2023 VCE Arabic written external assessment report

General comments

In 2023, students and teachers were familiar with most of the specifications for the VCE Arabic written examination.

Students generally demonstrated a sound knowledge and understanding of the requirements for the examination.

Students who achieved high scores were able to identify the information from the aural and written texts and give well-structured and detailed responses which addressed the questions effectively. They demonstrated an excellent command of the language and used a broad range of vocabulary, grammar, and sentence structures.

Some students seemed less prepared for some sections of the exam, specifically the listening and writing in Arabic components. They had difficulty extracting enough information from the listening texts to extend and elaborate on their answers.

Students would benefit from more practice in listening and responding. They should be exposed to a variety of listening passages and accompanying questions so that they can develop good aural skills.

Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1

Part A – Listening and responding in English

This section assessed the students’ capacity to understand and convey general and specific aspects of texts.

Question 1a.

|  |  |
| --- | --- |
| Event | World Arabic Language Day |
| Date | 18 December (students needed to mention both day and month) |
| Effect on classes | All classes will be cancelled on that day. |

Question 1b.

* It contributes greatly to / enriches humanity's cultural and linguistic diversity.
* It brings together people from various cultural, ethnic, religious and social backgrounds.
* It is one of the pillars upon which shared human values rest.

Question 1c.

* a seminar to discuss the Arabic language and its relationship to other languages
* a seminar to discuss digital technologies and other modern means of communication
* cultural workshops such as creating a mural of Arabic calligraphy and poetry sessions
* a concert in the school hall.

Part B – Listening and responding in Arabic

In this part of the examination students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in Arabic. The information presented in the response needed to be relevant to the question. Students were not awarded separate marks for content and language.

Responses that included the relevant information and were expressed clearly in Arabic were awarded full marks.

Question 2a.

* حتَّى مَنْ لَمْ يُمَارِس الرِّيَاضَةَ مِنْ قَبْلُ، يُمْكِنُهُ الْبَدْءُ الْآنَ.
* عَلَيْهِ فَقَطْ أَنْ يَـثِقَ بِـنَفْسِهِ.
* Even if a person has not exercised before, s/he can start now.
* A person has to believe in him/herself.

Question 2b.

* (الرِّيَاضَةُ) تَزِيدُ مَنْ يُمَارِسُهَا قُوَّةً وَ مُرُونَةً.
* وَتُقَوِّي الشَّجَاعَةَ وَالْإِقْدَامَ وَحُبَّ التَّعَامُلِ مَعَ الْآخَرِينَ كَفَرِيقٍ وَاحِدٍ.
* وَتُحَسِّنُ الصِّحَّةَ النَّفْسِيَّةَ.
* (Sport) makes people physically stronger and more flexible.
* It also strengthens courage, initiative and love of teamwork.
* It improves psychological health.

Question 2c.

* مُطَالَعَةُ كِتَابٍ مُفِيدٍ وَالتَّـفْكِيرُ فِي مَا يَتَضَمَّتُهُ مِنَ النَّظَرِيَّاتِ وَالْحَقَائِقِ وَالتَّعَالِيمِ
* مُمَارَسَةُ الْأَلْعَابِ الْفِكْرِيَّةِ الْمُخْتَلِفَةِ
* دِرَاسَةُ مَوَاضِيعَ نَهْتَمُّ بِهَا وَتَـقَصِّيهَا
* الْاشْتِرَاكُ بِمُنَاقَشَاتٍ أَدَبِيَّةٍ وَعِلْمِيَّةٍ
* تَعَلُّمُ مَهَارَاتٍ جَدِيدَةٍ
* reading a useful book and thinking about what it contains of theories, facts and guidance
* playing different mind games
* studying and investigating topics that we are interested in
* participating in discussions about literature and science
* learn new skills.

Section 2

Part A – Reading, listening and responding in English

In this section students had to listen to a text and read a text in Arabic and extract general and specific information from both, in order to respond to the questions.

Question 3a.

* The giant aquarium and underwater zoo
* Dubai Opera
* Museum of the Future
* The shopping mall (identified in the image)

Question 3b.

