

Arabic Beginners

Introduction

This package contains:

- a specimen examination paper for the 2009 Higher School Certificate written examination in Arabic Beginners (including a transcript of the Section I Listening texts);
- a mapping grid, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands;
- sample marking guidelines for questions in Sections I, II and III;
- the marking guidelines for the oral examination;
- the performance band descriptions for Arabic Beginners, which have been modified to reflect the changes in the revised syllabus.

The HSC examination in Arabic Beginners consists of a written paper worth 80 marks and an oral examination worth 20 marks. The oral examination is a general conversation between the candidate and an examiner, in which they discuss the candidate's personal world as it relates to the prescribed topics in the syllabus. The marking guidelines for the oral examination are also published on the Board's website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/.

This specimen paper has been produced in accordance with the Board's *Principles for Setting HSC Examinations in a Standards-Referenced Framework*, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 1999), which is available on the Board's website at <http://www.boardofstudies.nsw.edu.au/bulletins/index.html>. Questions are closely related to the outcomes of the course, and the papers as a whole are structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The paper has been designed so that students have a clear understanding of what they are required to do in each question, and in working through the paper. Where key words such as 'discuss', 'analyse', and 'explain', appear in questions, they have been used consistently in accordance with the Board's Glossary of Key Words (available on the Board's website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/).

This specimen paper is one example of the type of examination that could be prepared within the examination specifications in the revised Arabic Beginners syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2009 and subsequent years may differ from those addressed in the specimen paper. In subsequent examinations, the style and structure of the questions may differ from those in this specimen paper. As a suite, the specimen papers for all the Beginners courses indicate a range of possible variations in terms of structure and question style.

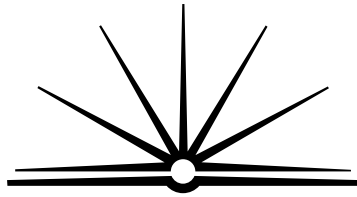
The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and

outcomes, and allows the full range of students the opportunity to demonstrate their level of achievement.

Marking guidelines are developed at the same time as the examination questions, and show the criteria to be applied to the responses to questions, together with the marks to be awarded in line with the quality of the responses. Where appropriate, a sample answer is provided. The sample answer is one example of the type of response that would be sufficient to gain full marks, and is included as an indication of the scope and depth required. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks. Marking guidelines may require some refinement at the marking centre to take account of unanticipated responses that students may present. In many cases, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

There are a number of points to note in considering the Arabic Beginners specimen paper:

- The Arabic Beginners specimen paper is one of nine Beginners specimen papers. The syllabuses share a common structure, and the examination specifications are essentially the same for all nine syllabuses. The specimen examinations were developed as a suite, so that some identical or similar items appear in a number of the specimen papers. This will not be the case for the HSC examinations. A number of the items in the papers have been sourced from recent Beginners HSC examinations, which reflects the similarities between the revised courses and the courses they replaced.
- The format of the specimen paper follows the new examination specifications. The examination specifications allow variation in a number of aspects of the examination, such as the number of listening texts in Section I and the word limits for the two writing tasks in Section III. The nine Beginners specimen papers, as a suite, reflect a range of possible examinations. These aspects of HSC examination papers in 2009 and subsequent years may differ from the specimen paper.
- Rubrics indicating general criteria for judging performance for extended response questions have been placed at the beginning of Parts A and B of Section III, to indicate the criteria that will be used to assess responses to the question(s). These criteria are in addition to criteria specific to each question.
- Sample marking guidelines are included for one short-answer question from each of Section I – Listening and Section II – Reading, as well as for the three writing tasks in Section III. An indication of the range of marking guidelines for short-answer questions can be gained by considering the sample Section I and Section II marking guidelines from across the suite of Beginners specimen papers.



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

2009

**HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION**

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Centre Number

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Student Number

Arabic Beginners

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours and 30 minutes
- Write using black or blue pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page and pages 9 and 21

Total marks – 80

Section I Pages 2–5

30 marks

- Attempt Questions 1–9
- This section should take approximately 40 minutes

Section II Pages 9–18

30 marks

- Attempt Questions 10–13
- Allow about 1 hour for this section

Section III Pages 21–24

20 marks

This section has two parts, Part A and Part B

- Allow about 50 minutes for this section

Part A – 10 marks

- Attempt Questions 14–15

Part B – 10 marks

- Attempt Question 16

Section I — Listening

30 marks

Attempt Questions 1–9

This section should take approximately 40 minutes

You will hear NINE texts. Each text will be read twice. The question for each text will be read once before the first reading of the text. There will be a pause after the first reading in which you may make notes. However, you may make notes at any time. You will be given adequate time after the second reading to complete your answer. Answer the questions in ENGLISH in the spaces provided. In the case of multiple-choice questions, tick the box that corresponds to the correct response. You may proceed to Section II as soon as you have finished Question 9.

	Marks	Candidate's Notes
Question 1 (2 marks)		
Why is Salem's mother annoyed?	2	
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Question 2 (1 mark)		
Where would you hear this announcement?	1	
(A) At a fashion parade	<input type="checkbox"/>	
(B) At a department store	<input type="checkbox"/>	
(C) At a football match	<input type="checkbox"/>	
(D) At a sports carnival	<input type="checkbox"/>	

Marks | **Candidate's
Notes**

Question 3 (3 marks)

What does the Star Centre offer its guests?

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Question 4 (3 marks)

Why would Layyal be relieved at the end of the conversation?

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Question 5 (4 marks)

Complete the message to be left for Susan.

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Who called:
Time of call:
Message:

Question 6 (4 marks)

Marks | **Candidate's
Notes**

Is the supervisor's decision justified? Support your answer with reference to the text.

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Question 7 (4 marks)

Summarise in dot point form the main ideas in the news item.

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	Marks	Candidate's Notes
Question 8 (4 marks)		
How does the young man persuade Sally to go to the new restaurant?	4	
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Question 9 (5 marks)		
Why does the girl think that her father is being unfair?	5	
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You may now proceed to Section II

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Arabic Beginners

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Centre Number

Section II — Reading

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Student Number

30 marks

Attempt Questions 10–13

Allow about 1 hour for this section

Read the texts, then answer the questions in ENGLISH in the spaces provided.

Question 10 (4 marks)

Please turn over

Question 10 (4 marks)

Read the text, then answer the question that follows.

