners

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus Outcomes
Speaking Skills Examination			
Section I — Reading			
	5	Going To The Airport To Meet Relative	H2.2, H2.4
Speaking Skills Examination			
Section II— Conversation			
	5	Family / School / Friends / Hobbies / Future	H1.1, H1.5, H2.1, H2.2, H2.3, H2.4, H2.6, H2.7
Listening Skills Examination			
1 (a)	1	School Life/Friends — Conversation	H3.1
1 (b)	1	School Life/Friends — Conversation	H3.1
2 (a)	1	Personal Identification/Work — Phone Message	H3.1
2 (b)	1	Personal Identification/Work — Phone Message	H3.1
3 (a)	1	Celebrations/Family/Friends — Phone Conversation	H3.1
3 (b)	2	Celebrations/Family/Friends — Phone Conversation	H3.1
4 (a)	1	Travel — Radio Announcement	H3.1
4 (b)	3	Travel — Radio Announcement	H3.1
5 (a)	1	Shops/Shopping — Dialogue	H3.1
5 (b)	2	Shops/Shopping — Dialogue	H3.1
5 (c)	2	Shops/Shopping — Dialogue	H3.1
6 (a)	2	Health/Current Issues — Discussion	H3.1
6 (b)	3	Health/Current Issues — Discussion	H3.1
7	4	Future Aspirations/School Life — Interview	H3.1
8 (a)	1	Sport — Speech	H3.1
8 (b)	4	Sport — Speech	H3.1
9	5	Family/Relatives — Conversation	H3.1



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

2003 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 vocabulary and 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

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus Outcomes
Written Examination			
Section I — Reading Skills			
1 (a)	1	Note Left To Neighbours — Note Asking Them To Do Something	H3.1
1 (b)	2	Note Left To Neighbours — Note Asking Them To Do Something	H3.1
1 (c)	2	Note Left To Neighbours — Note Asking Them To Do Something	H3.1
2 (a)	1	Entertainment — Advertisement On Web	H3.1
2 (b)	1	Entertainment — Advertisement On Web	H3.1
2 (c)	4	Entertainment — Advertisement On Web	H3.1
3 (a)	1	School — School Report	H3.1
3 (b)	2	School — School Report	H3.1
3 (c)	3	School — School Report	H3.1
4(a)	2	Holidays — Emails	H3.1
4 (b)	3	Holidays — Emails	H3.1
4 (c)	4	Holidays — Emails	H3.1
5 (a)	1	Education/Future/Prospects — Speech	H3.1
5 (b)	3	Education/Future/Prospects — Speech	H3.1
5 (c)	5	Education/Future/Prospects — Speech	H3.1
6 (a)	2	Current Issues/Women In The Workplace — Magazine Interview	H3.1
6 (b)	3	Current Issues/Women In The Workplace — Magazine Interview	H3.1
6 (c)	5	Current Issues/Women In The Workplace — Magazine Interview	H3.1
Written Examination			
Section II — Writing Skills			
7	10	Friends — Letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	10	Holidays — Dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9	10	Country life — Story	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

2003 HSC Arabic Beginners Marking Guidelines — Listening 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
• Explains the cause of Alaa's happiness	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies when Golal read the advertisement	1

Question 2 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the purpose for the phone message	1

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

Criteria	Marks
• Identifies the reason for the invitation	1

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

Criteria	Marks
• Identifies the reasons for Samira not accepting the offer	2
• Provides relevant detail	
• Identifies the reasons for Samira not accepting the offer	1

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

Criteria	Marks
• Identifies the group	1

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

Criteria	Marks
• Gives all the correct information	3
• Gives two correct items of information	2
• Gives only one correct item	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Identifies the items to be bought	2
• Identifies one item	1

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

Criteria	Marks
• Explains reasons for choosing the particular shopping centre	2
• Lists some reasons without justification	1

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

Criteria	Marks
• Identifies both reasons for Samer going to the doctor	2
• Identifies one reason for Samer going to the doctor	1

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

Criteria	Marks
• Demonstrates a good understanding why the doctor does not prescribe any medication • Identifies the reasons for this	3
• Demonstrates a good understanding why the doctor does not prescribe any medication	2
• Identifies a reason for the doctor not giving Samer any medication	1

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

Criteria	Marks
• Shows a comprehensive understanding of what the student will do with justification	4
• Shows a good understanding of what the student will do with some justification	2–3
• Shows some understanding without justification	1

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

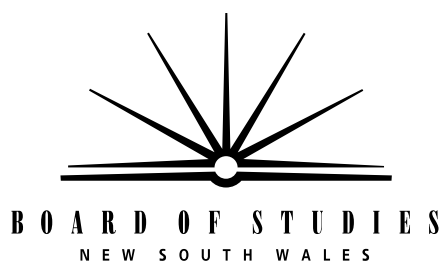
Criteria	Marks
• Identifies where the speech takes place	1