* It offers more than 260 strange and awesome exhibits from all over the world.
* It has more than 100 mirrors which enable students to see themselves in different ways when they pass through the ‘Marvellous Mirror Maze’.
* They can learn about the laws of reflection and refraction of light and various optical tricks.

Question 3c.

* The Butterfly Garden
* It has more than 15,000 types of butterflies.
* One can follow the development of these splendid insects (from the life of the larva to its transformation into a beautiful butterfly).

Question 3d.

|  |  |
| --- | --- |
| Category | Ranking |
| Place | 1st |
| Promotion | 4th |
| People | 16th |
| Prosperity | 35th |
| Programming | 39th |
| Production | 54th |

Students needed to provide both the category and the ranking for the mark.

Question 3e.

* The Burj Khalifa (‘Caliph's Tower’) skyscraper is the tallest building in the Middle East.
* It has the world's first nature-inspired shopping mall (Cityland Mall).
* It has the world's deepest swimming pool for diving.
* Global Village is the world's largest leisure and entertainment project.

Part B – Reading and responding in Arabic

Students were required to demonstrate an understanding of the stimulus text and to address the requirements of the task by conveying the relevant information from the text that was appropriate for the audience and the prescribed writing style and text type.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published on the VCAA website. Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment.

It was possible to achieve a high score for this question without exceeding the specified word limit, which is shorter than the limit specified for Section 3.

Question 4

You have accepted a challenge to live for one week without using any technology. Write a blog post for your personal blog explaining the challenges that will take place in your life.

لَقَدْ قَبِلْت التَّحَدِّيَ لِلْعَيْشِ لِمُدَّةِ أُسْبُوعٍ دُونَ اسْتِخْدَامِ التِكْنُولُوجِيَا. اُكْتُبْ نَشْرَةً لِمُدَوَّنَتِك الشَّخْصِيَّةِ عَنِ التَّحَدِّيَاتِ الَّتِي سَـتَحْدُثُ فِي حَيَاتِك.

Text type: Blog

Kind of writing: Personal

Audience: Other bloggers

Suggested points that could be included were:

الْعُنْوَانُ

* الْمُقَدِّمَةُ
* مُلَخَّصٌ قَصِيرٌ لِلتَّحَدِّي وَسَبَبُ \ أَسْبَابُ قُبُولِك لَهُ
* شرحُ لِمَاذَا يُعْتَبَرُ هٰـذَا تَحَدِّيًا حَقِيقِيًّا مَعَ وَصْفٍ قَصِيرٍ لِدَوْرِ تِكْنُولُوجِيَا الْحَاسُوبِ فِي حَيَاتِنَا الْيَوْمِيَّةِ مُعْتَمِدًا عَلَى الْمَقَالِ (النَّصّ ٤)
* الْمَوْضُوعُ
* وَصْفُ مَا حَدَثَ خِلَالَ الْأُسْبُوعِ الَّذِي كُنْتَ تَعِيشُ فِيهَا دُونَ اسْتِخْدَامِ تِكْنُولُوجِيَا الْحَاسُوبِ
* وَصْفُ كَيْفَ جَعَلَتْ هٰـذِهِ التَّجْرِبَةُ حَيَاتَك أَسْهَلَ أَوْ أَصْعَبَ، أَقَلَّ أَوْ أَكْثَرَ إِمْتَاعًا، أَقَلَّ أَوْ أَكْثَرَ تَعْقِيدًا والخ.
* الْخَاتِمَةُ
* وَصْفُ مَشَاعِرِك حِيَالَ هٰـذِهِ التَّجْرِبَةِ
* أَيَّةُ تَعْلِيقَاتٍ وَتَوْصِيَاتٍ تَرْغَبُ فِي تَقْدِيمِهَا
* التَّارِيخُ وَالْوَقْتُ لِنَشْرِ الْمُدَوَّنِ

Title

* Introduction
* a short summary of the challenge & your reason/s for accepting it
* explanation of why this is a real challenge including a short description of the role of computer technology in our daily life, relying on the article (Text 4)
* Body
* Description of what happened during the week when you were living without using computer technology
* Description of how the experience made your life easier or more difficult, less or more enjoyable, less or more complicated, etc.
* Conclusion
* Description of your feelings about the experience
* Any comments and recommendations you wish to make
* Date and time of the publication of the blog

This task was done well. Students seemed to love writing a blog. Some students struggled with uses correct tenses and punctuation.