<p>عزيزي سامر، تحيّة وسلام من القاهرة.</p> <p>القاهرة مدينة جميلة جداً. البارحة ذهبتُ إلى المتحف المصري. لا تتصوّر كم هو رائع. رأيتُ المدينة من أعلى البرج. تمشيتُ على شاطئ النيل واشتريتُ هدايا تذكارية.</p> <p>على فكرة، اشتريتُ هدية عيد ميلادك ولكن عليك أن تنتظر قليلاً! أسفة لن أحضر حفلتك. لماذا؟ عندي لك خبر سار.</p> <p>تعرفتُ على شابٍ لطيفٍ وأسمرٍ دعاني لتمضية عطلة نهاية السنة مع عائلته وأصدقائه. أحبُّ فعلاً أن أتعرف عليهم.</p> <p>سامر! أتمنى لك عيد ميلاد سعيد! مرّة ثانية، أسفة وإلى اللقاء في السنة الجديدة.</p> <p>نسرين</p>	 <p>Samer Sherif 26 George Street Sydney NSW 2000 Australia</p>
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Question 10 continues on page 11

Marks

Question 10 (continued)

Nisreen has mixed feelings as she is writing this postcard. Why?

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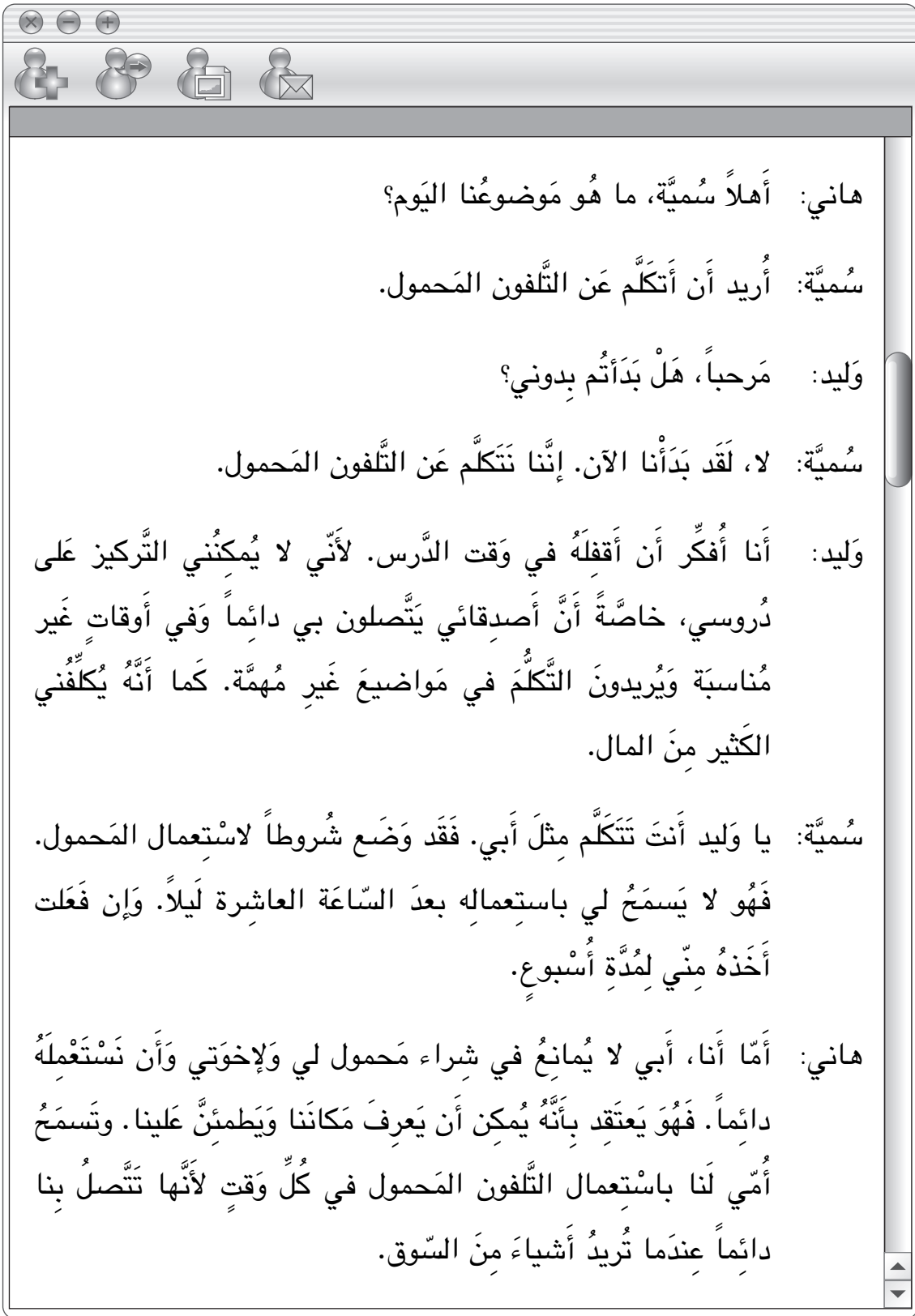
.....

End of Question 10

Please turn over

Question 11 (7 marks)

Read the text, then answer the questions that follow.



هاني: أهلاً سُميَّة، ما هو موضوعنا اليوم؟

سُميَّة: أريد أن أتكلَّم عن التَّلْفون المَحْمول.

وليد: مرحباً، هل بدأتُم بدوني؟

سُميَّة: لا، لقد بدأنا الآن. إننا نتكلَّم عن التَّلْفون المَحْمول.

وليد: أنا أفكر أن أقفله في وقت الدرس. لأنني لا يمكنني التركيز على دروسي، خاصةً أن أصدقائي يتصلون بي دائماً وفي أوقات غير مناسبة ويريدون التكلُّم في مواضيع غير مهمَّة. كما أنه يكلفني الكثير من المال.

سُميَّة: يا وليد أنت تتكلَّم مثل أبي. فقد وضع شروطاً لاستعمال المَحْمول. فهو لا يسمح لي باستعماله بعد الساعة العاشرة ليلاً. وإن فعلت أخذته مني لمدة أسبوعٍ.

هاني: أمّا أنا، أبي لا يمانع في شراء مَحْمول لي وإخوتي وأن نستعمله دائماً. فهو يعتقد بأنه يمكن أن يعرف مكاننا ويطمئن علينا. وتسمح أمي لنا باستعمال التَّلْفون المَحْمول في كلِّ وقتٍ لأنها تتصلُّ بنا دائماً عندما تريدُ أشياء من السَّوق.