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

Criteria	Marks
• Demonstrates a good understanding of how the speaker persuades his audience with some detail	4
• Demonstrates an understanding of how the speaker persuades his audience with some detail	2–3
• Identifies one example of how the speaker persuades his audience	1

Question 9*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Lists all the duties the older brother has to do	5
• Lists some of the duties the older brother has to do	3–4
• Provides some information about the older brother's duties	1–2



2003 HSC Arabic Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies reasons	2
• Either mentions time spent there or that they are with friends	1

Question 1 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies what George has to do with some detail	2
• Identifies some information	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Identifies when the new songs were released	1

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

Criteria	Marks
• Identifies all indications of Samia Fouad's success	3–4
• Identifies two indications of Samia Fouad's success	2
• Identifies one indication of Samia Fouad's success	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Lists two areas of achievement	2
• Lists one area only	1

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

Criteria	Marks
• States all areas of improvement needed	3
• States two areas of improvement	2
• States one area of improvement	1

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

Criteria	Marks
• Gives all detail of the information wanted	2
• Gives only one detail	1

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

Criteria	Marks
• Gives all details about the deal	3
• Gives two details about the deal	2
• Gives one detail only	1

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

Criteria	Marks
• Completes the table with most of the information	4
• Completes the table with some of the information	3–2
• Identifies at least one piece of information	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Demonstrates a global understanding of the options and gives details	3
• Demonstrates a good understanding	2
• Gives some details	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding of how effective the author is • Identifies examples to justify opinion	5
• Demonstrates an understanding of how effective the author is • Identifies an example to justify opinion	4–3
• Demonstrates an understanding of how effective the author is OR • Identifies one example	2–1

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

Criteria	Marks
• Identifies two reasons	2
• Identifies one reason	1



Question 6 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Gives all details about her	3
• Gives some details about her	2
• Gives one detail about her	1

Question 6 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies all factors	5
• Identifies most factors	3–4
• Identifies some factors	1–2

Section II — Writing Skills

Questions 7–9

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

MARKING GUIDELINES

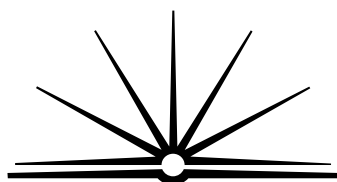
Criteria	Marks
<ul style="list-style-type: none">• Presents and develops relevant information, ideas and/or opinions• Demonstrates a wide range of vocabulary and language structures• Demonstrates a high degree of accuracy with only minor errors• Sequences and structures ideas and information effectively• 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

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	1	Family and friends — conversation	H3.1
2	1	Health — advertisement	H3.1
3	2	Family and friends — conversation	H3.1
4	2	Personal identity — conversation	H3.1, H3.2
5 (a)	1	Modern Arabic literature News Item	H3.1, H3.2
5 (b)	3	Modern Arabic literature News Item	H3.1, H3.2
6 (a)	1	World of work — interview	H3.1
6 (b)	3	World of work — interview	H3.1
7 (a)	2	Environment — speech	H3.1
7 (b)	3	Environment — speech	H3.1, H3.2
8 (a)	1	Personal Identity — interview	H3.1, H3.2
8 (b)	5	Personal Identity — interview	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
9 (a)	2	Family and friends — speech	H3.1
9 (b)	3	Family and friends — speech	H3.1, H3.2
9 (c)	4	Family and friends — speech	H3.1, H3.2
10 (a)	2	Modern Arabic literature — magazine interview	H3.1
10 (b)	2	Modern Arabic literature — magazine interview	H3.1
10 (c)	1	Modern Arabic literature — magazine interview	H3.1
10 (d)	2	Modern Arabic literature — magazine interview	H3.1
10 (e)	4	Modern Arabic literature — magazine interview	H3.1, H3.2
10 (f)	5	Modern Arabic literature — magazine interview	H3.1, H3.2

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Written Examination			
Section II — Reading and Responding			
Part B			
11	15	Personal Identity — email	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in French			
12 (a)	6	Family and friends — note	H2.1, H2.2, H2.3
12 (b)	6	Holiday — postcard	H2.1, H2.2, H2.3
13 (a)	9	Family and friends — speech	H2.1, H2.2, H2.3
13 (b)	9	Family and friends — diary entry	H2.1, H2.2, H2.3



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NEW SOUTH WALES

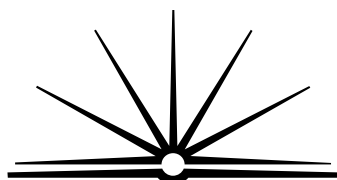
2003 HSC Arabic Continuers Marking Guidelines — Oral Examination