Section 3 – Writing in Arabic

In this section of the examination, students chose one of four questions, each requiring a different text type and writing style.

This section was well done by most students. A majority of students chose Question 7. Students should remember to use the correct format and style of writing for the task and try and present an interesting content.

Students were assessed according to the capacity to demonstrate:

* relevance of content in relation to task set
* comprehensiveness and sophistication of content
* structuring and sequencing of ideas within and between paragraphs
* accuracy and range of vocabulary and grammar
* appropriateness of vocabulary and grammar for the context, purpose, style of writing, audience and text type
* cohesiveness of writing within and between paragraphs.

Question 5

You are a member of a youth group that is trying to assist people in your community who are in need. Write the script of a speech in which you attempt to persuade the students in your school to participate in this work.

أَنْت عُضْوٌ فِي مَجْمُوعَةٍ شَـبَابِـيَّةٍ تُحَاوِلُ مُسَاعَدَةَ الْأَشْـخَاصِ الْمُحْـتَاجِينَ فِي مُجْتَـمَعِك. اُكْـتُبْ نَصَّ خِطَابٍ تُحَاوِلُ فِيهِ إِقْـنَاعَ الطُّلَّابِ فِي مَدْرَسَتِك لِلْمُشَارَكَةِ فِي هٰـذَا الْعَمَلِ.

Text type: Script of speech

Kind of writing: Persuasive

Audience: Students (Classmates)

Question 6

The year is 2050 and space travel is now part of life. Write an imaginative story about a trip you took into space and your adventures on this trip. Your story will be published in a collection of short stories for children.

. نَحنُ فِي عَامِ ٢٠٥٠ وَأَصْبَحَ السَّفَرُ إِلَى الْفَضَاءِ جُزْءًا مِنَ الْحَيَاةِ. اُكْتُبْ قِصَّةً خَيَالِيَّةً عن رِحْلَةً قمت فيها إِلَى الْفَضَاءِ وَمُغَامَرَاتِك فِي هٰـذِهِ الرِّحْلَةِ. سَوْفَ تُنْشَرُ قِصَّتُك فِي مَجْمُوعَةِ قِصَصٍ قَصِيرَةٍ لِلْأَطْفَالِ.

Text type: Story

Kind of writing: Imaginative

Audience: Children

Question 7

Write an informative article for the culture and education section of a daily newspaper about how parents can better support their children during their final years at school.

اُكْتُبْ مَقَالَةً إِعْلَامِيَّةً فِي قِسْمِ الثَّقَافَةِ وَالتَّعْلِيمِ التَّابِعِ لإِحْدَى الصُّحُفِ الْيَوْمِيَّةِ حَوْلَ كَيْفِيَّةِ تَحْسِينِ دَعْمِ الْآبَاءِ لِأَوْلَادِهِمْ فِي سَنَوَاتِهِمِ الْأَخِيرَةِ فِي الْمَدْرَسَةِ.

Text type: Newspaper article

Kind of writing: Informative

Audience: Readers of the newspaper

Question 8

Write a report for a youth magazine evaluating the influence of social media on young people's lives, including the advantages and disadvantages of using social media platforms.

اُكْتُبْ تَـقْرِيرًا لِمَجَلَّةٍ شَـبَابِيَّةٍ تُـقَـيِّـمُ فِيهِ تَـأْثِـيرَ وَسَائِلِ التَّـوَاصُلِ الْاِجْتِمَاعِيِّ عَلَى حَيَاةِ الشَّبَابِ بِمَا فِيهِ الْإِيجَابِيَّاتُ وَالسَّلْبِيَّاتُ لِاسْتِخْدَامِ مَنَصَّاتِ التَّـوَاصُلِ الْاِجْتِمَاعِيِّ.

Text type: Report

Kind of writing: Evaluative

Audience: Young people (Readers of a youth magazine)