Question 11 continues on page 13

Question 11 (continued)

(a) What are the friends talking about? **1**

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(b) What is Walid's opinion? **2**

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(c) Compare Soumaya's and Hani's situations. **4**

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End of Question 11

Question 12 (9 marks)

Read the text, then answer the questions that follow.

مَجَلَّةُ النُّجُومِ تَتَحَدَّثُ مَعَ أَمِينِ سَعِيدٍ، رَئِيسِ فِرْقَةِ (أَمَانِي).

سؤال: فِرْقَةُ (أَمَانِي)، لِمَاذَا اخْتَرْتُمْ هَذَا الْاسْمَ بِالذَّاتِ؟

أَمِين: فِي الْحَقِيقَةِ الْاسْمُ مَزِيجٌ مِنْ اسْمِي، أَمِينِ وَاسْمِ الْأَعْضَاءِ الْآخَرِينَ أَنِيسِ وَيَاسِرِ.

سؤال: الْفِرْقَةُ الْآنَ مَشْهُورَةٌ. هَلْ غَيَّرْتَ الشُّهُرَةَ وَالْأَصْوَاءَ حَيَاتِكُمْ؟

أَمِين: طَبَعًا! نَحْنُ الْآنَ نُسَافِرُ إِلَى بُلْدَانٍ لَمْ نَحْلَمْ بِزِيَارَتِهَا مِنْ قَبْلُ. وَأَنَا شَخْصِيًّا أَحِبُّ

التَّعَرُّفَ عَلَى أَنْاسٍ مِنْ كُلِّ الْجِنْسِيَّاتِ. وَأَعْضَاءُ الْفِرْقَةِ يُحِبُّونَ الْمَأْكُولَاتِ الْمُخْتَلِفَةَ.

وَلَكِنْ لِلْأَسَفِ، أَنَا لَا أَمْضِي الْوَقْتَ الْكَافِي مَعَ أَهْلِي. أُمِّي تَعَلَّمَتْ كَيْفَ تَكْتُبُ لِي

رِسَالَةً تَلْفُونِيَّةً وَهَذَا رَائِعٌ! وَلَكِنْ أَنَا مُشْتَاقٌ لِطَبْخِهَا كَثِيرًا.

سؤال: كَيْفَ تَصِفُ الْمَوْسِيقَى الَّتِي تَعْرِفُونَهَا؟

أَمِين: أَنَا وَأَعْضَاءُ الْفِرْقَةِ كُلُّنَا أَسْتْرَالِيُونَ مِنْ أَصْلِ عَرَبِيٍّ. جِئْنَا مِنْ دَوْلٍ عَرَبِيَّةٍ مُخْتَلِفَةٍ،

أَكْثَرُهَا لِلْأَسَفِ فِي حَالَةِ حَرْبٍ. لِذَلِكَ نَحْنُ نَسْتَعْمِلُ آلَاتَ مَوْسِيقِيَّةٍ غَرَبِيَّةٍ وَشَرْقِيَّةٍ

لِنُغْنِيَ لِلسَّلَامِ وَالْحُبِّ.

سؤال: مَا هِيَ مَشَارِيعُكُمْ لِلْمُسْتَقْبَلِ؟

أَمِين: حُلْمُنَا أَنْ نَقْدِّمَ فَنًّا رَاقِيًّا وَنُغْنِيًّا لِلسَّلَامِ بِلُغَتِنَا الْعَرَبِيَّةِ فِي وَطَنِنَا الْأُمِّ. نَحْنُ الْآنَ

نُحْضِرُ حَفْلَةً لِجَمْعِ التَّبَرُّعَاتِ لِمُسَاعَدَةِ الْآيْتَامِ.

سؤال: مَا هِيَ نَصِيحَتُكَ لِلشَّبَابِ الَّذِينَ يُرِيدُونَ تَأْسِيسَ فِرْقَةِ مَوْسِيقِيَّةٍ خَاصَّةٍ بِهِمْ؟

أَمِين: نَصِيحَتِي أَنْ يَتَدَرَّبُوا كُلَّ يَوْمٍ. مِنَ الضَّرُورِيِّ أَيْضًا أَنْ يَسْتَمِعُوا إِلَى فِرَقِ مَوْسِيقِيَّةٍ

أُخْرَى وَيَتَعَرَّفُوا عَلَى أَفْكَارٍ جَدِيدَةٍ. أَخِيرًا أَقُولُ لَهُمْ لَا تَيَأَسُوا! الْعَمَلُ الْفَنِّي صَعْبٌ

وَالْعَمَلُ مَعَ شَرِكَاتِ التَّسْجِيلِ صَعْبٌ أَيْضًا. وَإِنْ أَرَدْتُمْ الْاسْتِفْسَارَ أَكْثَرَ يُمْكِنُكُمْ

الِاتِّصَالَ بِنَا وَنَحْنُ مُسْتَعِدُّونَ لِلْمُسَاعَدَةِ.

Question 12 continues on page 15

Question 12 (continued)

(a) How did the band's name originate? **1**

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(b) How has fame changed life for Amin and the band? **2**

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(c) How do the members of the AMANI band show that they value their Arabic heritage? **2**

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(d) In what ways is the band a good role model for young people? **4**

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End of Question 12

Question 13 (10 marks)

Read the text, then answer the questions that follow.

