

**2007 HSC Notes from  
the Marking Centre  
Arabic**

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## Contents

Continuers .....	4
Oral Examination .....	4
Written Examination.....	5
Section I – Listening and Responding.....	5
Section II – Reading and Responding.....	6
Section III – Writing in Arabic.....	7
Extension .....	8
Oral Examination .....	8
Written Examination .....	9
Section I – Response to Prescribed Text.....	9
Section II – Writing in Arabic.....	10

# 2007 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 contains comments on candidate responses to the 2007 Higher School Certificate examinations, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabuses, the 2007 Higher School Certificate examinations, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Arabic.

The numbers of candidates in the individual courses are:

Continuers	–	234
Extension	–	75

### Continuers

#### Oral Examination

Candidates were generally able to converse authentically and fluently. Better responses presented a variety of tenses, vocabulary and sentence structure. The best responses communicated opinions and information in great depth through a sophisticated use of Modern Standard Arabic. Candidates who performed well were able to respond consistently to a broad range of topics about their personal world. Although some questions required a yes/no answer, better responses provided information beyond the minimum.

The weaker candidates did not expand their ideas nor demonstrate a sophisticated use of the language in their responses. Some poorer responses contained non-standard forms of Arabic often with excessively long pauses.

## Written Examination

### Section I – Listening and Responding

#### General Comments

Generally, candidates demonstrated thorough preparation and a good understanding of the texts. In the better responses, candidates provided detailed answers that addressed questions specifically.

It is important to remember that this examination assesses only two outcomes one of which is outcome 3.2. This may require identification of the purpose and context of spoken text, or the interpretation or evaluation of information. Candidates should carefully read their responses to ensure that they are coherent and comprehensible.

Candidates should make sure that they use the candidate's notes column to write down as many details as possible during the first reading so they can write a well-structured answer in the time given after the second reading.

#### Question 2

In the weaker responses, candidates did not refer to fact that Sami is a university student.

#### Question 3

Better responses demonstrated a good understanding as to why both speakers were surprised. Weaker responses did not include the fact that Mounir is currently working as a manager in a large company.

#### Question 4

In the weaker responses, candidates did not include all the details in the item, ie a bigger and faster plane.

#### Question 5

In the poorer responses, candidates did not include the fact that 90% of those surveyed did not know that excess salt causes illnesses.

#### Question 6

Poorer responses did not include enough information about how the daughter calmed her father down. These candidates understood some the detail but not the item as a whole.

#### Question 7

This multiple choice item was challenging as its placement in the paper indicated.

## Question 8

In the better responses, candidates demonstrated a comprehensive understanding of how the title relates to the artist, his work and audience. These responses included some analysis of the difficulties faced by the artist linked to the challenge. Poorer responses simply listed some of the difficulties experienced.

## Section II – Reading and Responding

### Part A

#### General Comments

The gist of the text was understood. However, only few candidates demonstrated the necessary analytical and evaluative skills.

## Question 9

Question 9(b) and question 9(c) proved quite challenging for most candidates. In Question 9(b), better responses demonstrated that Nizar Qabbani wished he had another occupation so he would be accepted in society. His occupation is neither respected nor appreciated. Poorer responses only dealt with the superficial idea of acceptance.

In Question 9(c) better responses analysed how the city and its people are portrayed, ie old, rigid, hateful, destructive. Poorer responses showed very little analysis or translated expressions from the text.

## Question 10

- (a) In the better responses, candidates referred to the fact that people wrote to the editor in response to an article he wrote about reality television. In the weaker responses, candidates were not able to clearly identify the concept of reality TV.
- (c) In the better responses, candidates identified the figure of speech – personification or metaphor – and commented that it created a powerful image emphasising the negative impact of reality TV. However poorer responses simply translated or paraphrased the expression.
- (e) In the better responses, candidates outlined both similarities and differences in the attitudes of Salma and Rana. These attitudes were based on their opinions and used expressions of comparison and contrast such as ‘however’, ‘while’, ‘whereas’ and ‘but’. In the poorer responses, candidates included comparisons but without referring to Salma’s or Rana’s attitude.

### Part B

#### General Comments

Most candidates identified the key ideas and information in the text, namely that Shadi wants to leave school and enter the workplace, and that his parents are unhappy because they believe that education is very important. In addition, they had to comment on the attitude of both parties involved in the dispute and specify whether Anwar accepted or refused Shadi’s request based on a sound argument.

Most candidates used the specified text type. The better responses demonstrated an in-depth treatment of the ideas in the stimulus text, creativity, use of sophisticated language, effective use of vocabulary, and complex and authentic structures.

