2023 VCE Arabic oral external assessment report

Refer to the relevant [study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Languages-index.aspx) for full details on this study and how it is assessed.

Section 1: Conversation

What students did well

In 2023, students:

* engaged in a general conversation about their personal world and their interactions with the language and culture as learners. Students were able to support their personal reflections by referring to any of the relevant subtopics studied in class from the prescribed theme ‘The individual’ and the prescribed theme ‘The Arabic-speaking communities’
* provided a range of relevant information, ideas and opinions with an appropriate depth. Students who scored highly provided an excellent range of information, ideas, and opinions clearly and logically with highly relevant responses on their selected topic
* elaborated on, clarified, and defended ideas and opinions very effectively
* demonstrated an excellent level of understanding by responding readily and communicating confidently, and carrying the conversation forward with spontaneity
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed. Most students demonstrated commendable performance in this section
* used correct sentence structures.

Areas for improvement

In preparing for the exam, students could:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions. Some students opted for sub-topics rooted in political and religious references, which deviates from the VCAA requirements
* practise answering a range of questions to be able to advance the conversation. Some of the questions about the students’ personal worlds could be asked in different ways (for example, if students say ‘I like reading’, they may be asked ‘What is the name of the last book that you read and what did you learn from reading the book?’, or ‘What was the author’s style of writing?’)
* practise using more complex sentence structures and syntax
* build vocabulary specific to the students’ personal worlds and their interactions with the language and culture as learners.

Section 2: Discussion

What students did well

In 2023, students:

* clearly introduced the focus of their subtopic, alerting assessors to any images brought to support the discussion of the subtopic
* demonstrated in-depth knowledge of their subtopic. It is worth mentioning that most students exhibited a strong ability to link images with their respective subtopics. They effectively compared issues relevant to their subtopic
* used the image skilfully to support the discussion on the subtopic: for example, some of the students referred to their image with ‘… as you can see in the image’
* engaged in a discussion using relevant information, ideas and opinions. Most of the students engaged with the assessor, offering a lot of relevant information to support their opinions on their chosen subtopic. Most students demonstrated commendable performance in this section.

Areas for improvement

In preparing for this section of the exam, students could:

* choose an appropriate subtopic from either the prescribed theme ‘The Arabic-speaking communities’ or the prescribed theme ‘The world around us’ to suit ability and interests, and an image that supports discussion about the selected subtopic
* prepare a wide range and depth of information, ideas and opinions with an original perspective on the subtopic. The inability of some students to extend the discussion, their lack of elaboration and insufficient engagement with assessors' questions are areas of concern
* use the image to support the discussion on the subtopic
* revise grammar
* build vocabulary specific to the selected subtopic. In the discussion section, students on the whole struggled to connect images with global topics, compare issues worldwide, and draw parallels with situations in different parts of the world.