New	Reply	Reply All	Forward	Send & Receive
ويندي				To
دعوة				Subject
<p>عزیزتی ویندی،</p> <p>أَتَمَنَّى أَنْ تَكُونِي بِخَيْرٍ. اتَّفَقْنَا فِي لِقَائِنَا الْأَخِيرِ عَلَى السَّفَرِ إِلَى دُبَيِّ. لَقَدْ أَتَتِ الْفُرْصَةَ الْآنَ، فَأَنَا، إِضَافَةً إِلَى عَمَلِي فِي أَيَّامِ الْأُسْبُوعِ، أَعْمَلُ فِي مَطْعَمٍ لِلْمَأْكُولَاتِ السَّرِيعَةِ يَوْمِي السَّبْتِ وَالْأَحَدِ. وَقَرَّرْتُ أَنْ أُخَفِّفَ مِنْ مَصَارِيفِ التَّسْوُقِ الزَّائِدَةِ. أَنَا أَفَكِّرُ فِي السَّفَرِ بَعْدَ شَهْرَيْنِ لِأَنَّ الرَّبِيعَ سَيَنْتَهِي هُنَاكَ وَالْأَسْعَارُ سَتَنْخَفِضُ فِي مَوْسِمِ التَّسْوُقِ. لِذَا حَجَزْتُ مَبْدِئِيًّا فِي فُنْدُقٍ رَخِيسٍ فِي وَسَطِ دُبَيِّ وَلَكِنِّي لَنْ أُؤَكِّدَ الْحِجْزَ إِلَّا عِنْدَمَا تَرُدِّينَ عَلَيَّ.</p> <p>أَرْجُوكِ وَيندي أَسْرِعِي بِالرَّدِّ لِأُخْبِرَ صَاحِبَ الْعَمَلِ بِسَفَرِي. يَجِبُ أَنْ أُخْبِرَهُ قَبْلَ السَّفَرِ بِشَهْرٍ عَلَى الْأَقْل. وَأَيْضاً أَبِي وَأُمِّي لَنْ يَقْبَلَا بَأْنَ أُسَافِرَ لِوَحْدِي، فَردُّكَ مُهمٌّ جدًّا. هُما يَعْرِفَانِكَ جَيِّدًا وَيَتَّقَانِ بِكَ كَثِيرًا. وَهَكَذَا نَسْتَطِيعُ أَنْ نَتَّقَاسَمَ الْمَصَارِيفَ بَيْنَنَا.</p> <p>سارة</p>				

Question 13 continues on page 17

Question 13 (continued)

New	Reply	Reply All	Forward	Send & Receive
سارة				To
دعوة				Subject
<p>سارة،</p> <p>قولي لي لماذا تحتاجين للعمل الإضافي؟ أنا وفرتُ نقودك التي أعطيتها لي قبل شهور وسأعيدها لك عندما أراك. تكلمتُ مع أهلي بموضوع السفر وقد وافقوا. ولكن لي صديقة حميمة اسمها ليان تحب السفر مثنا. هل يمكن أن تسافر معنا؟ إن جاءت ليان معنا، سنوفر أكثر لأننا سنتقاسم مصاريف السفر نحن الثلاثة. خذي رأي أهلك بالموضوع.</p> <p>لا تنسي، عليك استشارة الطبيب بخصوص التلقيح اللازم. أنا سأذهب إلى طبيبي الخاص الأسبوع المقبل.</p> <p>أراك قريباً لنحجز تذاكر السفر معاً.</p> <p>ويندي</p>				

Question 13 continues on page 18

Question 13 (continued)

- (a) What agreement had the two friends reached? **1**

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- (b) How is Sarah planning to save money? **4**

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- (c) What is Sarah most likely to do upon receiving Wendy’s reply? Justify your response. **5**

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End of Question 13

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Arabic Beginners

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Centre Number

Section III — Writing in Arabic

20 marks

Allow about 50 minutes for this section

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Student Number

Part A – 10 marks

Attempt Questions 14–15

Answer the questions in the spaces provided.

In your answers you will be assessed on how well you:

- demonstrate relevance of ideas, information or opinions
- write texts appropriate to context, purpose and audience
- sequence and structure information and ideas
- demonstrate control of a range of vocabulary and language structures

Marks

Question 14 (4 marks)

Write a postcard to your penfriend in Lebanon telling him/her about Sydney’s tourist attractions and inviting him/her to come and stay with you. Write approximately 50 words in ARABIC.

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Section III (continued)

Part B – 10 marks

Attempt Question 16

Answer the question in the space provided.

In your answer you will be assessed on how well you:

- demonstrate relevance of ideas, information or opinions
- write texts appropriate to context, purpose and audience
- sequence and structure information and ideas
- demonstrate control of a range of vocabulary and language structures

Marks

Question 16 (10 marks)

Answer ONE of the following questions. Write approximately 125 words in ARABIC.

- (a) أَنْتِ فِي رِحْلَةٍ لِيَزَارَةَ أَشْهَرِ الْمُدُنِ الْعَرَبِيَّةِ. أَكْتُبِ/أَكْتُبِي رِسَالَةً عَنْ هَذِهِ الرَّحْلَةِ إِلَى صَدِيقٍ/ صَدِيقَةٍ لَكَ فِي أَسْتْرَالِيَا. 10

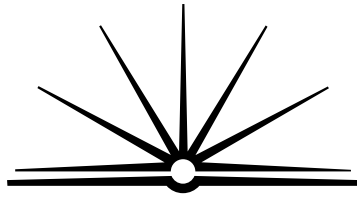
You are holidaying in the Arabic-speaking world, visiting several famous cities. Write a letter to your friend in Australia telling him/her about your trip.

OR

- (b) أَكْتُبِ/أَكْتُبِي رِسَالَةً إِلَى تَلَامِيذِ مَدْرَسَتِكَ الْأَخْتِ فِي الْأُرْدُنِ رَدًّا عَلَى الاسْتِفساراتِ عَنْ كَيْفِيَّةِ قَضَاءِ الشَّبَابِ الْأُسْتْرَالِي لِأَوْقَاتِ الْفَرَاغِ. 10

Write a letter to students at your sister-school in Jordan in response to a request for information about how young people in Australia spend their free time.

Question 16 continues on page 24



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

2009

**HIGHER SCHOOL CERTIFICATE
SPECIMEN EXAMINATION**

Arabic Beginners

(Section I — Listening)

Transcript

Question 1

الأم: سالم! يا سالم! العشاء جاهز! هل سمعتني؟ طلبت منك تحضير العشاء ولم تفعل! تعال حالا قبل أن يبرد الطعام!

سالم: هل ممكن أن أنهي عملي؟

الأم: دائماً تقول نفس الشيء! قلت هذا أمس وأول أمس! أنت لا تساعدني أبداً. تعال حالا ولا تغضبني.

Question 2

مباريات كأس العالم لكرة القدم تبدأ الأسبوع المقبل. انسوا الأزياء! عندنا عرض خاص للرجال والأطفال. قميصا رياضة بسعر قميص واحد! عندنا جميع قمصان الفرق العالمية، بكل الألوان والقياسات. البسوا قميص الرياضة وعيشوا الحدث.