In the poorer responses, there was little depth of treatment and some language aspects were not well handled. They included sentence structure, grammar and vocabulary.

### **Section III – Writing in Arabic**

#### **General Comments**

In the better responses, candidates demonstrated a good control of language, while the poorer responses tended to use dialect or colloquial language. Most candidates used the correct text type in their responses, namely an email in Question 12 and a diary entry in Question 13.

#### **Specific Comments**

##### **Question 12**

- (a) In the better responses, candidates described the preparations needed while poorer responses tended to present a list of items.
- (b) In the better responses, candidates demonstrated an imaginative and descriptive use of language.

##### **Question 13**

- (a) In the better responses, candidates demonstrated originality and creativity in the approach and reflected on the effect of fashion on society. Poorer responses did not elaborate on fashion and its effect on society. Rather, they included information about what young people watch on TV.
- (b) In the better responses, candidates reflected on the way they have been treated and on the general relationship between them and their parents. Poorer responses simply recounted the events without reflecting on their feelings.

## Extension

### Oral Examination

#### General Comments

Better candidates demonstrated a good level of competence in Arabic and a capacity to formulate a well-structured and convincing argument. These responses showed that candidates had used their preparation time wisely to plan their monologue, with an appropriate introduction and conclusion. In the most successful responses, candidates presented and developed a coherent, sophisticated argument, supported by a range of relevant examples. They communicated effectively, with a high level of fluency and grammatical accuracy and demonstrated sophistication in vocabulary and sentence structures.

Heavy reliance on pre-learned passages was not evident. However, some arguments bore little relevance to the wording of the questions. Some candidates spoke at full speed without drawing breath, making it difficult at times to follow the arguments.

Most candidates complied with the syllabus time allocation. However, a few responses fell short of the recommended time, thereby not allowing sufficient time to develop their argument fully or to demonstrate linguistic competence.

Candidates are reminded that they are expected to speak on each topic for approximately two minutes. Monologues that exceed the syllabus requirement often lack structure and are repetitive.

#### Question 1

Two key words in this question were ‘still’ and ‘parents’. To formulate a better response, candidates had to specifically address both aspects and not start talking about modern society in general.

#### Question 2

In some weaker responses, candidates spoke only about young men instead of young people in general and about freedom rather than excessive freedom.

#### Question 3

In some weaker responses, candidates wrote about a misunderstanding of the requirements of social values rather than human values. They wrote about the values of customs and traditions instead of human values.

## Written Examination

### Section I – Response to Prescribed Text

#### Part A

##### General Comments

Candidates demonstrated a good understanding of the prescribed short story *Dafa'u Akthar*. In general, there was a good understanding of the main events in the story. Better responses reflected a sophisticated understanding of specific details and included a perceptive interpretation and analysis of the themes and language of the text. Poorer responses gave parts of the answer only. Candidates should read questions thoroughly and carefully to ensure they answer all aspects of the question are comprehensibly covered.

##### Question 1

- (a) Candidates showed a general understanding of how the robbery occurred. Poorer responses identified that the victim was at the bakery buying bread. Better responses included precise details of the incident.
- (b) In general, candidates were able to identify the sarcastic nature of the expression. Poorer responses relied on paraphrasing or translating the quote. Better responses demonstrated a thorough understanding of how the tone reflects the irony inherent in the events of the story.
- (c) Most candidates demonstrated a general understanding of the way the life of an ordinary citizen is portrayed in the story. Candidates were able to explain how corruption and lack of human rights contribute to making the life of the citizen difficult. In the best responses, candidates explained and explored how the citizen must fight for their basic necessities, such as getting bread early in the morning and pushing through a crowd.
- (d) In this question, candidates were required to analyse how the victim's emotional state changes throughout the story. Poorer responses were characterised by a general description of the victim's sadness in the text without referring to the changes in his emotional state. In the best responses, candidates identified and explained the stages the victim experienced as soon as his money was stolen. These stages included the initial shock and fear as he finds out that the money has disappeared, the stage where he feels excited and hopeful as the police identify the thief and later reassured by the reaction of the policeman, and finally how his hopes are shattered and turned into a feeling of overwhelming sorrow leading him to a state of despair and bitterness. Better responses demonstrated a good understanding of the supporting examples in the texts and used them effectively. In the weaker responses, candidates inserted examples that were neither appropriate nor supportive of their explanation.

#### Part B

##### Question 2

The answer to this question required a good understanding of the prescribed text *Story No. 25* by Hikayat Haratina. In the better responses, candidates demonstrated sensitivity and perceptiveness in the writer's and Fat'hia's reflection of their past. Such responses referred to the love relationship that they had and the way Fat'hia's marriage was arranged. They manipulated specific details in the story to present Fat'hia's justifications for accepting the marriage, including social traditions. They also referred to the writer's status during the relationship and how it was an obstacle to their marriage.

