2021 Arabic oral external assessment report

General comments

The 2021 Arabic oral examination assessed the VCE Arabic Study Design 2020−2024 and examination specifications. It is important that students and teachers familiarise themselves with the specifications for oral examinations, available on the [VCE Arabic examinations webpage](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Arabic.aspx). Students and teachers are also reminded that a [series of videos](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/RevisedSecondLanguageOralExaminationVideos.aspx) has been produced to help with preparation for the oral examinations.

It should be noted that during the oral examination:

* students may be asked a variety of questions of varying levels of difficulty. Questions may also be asked in a different order from the one that students anticipate
* assessors may interrupt students to ask questions during either section of the examination; this should be regarded as a normal process in a discussion
* assessors may also repeat or rephrase questions
* normal variation in assessor body language is acceptable.

Specific information

Section 1 – Conversation

Section 1 of the examination involves a general conversation between the student and the two assessors about the student’s personal world and their interactions with the Arabic language and culture as learners. It is an organic conversation about the student’s personal world.

Most students performed well in the conversation. However, a number of students had not prepared well and were unable to take the discussion forward or elaborate further on questions relating to their personal world.

Students who did not score well limited their language use to simple vocabulary and sentence structures. They presented a limited range of information and did not elaborate on their ideas and opinions.

Section 2 – Discussion

Following the conversation, the student is required to discuss their chosen subtopic and the supporting visual material that they have brought with them.

The specifications require the student to explore aspects of the subtopic, including information, opinions and ideas. It is important to carefully consider the choice of subtopic and supporting image when preparing for this section of the examination. Images that included rich information provided more opportunity for students to be able to offer a greater depth and range of information, ideas, opinions and reflections about the subtopic. While the quality of the visual stimulus was not assessed, students who selected images that were easy to share with the assessors found it easier to communicate their ideas.

Students are reminded that it is not the image that is being assessed – it is the quality of the discussion. Students should therefore select an image that adequately enables them to integrate that image into a discussion about their selected subtopic.

Overall students did not perform well during the discussion. Many were not able to explore their chosen subtopic in detail or use the image to support their discussion.