Question 3

أهلاً بكم في مسرح النجوم! يُقدّم المسرح أشهر المغنين العرب. يفتح المسرح يومياً ما عدا الخميس، من الساعة التاسعة ليلاً وحتى الرابعة صباحاً. عندنا مفاجأة كل ليلة سبت، برنامج خاص للرقص الشرقي وهدية على الباب.

Question 4

المُدْرَس: ما بِكَ يا لِيَال؟ لِماذا تَبْكِين؟

ليال: ضَيَّعْتُ مِحْفَظَتِي.

المدرس: مَتَى كانَ ذلك؟

ليال: قَبْلَ دَقائِقٍ. لَمْ أَشْتَرِ الغَداءَ بَعْدَ. أَنَا جائِعَةٌ جَدًّا.

المدرس: لا تَقْلَقِي. خُذِي هَذِهِ النُّقودَ لِلغَداءِ.

ليال: وَلَكِنْ . . .

المدرس: لَكِنْ ماذا؟ هَلْ هُنَاكَ مُشْكِلةٌ أُخرى؟

ليال: كَيْفَ سَأرْجِعُ إِلى البَيْتِ وَلَيْسَ مَعِي نُقود؟

المدرس: حَسَنًا. تَعالِي مَعِي نَتَّصِلُ بِأَهْلِكَ وَنَطْلُبُ مِنْهُمُ أَنْ يَأْخُذوكَ بَعْدَما يَدِقُّ الجَرَسُ السَّاعَةَ الثَّالِثةَ.

Question 5

- إدي: ألو أنا إدي، سوزان مَوجودة؟
- الأم: أسفة سوزان في تَدريب التَّنس.
- إدي: متى تَرَجع إلى البيت؟
- الأم: كم السَّاعة الآن؟
- إدي: حَوالي السَّاعة السَّادسة.
- الأم: سَتكون سوزان في البيت قَبْلَ وَقْت العِشاء. هل تُريدُها أَنْ تَتَّصل بِك؟
- إدي: نَعَم. أَخْبِريها عَن حَفلة الرِّقْص يَوم الأَحد مِن فَضلك.
- الأم: سَأُخْبِرها. كَيْفَ خَالَتكَ مُنى؟
- إدي: لَيس عِندي خَالَة اسْمُها مُنى!
- الأم: أَلستَ إدي مِن التَّنس؟
- إدي: لا! لا! أنا مَعَ سوزان في المَدْرسة وفي نَفْسِ الصَّف.
- الأم: حَسناً! هل عِنْدَ سوزان رَقْم تَلْفونك؟
- إدي: لا أَظن. هذا هُو الرِّقْم ٥٣٧ ٨٦٢٩١٤.
- الأم: شُكراً إدي.

Question 6

ندى: هل تَسْمَحُ بِدَقِيقَةٍ مِنْ فَضْلِكَ؟

المدير: تَفْضَلِي.

ندى: أُرِيدُ أَنْ أَعْمَلَ لِأَرْبَعَةِ أَيَّامٍ فَقَطْ فِي الْأُسْبُوعِ. لَا يُمَكِّنُنِي الْعَمَلُ أَيَّامَ الْجُمُعَةِ
اعتباراً مِنَ الْغَدِ.

المدير: لِمَاذَا لَمْ تُخْبِرِينِي مِنْ قَبْلِ؟ أَنْتِ تَعْرِفِينَ أَنَّنا مَشْغُولُونَ أَيَّامَ الْجُمُعَةِ كَثِيرًا. مَنْ
سَيَعْمَلُ بَدَلًا مِنْكَ؟

ندى: وِدَادِ.

المدير: مَنْ وِدَادِ؟ وِدَادِ جَدِيدَةٍ فِي الْعَمَلِ. وَلَيْسَ عِنْدَهَا الْخِبْرَةُ الْكَافِيَةَ. وَلَا يُمَكِّنُ أَنْ أَجِدَ
مُوظَّفَةً غَيْرَكَ فِي هَذَا الْوَقْتِ الْقَصِيرِ.

ندى: لَكِنِّي التَّحَقَّقْتُ بِدَوْرَةِ تَدْرِيْبِيَّةٍ فِي الْمَعْهَدِ أَيَّامَ الْجُمُعَةِ.

المدير: أَسِيفُ. لَنْ أُوَافِقَ عَلَى طَلْبِكَ. نَحْنُ اتَّفَقْنَا أَنْ تَعْمَلِي كُلَّ يَوْمٍ أَيَّامَ بَدَوَامٍ كَامِلٍ.

Question 7

بسبب وجود بعض الأفكار الغربية بين أفراد المجتمع الأسترالي التي تسبب تباعداً وعدم التعاون بين مختلف الجاليات، قررت مدينة سيدني الاحتفال بمهرجان يضم جميع الجاليات الإثنية. الدعوة مفتوحة للجميع ليقدّموا غناءً ورقصاً فولكلورياً وعروض الأزياء الوطنية. ويتمنى المنظمون لهذا المهرجان أن يتعرّف الأفراد على بعضهم البعض من خلال النشاطات وتتغير هذه الأفكار الغربية التي يرفضها المجتمع الأسترالي.

Question 8

- فادي: سالي فتح مطعم عربي جديد في المدينة! تعالي نذهب إليه.
- سالي: إنهم يستعملون الكثير من الثوم. أنت تعرف أنني لا أحب الثوم.
- فادي: لا تقلقي! عندهم أكالات كثيرة من دون ثوم. خذي هذه قائمة الطعام!
- سالي: يبدو أن المطعم غال.
- فادي: نعم ولكن عندهم هذا الشهر تخفيض كبير في الأسعار. ونحن عادة لا نذهب لأي مكان ممتع.
- سالي: لماذا لا نأكل بيتزا كالمعتاد؟
- فادي: مللت من أكل البيتزا.
- سالي: لا أعرف.
- فادي: أه تذكرت! عيد ميلاد هنري الأسبوع المقبل. ممكن أن نحفل به هناك.
- سالي: حسناً. لنسأله إذا كان يحب الأكل العربي.