The main focus of the response needed to be on the past that the two couple shared as young people. Many candidates made a basic reference to the past and chose inappropriate and illogical agreements to end the conversation. Poorer responses not only demonstrated a limited understanding of the prescribed text, but also referred incorrectly to characters and events of other stories by the same author.

## **Section II – Writing in Arabic**

### **General Comments**

The better responses presented and developed a sophisticated and coherent argument, displaying breadth and depth in the treatment of relevant ideas. They were written effectively and perceptively for a specific audience, purpose and context. In such responses, candidates wrote with a high level of grammatical accuracy and made sophisticated choice of vocabulary and sentence structure to present a convincing argument. The key elements of the question were identified and consequently a logical analysis was presented.

Poorer responses demonstrated some or limited understanding of the requirements of the task (despite a good command of the language). Candidates are encouraged to address all aspects of the question, paying particular attention to register and word limit.

### **Question 3**

In the better responses, candidates developed a logical argument as to why men should or should not be calling for equality with women, supported with a range of relevant examples.

In the poorer responses, candidates presented a range of ideas but did not necessarily develop these ideas into a logical argument nor support the argument with relevant examples.

### **Question 4**

A key feature of the better responses was the logical development of the argument presented. Candidates understood the key term in this question thoroughly, and were able to develop their ideas on the impact of integration on the migrant's sense of identity.

Poorer responses demonstrated a lack of understanding of the specific audience and presented unconnected and unsupported ideas on the topics of identity and integration.

# Arabic Continuers

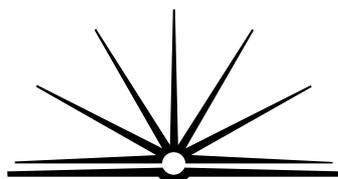
## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	2	Family and friends — (phone) message	H3.1
2	2	Personal identity — conversation	H3.1
3	3	The world of work — conversation	H3.1, H3.2
4	4	Lifestyles — announcement	H3.1, H3.2
5	4	Health — news item	H3.1, H3.2
6	4	Family and friends — conversation	H3.1, H3.2
7	1	Media — news item	H3.2
8	5	Personal identity/lifestyles — interview	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
9 (a)	2	Modern Arabic Literature — poem	H3.1
9 (b)	3	Modern Arabic Literature — poem	H3.1, H3.2
9 (c)	4	Modern Arabic Literature — poem	H3.1, H3.2
10 (a)	2	Media — article(s)	H3.1
10 (b)	4	Media — article(s)	H3.1, H3.2
10 (c)	4	Media — article(s)	H3.1, H3.2
10 (d)	1	Media — article(s)	H3.1, H3.2
10 (e)	5	Media — article(s)	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
11	15	School life — letter	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Arabic</b>			
12 (a)	6	Personal identity — email	H2.1, H2.2, H2.3
12 (b)	6	School life — email	H2.1, H2.2, H2.3
13 (a)	9	Media — diary entry	H2.1, H2.2, H2.3
13 (b)	9	Family and friends — diary entry	H2.1, H2.2, H2.3

# Arabic Extension

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	5	Gender issue — monologue	H1.1, H1.2
2	5	The Arab individual, the state and society — monologue	H1.1, H1.2
3	5	The Arab individual's perception of East and West — monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	2	<i>Dafa'u Akthar – Al-Ujayli</i>	H2.1
1 (b)	3	<i>Dafa'u Akthar – Al-Ujayli</i>	H2.1, H2.2
1 (c)	4	<i>Dafa'u Akthar – Al-Ujayli</i>	H2.1, H2.2
1 (d)	6	<i>Dafa'u Akthar – Al-Ujayli</i>	H2.1, H2.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part B</b>			
2	10	No. 25 from <i>Hikayat Haratina</i> — script of a conversation	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in Arabic</b>			
3	15	Gender issues — article	H1.1, H1.2
4	15	The Arab individual, the state and society — article	H1.1, H1.2



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## **2007 HSC Arabic Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Completes table with all relevant information	2
• Identifies some relevant information	1

#### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of why Salwa has chosen to speak to Sami	2
• Identifies some relevant information	1

**Question 3***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding as to why both speakers are surprised	3
• Demonstrates some understanding as to why both speakers are surprised	2
• Identifies some relevant information	1