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3

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

2003 HSC Arabic Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies the reason for Layla's initial disappointment with her father's decision	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

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

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies the reasons why Riyadh's father bought a new car	2
<ul style="list-style-type: none">Provides some relevant information	1

**Question 4***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Provides a full explanation as to why the teacher doesn't punish him	2
• Identifies the reasons why the teacher didn't punish Samir	1

Question 5 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

Question 5 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding why parents might be offended by the book, with relevant detail	3
• Demonstrates some understanding why parents might be offended by the book, with relevant detail	2
• Provides some relevant information	1

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

Criteria	Marks
• Identifies when Ziad will graduate	1

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

Criteria	Marks
• Demonstrates a good understanding of why Ziad felt confident about the result of the interview, with relevant detail	3
• Demonstrates some understanding of why Ziad felt confident about the result of the interview, with some relevant detail	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of the reasons for this campaign	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of how the author persuades young people to participate • Identifies some examples to support this	3
• Demonstrates an understanding of how the author persuades young people to participate • Identifies examples to support this	2
• Provides some relevant information	1



Question 8 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 8 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated understanding of how both speakers' feelings changed during the conversation • Supports answer with examples	5
• Demonstrates a good understanding of how both speakers' feelings changed during the conversation • Supports answer with examples	3–4
• Provides some relevant information	1–2

Section II — Reading and Responding**Part A****Question 9 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies the reasons why Farid became interested in playing the piano	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of why Farid continued to learn the piano, with relevant detail	3
• Demonstrates an understanding of why Farid continued to learn the piano, with some detail	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding of how Farid makes this hobby sound so wonderful	4
• Demonstrates a good understanding of how Farid makes this hobby sound so wonderful	2–3
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of the reasons for the interview	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of Rafiq's background	2
• Provides some relevant information	1

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

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Demonstrates a good understanding of why the book has not been translated	2
• Provides some relevant information	1

Question 10 (e)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of why the book is entitled 'The Beautiful Prison'	4
• Demonstrates a good understanding of why the book is entitled 'The Beautiful Prison'	3
• Supports answer with some examples	2
• Provides some relevant information	1



Question 10 (f)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated understanding of Rafiq Atta's personality	5
• Demonstrates a good understanding of Rafiq Atta's personality	3–4
• Demonstrates some understanding of Rafiq Atta's personality	2
• Provides some relevant examples	1

Section II — Reading and Responding

Part B

Question 11

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

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 12***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 13

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

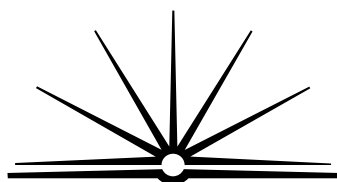
MARKING GUIDELINES

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

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
1	5	Gender issues — monologue	H1.1, H1.2
2	5	The Arab individuals' perception of East and West — monologue	H1.1, H1.2
3	5	Gender issues — monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	2	Al-Daynasaur	H2.1, H2.2
1 (b)	3	Al-Daynasaur	H2.1, H2.2
1 (c)	4	Al-Daynasaur	H2.1, H2.2, H2.3
1 (d)	6	Al-Daynasaur	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	Ard Al-shams — narrative account	H2.1
Written Examination			
Section II — Writing in Arabic			
3	15	The Arab Individual, and the state and society — essay	H1.1, H1.2
4	15	The Arab individuals' perception of East and West — essay	H1.1, H1.2



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2003 HSC Arabic Extension Marking Guidelines — Oral Examination

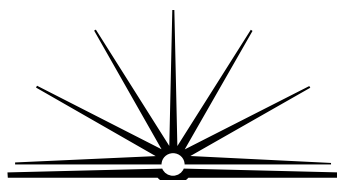
Monologue

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

2003 HSC Arabic Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text

Part A

Question 1 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the grandmother's point of view by relating it to the sayings provided	2
• Demonstrates some understanding of grandmother's way of thinking	1

Question 1 (b)

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated understanding of the quotation by linking it to the story	3
• Demonstrates a good understanding of the quotation by linking it to the story	2
• Demonstrates some understanding of the quotation	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sophisticated understanding of the significance of the title• Identifies a reason for <i>Al Daynasur</i> being chosen as the title	4
<ul style="list-style-type: none">• Demonstrates a clear understanding of the significance of the title	2–3
<ul style="list-style-type: none">• Demonstrates some understanding of the title	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sophisticated and perceptive understanding of the way the language features reflect the woman's feelings	6
<ul style="list-style-type: none">• Demonstrates a good understanding of the way the language features reflect the woman's feelings	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the woman's feelings• Makes some reference to the language features	2–3
<ul style="list-style-type: none">• Demonstrates a limited understanding of the woman's feelings	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 and 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