Question 9

- منار: بابا! هل تسمَح لي بالذهاب للسَّيْنا مع مريم؟
- الأب: لا، أنت مشغولة هذا المساء.
- منار: لكن يا أبي، أنا رتبتُ غرفتي ونظفتها. وماذا بعد؟
- الأب: وبعد؟! عندك امتحانات يوم الإثنين. ولا أسمح لك بالخروج في فترة الامتحانات.
- منار: أنهيتُ دروسي وحضرت للامتحان. ولم أترك البيت كل هذا الأسبوع. وابن عمي نبيل . . .
- الأب: من؟ هذا المجنون؟
- منار: وافق نبيل أن يأخذنا بسيارته . . .
- الأب: اسمعي! أنا أمنعك أن تركبي معه في السيارة!
- منار: ولكن يا بابا!
- الأب: اسمعي أنا لم أنس نتائج السنة الماضية.
- منار: هذا كان في السنة الماضية. وها أنا أحاول جُهدِي وأدرس أكثر كل يوم.
- الأب: قلت لا يعني لا!
- منار: ولكن هذا ظلمٌ يا أبي!

2009 HSC Arabic Beginners Specimen paper – Translation

Section I – Listening

Question 1

MOTHER: Salem! Salem! Dinner is ready. Did you hear me? I asked you to set the table and you didn't. Come now before the food gets cold.

SALEM: Can I finish my work?

MOTHER: You always say the same thing. This is what you said yesterday and the day before. You never help me. Come now before I get angry.

Question 2

The soccer World Cup will start next week. Forget fashion. We now have a special offer for men and children. Two jerseys for the price of one! We have jerseys for all international teams. All colours and sizes! Wear jerseys! Live the event!

Question 3

Welcome to the Stars Centre. The Centre presents the most famous Arab singers. It opens daily except Thursday, from 9 pm to 4 am. Saturday night is a special night with a special program including belly dancing and a door prize for our guests.

Question 4

TEACHER: What's wrong, Layyal? Why are you crying?

LAYYAL: I lost my wallet.

TEACHER: When was that?

LAYYAL: A few minutes ago. But I didn't buy lunch. I'm so hungry.

TEACHER: Don't worry! Take this money to buy lunch.

LAYYAL: But...

TEACHER: But what? Is there something else?

LAYYAL: How will I get back home without money?

TEACHER: All right, come with me, let's call your parents to ask them to pick you up when the bell rings at 3.00pm.

Question 5

- EDDY: Hello, I'm Eddy. Is Susan there?
- WOMAN: Sorry, she is at tennis training.
- EDDY: When will she be back?
- WOMAN: Ummm. What's the time now?
- EDDY: About 6.
- WOMAN: She will be home before dinner. Do you want her to call you back?
- EDDY: Yes, thanks. I need to talk to her about the dance party on Sunday.
- WOMAN: I will tell her. How is your aunt Mona?
- EDDY: I don't have an aunt called Mona.
- WOMAN: Aren't you Eddy from tennis?
- EDDY: No, no. I'm with Susan in the same class at school.

Question 6

- FEMALE: Can I have a minute with you please?
- MALE: Yes.
- FEMALE: I want to work for only four days a week. I can't work on Fridays starting tomorrow.
- MALE: Why didn't you tell me this before? You know that we are busy on Fridays. Who's going to work in your place?
- FEMALE: Wedad.
- MALE: Wedad! Wedad is new and has not had much experience. I can't find another person in this short time.
- FEMALE: But I enrolled at TAFE on Fridays.
- MALE: I'm sorry. I can't let you go. We agreed that you work on a full time basis.

Question 7

Due to the existence of some strange ideas amongst individuals in our society, which has caused distancing and lack of cooperation between various ethnic communities, it has been decided that a festival will be held in Sydney where all ethnic groups are invited to present folk dance and songs as well as national costumes.

The organisers of this festival hope that during the day, people of different backgrounds get to know about each other so that these strange ideas, which are rejected by the Australian society, change and disappear.

Question 8

- MALE: Sally, a new Arabic restaurant has opened. Let's try it!
- SALLY: But they use a lot of garlic! You know I don't like garlic.
- MALE: Don't worry! They have many delicious foods without garlic. Take this menu.
- SALLY: But the food is expensive.
- MALE: Yes, but they have 50% off all this month. We don't usually go to any interesting places.
- SALLY: Why don't we have pizza, as always?
- MALE: I'm sick of pizza.
- SALLY: I don't know.
- MALE: Ah, I remember. Henry's birthday is on next week. We can celebrate it there.
- SALLY: All right, ok. Let's ask him if he likes Arabic food.

Question 9

- GIRL: Dad, would you let me go to the movies with Miriam?
- DAD: No, you are busy this afternoon.
- GIRL: But Dad I cleaned my room. What else?
- DAD: You have exams on Monday. I won't let you go out during exam time.
- GIRL: But I finished my homework and studied for my exams. I did not leave the house all this week. And Nabeel my cousin...
- DAD: Who? That lunatic?
- GIRL: Nabeel agreed to take us in his car.
- DAD: Listen! I won't allow you to ride in his car.
- GIRL: But Dad!
- DAD: Listen I haven't forgotten last year's results.
- GIRL: That was last year. I'm now trying my best and am studying every day.
- DAD: I said, no. "No" means "no".
- GIRL: But, that is not fair.

Section II – Reading

Question 10

<p>Dear Samer,</p> <p>Greetings from Cairo.</p> <p>Cairo is a very beautiful city. I went to the Egyptian Museum yesterday. You can't imagine how wonderful it is. I saw the city from the top of the tower. I walked on the banks of the Nile and I bought souvenirs. By the way, I bought you your birthday present but you have to wait a little. Sorry I can't be at your party. I have some good news for you. I met a dark and cute guy in Cairo and he invited me to spend the holidays with his family and friends. I really liked meeting them.</p> <p>Samer, I wish you a happy birthday. Once again sorry and see you next year.</p> <p>Nisreen.</p>	<p>Samer Sherif 26 George Street Sydney NSW 2000 AUSTRALIA</p>
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Question 11 (Chat Room)

HANI: Hi Soumaya what is our topic today?

SOUMAYA: I want to talk about mobile phones.

WALID: Hello, did you start without me?

SOUMAYA: No we have just started. We are talking about mobile phones.

WALID: I am actually thinking of switching off my mobile phone during study time because I cannot concentrate on my studies especially since my friends always call me at inconvenient times and they want to talk about trivial matters. It also costs me a lot of money.

SOUMAYA: Walid you are starting to talk like my dad. He has put conditions on using mobile phones. He does not let me use it after 9:00 pm. And if he hears me, he takes it away from me for a week.