**Question 4***Outcomes assessed: H3.1, 3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of what is positive about the announcement	4
• Demonstrates some understanding of what is positive about the announcement	2–3
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of what the recent study reveals	4
• Demonstrates some understanding of what the recent study reveals	2–3
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how the daughter deals with her father's reaction	4
• Demonstrates some understanding of how the daughter deals with her father's reaction	2–3
• Identifies some relevant information	1

**Question 7***Outcomes assessed: H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (A)	1

**Question 8***Outcomes assessed: H3.1, 3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how the title of the exhibition relates to the artist, his work and audience	5
• Demonstrates a good understanding of how the title of the exhibition relates to the artist, his work and audience	3–4
• Demonstrates a basic understanding of how the title of the exhibition relates to the artist, his work and audience	1–2

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of what the women are gossiping about	2
• Identifies some relevant information	1

#### Question 9 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of why Nizar Qabbani wishes he had another occupation	3
• Demonstrates good understanding of why Nizar Qabbani wishes he had another occupation	2
• Identifies some relevant information	1

#### Question 9 (c)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of how the city and its people is portrayed in the poem	4
• Demonstrates a good understanding of how the city and its people is portrayed in the poem	2–3
• Identifies some relevant information	1

#### Question 10 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of what prompted these people to write to the editor	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a thorough understanding of how Adel supports his argument	4
• Demonstrates a good understanding of how Adel supports his argument	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding of the figure of speech and its effect	4
• Demonstrates a good understanding of the figure of speech and its effect	2–3
• Identifies some understanding of the figure of speech	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding of the similarity and difference in the attitudes of Salma and Rana	5
• Demonstrates a thorough understanding of the similarity and difference in the attitudes of Salma and Rana	4
• Demonstrates a good understanding of the similarity and difference in the attitudes of Salma and Rana	2–3
• Identifies some relevant information	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"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	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"><li>• Writes descriptively with well-selected information relevant to the demands of the task</li><li>• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax</li><li>• Manipulates language authentically and creatively to describe</li><li>• Sequences and structures information coherently and effectively</li></ul>	5–6
<ul style="list-style-type: none"><li>• Writes descriptively to meet the general requirements of the task</li><li>• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax</li><li>• Sequences and structures information effectively</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary</li><li>• Demonstrates limited evidence of the ability to organise information</li></ul>	1–2

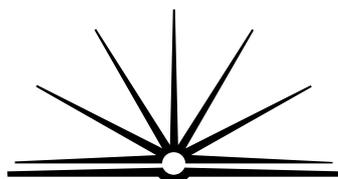
## Section III (continued)

### Question 13

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

#### MARKING GUIDELINES

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



**B O A R D O F S T U D I E S**  
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## **2007 HSC Arabic Extension Marking Guidelines — Written Examination**

### **Section I — Response to Prescribed Text Part A**

#### **Question 1 (a)**

*Outcomes assessed: H2.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of how the robbery occurred	2
• Provides some understanding of how the robbery occurred	1

#### **Question 1 (b)**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the tone of the expression	3
• Demonstrates a good understanding of the tone of the expression	2
• Demonstrates an understanding of the tone of the expression	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a sophisticated understanding of how the life of an ordinary citizen is portrayed as difficult</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a clear understanding of how the life of an ordinary citizen is portrayed as difficult</li></ul>	2–3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how the life of an ordinary citizen is portrayed as difficult</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a sophisticated and perceptive understanding of how the victim's emotional state changes throughout the story</li><li>• Supports answer with examples from the text</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of how the victim's emotional state changes throughout the story</li><li>• Supports answer with examples from the text</li></ul>	4–5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how the victim's emotional state changes throughout the story</li><li>• Supports answer with some examples from the text</li></ul>	2–3
<p>OR</p> <ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	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"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li> <li>• Demonstrates flair and originality in the approach taken</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text</li> <li>• Demonstrates some flair in the approach taken</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Writes within the parameters of the task</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li> </ul>	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"> <li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li> <li>• Writes effectively and perceptively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and depth in the treatment of relevant ideas</li> <li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Presents and develops a coherent argument, discussion or explanation</li> <li>• Writes effectively for a specific audience, purpose and context</li> <li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li> <li>• Writes accurately using a range of vocabulary and sentence structures</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Attempts to present and develop a coherent argument, discussion or explanation</li> <li>• Writes with some understanding of audience, purpose and context</li> <li>• Supports points with relevant material and examples</li> <li>• Writes using a range of vocabulary and sentence structures</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Demonstrates the use of appropriate supporting materials</li> <li>• Demonstrates evidence of the use of complex sentences</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Presents some relevant information, opinions or ideas</li> <li>• Communicates primarily in simple sentences or set formulae</li> </ul>	1–3