HANI: As for me, my dad doesn't mind buying me and my siblings mobile phones and doesn't mind us using them all the time. He thinks this way he can find out where we are and check up on us. And my mum lets us use the mobile phone all the time because she always calls us up when she needs us to buy her stuff from the shops.

Question 12

“Stars” magazine talks to Amin Saeed, leader of the AMANI band.

QUESTION: AMANI band, why did you choose this particular name?

AMIN: It’s a combination of my name, Amin and the other members’ names, Anees and Yasser.

QUESTION: The band is now famous. Have fame and the spotlights changed your lives?

AMIN: Of course. We now travel to places we never dreamt of visiting. I personally like meeting people from various cultures. The band members like different types of foods. Regrettably, however, I personally don’t get to spend time with my family. My mother has learnt to text message me and this is wonderful however I miss her cooking a lot.

QUESTION: How do you describe your music?

AMIN: The band members are all Australians of Arab background. We have come from different Arab countries, most of which, unfortunately are at war. Therefore we use Western and Eastern instruments to sing for peace and love.

QUESTION: What are your future plans?

AMIN: Our dream is to present reputable music and sing for peace in Arabic in our homeland. We are now arranging a fund raising concert to help orphans.

QUESTION: What is your advice to young people who wish to establish their own band?

AMIN: My advice is to practise daily. It is also important to listen to other bands to come up with new ideas. Finally, don’t give up. Working in this industry is not easy, neither is dealing with recording companies. But if you need more advice you can call us and we would be prepared to assist.

Question 13 (two emails)

Email 1

To: Wendy
Subject: Invitation

Dear Wendy,

I hope you are fine. We agreed in our last meeting to travel to the UAE. The opportunity is here now. In addition to my work during the week, I work at a fast food outlet Saturdays and Sundays and I have decided to reduce my shopping expenditure.

I am thinking of travelling in two months to Dubai. It's because spring is finishing there, and prices will be reduced during the shopping season. Therefore, I have booked in to a budget hotel in Dubai, but I won't confirm the booking until I hear from you.

Wendy, please reply quickly so that I can notify my boss that I will be away from work for two weeks. I need to tell him two weeks in advance. Also my parents will not let me travel on my own. Your reply is very important. They both know you well and trust you. That way we can share the cost.

Sarah.

Email 2

To: Sarah
Subject: Invitation

Sarah,

Tell me why do you need extra work? I have saved the money you lent me a few months ago and I will repay it when I see you. I spoke to my parents about the trip and they have agreed. I have a close friend who likes travelling as we do. Her name is Leanne. Can she come with us? We will save more because we will share the costs among the three of us. Speak to your parents about this.

Sarah, don't forget you need to see your doctor about the vaccination. I am going to see my doctor next week.

I'll see you soon to book the tickets together.

Wendy.

Section III – Writing in Arabic
Part A

Question 15

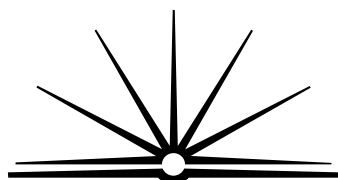
To: Salwa
Subject: Tracy's birthday

Dear Salwa,

Do you know that Tracy's birthday is next week? What do you think about arranging a surprise birthday party? What day would you choose and where? What about the present?

I hope to hear from you soon.

Hussam.



BOARD OF STUDIES
NEW SOUTH WALES

2009 HSC Arabic Beginners Specimen Paper Sample Marking Guidelines

Section I — Listening

Question 1

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the reasons the mother is angry	2
• Identifies some relevant detail	1

Sample answer:

Her son did not listen to her and did not come straight away to set table. He never helps her around the house.

Question 3

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what the Star Centre offers	3
• Demonstrates some understanding of what the Star Centre offers	2
• Identifies some relevant details about the Star Centre	1

Sample answer:

The most famous Arab singers perform there. There is a special program on Saturday nights with belly dancing and a door prize.

Question 6*Outcomes assessed: H2.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of whether the supervisor is justified in making his decision• Supports response with relevant details	4
<ul style="list-style-type: none">• Demonstrates a good understanding of whether the supervisor is justified in making his decision• Supports response with some relevant details	2–3
<ul style="list-style-type: none">• Identifies some relevant detail	1

Sample answer:

The supervisor is justified as the initial agreement with Nada was that she would work on a full-time basis. He was not given enough notice, particularly since Friday is a very busy day. Nada's suggested replacement is not suitable as she is new and inexperienced.

Section II — Reading

Question 13 (a)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies what the friends have agreed upon	1

Sample answer:

Travelling to the United Arab Emirates.

Question 13 (b)

Outcomes assessed: H2.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of Sarah's plan to save money	4
• Demonstrates a good understanding of Sarah's plan to save money	2–3
• Identifies some relevant information	1

Sample answer:

She is working at a second job on the weekend. She has also decided to cut down on her shopping expenses. She is also planning to go to Dubai when the prices are reduced. She would share all the budget accommodation costs with her friend.

Question 13 (c)

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of what Sarah would have to do upon receiving Wendy's reply	5
• Demonstrates a good understanding of what Sarah would have to do upon receiving Wendy's reply	3–4
• Identifies some relevant information	1–2

Sample answer:

Sarah will have to ask her parents whether they will allow her to travel with a new person, Leanne. She will have to apply for leave from her work and confirm the hotel booking as well as get her vaccinations. She will meet with Wendy to book the tickets.

Section III — Writing in Arabic

Part A

Question 14

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Communicates ideas and information appropriate to audience, purpose and contextApplies knowledge of vocabulary, language structures and features to the task	4
<ul style="list-style-type: none">Communicates with some awareness of audience, purpose and contextDemonstrates some knowledge of vocabulary, language structures and features	2–3
<ul style="list-style-type: none">Produces some comprehensible language related to the task	1

Question 15

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

MARKING GUIDELINES

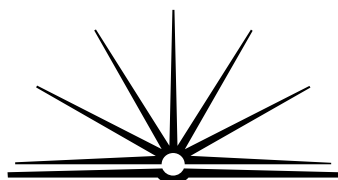
Criteria	Marks
<ul style="list-style-type: none">Communicates relevant ideas and information appropriate to audience, purpose and contextOrganises information and ideas coherentlyApplies knowledge of a variety of vocabulary, language structures and features to the task	6
<ul style="list-style-type: none">Communicates with some awareness of audience, purpose and contextOrganises ideas and informationDemonstrates knowledge of vocabulary, language structures and features	4–5
<ul style="list-style-type: none">Demonstrates some understanding of the requirements of the taskDemonstrates limited evidence of the ability to organise ideasDemonstrates some knowledge of vocabulary, language structures and features	2–3
<ul style="list-style-type: none">Produces some comprehensible language related to the task	1

Part B**Question 16**

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops original ideas, information and/or opinions relevant to context, purpose and audience• Organises information and ideas coherently• Demonstrates knowledge of a variety of vocabulary, language structures and features	9–10
<ul style="list-style-type: none">• Presents and develops original ideas, information and/or opinions mostly relevant to context, purpose and audience• Organises information and ideas• Demonstrates some knowledge of a variety of vocabulary, language structures and features	7–8
<ul style="list-style-type: none">• Presents and develops some ideas, information and/or opinions relevant to context, purpose and audience• Organises information and ideas with some coherence• Demonstrates some knowledge of vocabulary, language structures and features	5–6
<ul style="list-style-type: none">• Presents some information relevant to the task• Demonstrates elementary knowledge of vocabulary, language structures and features	3–4
<ul style="list-style-type: none">• Produces some comprehensible language related to the task	1–2



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

2009 HSC Arabic Beginners Specimen Marking Guidelines — Oral Examination

Conversation

20 marks

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Converses effectively by exchanging relevant information, opinions and comment• Uses acceptable intonation and pronunciation• Demonstrates an excellent control of a variety of vocabulary and language structures	17–20
<ul style="list-style-type: none">• Converses using relevant information and opinions• Uses acceptable intonation and pronunciation in most instances• Demonstrates a sound knowledge of vocabulary and language structures	13–16
<ul style="list-style-type: none">• Expresses relevant information and opinions in response to questions• Demonstrates some knowledge of vocabulary and language structures	9–12
<ul style="list-style-type: none">• Responds to simple questions, using single words and some formulaic expressions• Demonstrates a basic knowledge of vocabulary and language structures	5–8
<ul style="list-style-type: none">• Achieves minimal communication through the use of single words and formulaic expressions	1–4

Arabic Beginners

2009 HSC Specimen Examination Mapping Grid

For each item in the examination, this mapping grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. If an item is shown as targeting Bands 3–5, it indicates that candidates who demonstrate overall performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks on the item. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown could usually be expected to answer the item correctly.

Question	Marks	Content (Topic – Text Type)	Syllabus outcomes	Targeted performance bands
Oral Examination				
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3	2–6
Written Examination				
Section I – Listening				
1	2	Family life, home and neighbourhood – conversation	H2.1	2–3
2	1	People, places and communities – advertisement	H2.5	2–3
3	3	Friends, recreation and pastimes – announcement	H2.2	2–4
4	3	Friends, recreation and pastimes – conversation	H2.4	2–4
5	4	Friends, recreation and pastimes – conversation	H2.3	2–4
6	4	Education and work – conversation	H2.4	2–5
7	4	People, places and communities – news item	H2.3	2–5
8	4	Friends, recreation and pastimes – conversation	H2.1, H2.4	2–6
9	5	Family life, home and neighbourhood – conversation	H2.1, H2.4	2–6
Section II – Reading				
10	4	Holidays, travel and tourism – postcard	H2.4	2–4
11 (a)	1	Friends, recreation and pastimes – internet chat	H2.2	2–3
11 (b)	2	Friends, recreation and pastimes – internet chat	H2.2	2–3
11 (c)	4	Friends, recreation and pastimes – internet chat	H2.2	2–5
12 (a)	1	People, places and communities – magazine interview	H2.1, H2.2	2–3
12 (b)	2	People, places and communities – magazine interview	H2.1	2–3
12 (c)	2	People, places and communities – magazine interview	H2.1	2–3
12 (d)	4	People, places and communities – magazine interview	H2.1	2–5
13 (a)	1	Holidays, travel and tourism – email	H2.2	2–3
13 (b)	4	Holidays, travel and tourism – email	H2.2	2–4
13 (c)	5	Holidays, travel and tourism – email	H2.4	2–6
Section III – Writing in Arabic				
Part A				
14	4	Holidays, travel and tourism – postcard	H1.1, H1.2, H1.3 H3.1, H3.2, H3.3	2–5
15	6	Friends, recreation and pastimes – email	H1.1, H1.2, H1.3 H3.1, H3.2, H3.3	2–6
Part B				
16 (a)	10	Holidays, travel and tourism – letter	H1.1, H1.2, H1.3 H3.1, H3.2, H3.3	2–6
16 (b)	10	Friends, recreation and pastimes – letter	H1.1, H1.2, H1.3 H3.1, H3.2, H3.3	2–6

ARABIC BEGINNERS PERFORMANCE BANDS

The typical performance in this band:

<i>Band 6</i>	<ul style="list-style-type: none"> • Communicates effectively across a range of topics in Arabic • Writes cohesive, well-structured texts appropriate to a range of audiences, purposes or contexts • Demonstrates an excellent control of vocabulary and language structures • Demonstrates an excellent understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarising information; and by drawing conclusions and justifying opinions about them
<i>Band 5</i>	<ul style="list-style-type: none"> • Communicates across a range of topics in Arabic • Writes cohesive texts appropriate to audience, purpose and context • Demonstrates a good control of vocabulary and language structures • Demonstrates a good understanding of a range of texts by identifying their audience, purpose and context; by interpreting and summarising information; and by drawing some conclusions and justifying opinions about them
<i>Band 4</i>	<ul style="list-style-type: none"> • Communicates ideas and information in Arabic • Writes texts with some regard to audience, purpose and context, linking ideas and information • Demonstrates some control of vocabulary and language structures • Demonstrates a general understanding of and identifies some specific information in a range of texts
<i>Band 3</i>	<ul style="list-style-type: none"> • Communicates some ideas and information in familiar contexts in Arabic • Writes texts with some regard to purpose • Demonstrates a basic knowledge of Arabic vocabulary and applies Arabic grammar and syntax inconsistently • Demonstrates a general understanding of straightforward texts and identifies some specific information in more complex ones
<i>Band 2</i>	<ul style="list-style-type: none"> • Understands some simple questions and responds in comprehensible Arabic • Writes some words, phrases and sentences in comprehensible Arabic • Identifies some information in texts
<i>Band 1</i>	