2022 VCE Arabic oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections: a conversation of approximately seven minutes and a discussion of approximately eight minutes.

In both sections, students were assessed in:

* content and communication (relevance, depth and range of information, ideas and opinions; capacity to elaborate and reflect on information, ideas and opinions; capacity to interact with assessors; and effective communication)
* language (appropriateness of vocabulary, grammar and sentence structures; and clarity of expression, including pronunciation, intonation, stress and tempo).

Many students were well prepared and handled the task well. Students are reminded to avoid topics that may be controversial, such as religion or politics.

Students are expected to have learned strategies to respond to unexpected questions. It would be valuable for students to learn phrases such as ‘I have not studied this aspect of the topic, but I think …’, ‘I don’t know, but I feel …’ and ‘I am not sure about this question’.

It should be noted that during the oral examination, assessors may interrupt students to ask questions during either section of the examination.

Specific information

Section 1 – Conversation

This section was 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. Students were able to support their personal reflections by referring to any of the relevant subtopics studied in class from the two prescribed themes, ‘The individual’ and ‘The Arabic-speaking communities’.

Students who engaged in higher-scoring conversations:

* demonstrated an excellent level of understanding by responding readily and communicating confidently
* carried the conversation forward with spontaneity
* provided an excellent range of information, ideas and opinions clearly and logically, with highly relevant responses
* clarified, elaborated on and defended information, ideas and opinions effectively
* used sophisticated vocabulary and structures accurately and appropriately
* used language naturally
* used excellent pronunciation, intonation, stress and tempo.

In Section 1, most students were able to converse confidently about their personal world and their interaction with the Arabic language and culture.

Content and communication

The focus of the conversation is to explore students’ personal world and aspects of the language and culture of communities in which Arabic is spoken. Students were able to interact with assessors about aspects of their personal world and often advanced the conversation. They were generally able to converse with confidence and provide a range of relevant information, ideas and opinions.

Most students demonstrated the capacity to elaborate and reflect on information, ideas and opinions with spontaneity. Students who did not prepare well were unable to carry the conversation forward and elaborate on their responses.

Language

Students used appropriate vocabulary, grammar and sentence structures related to the selected topics.

Clarity of expression – including pronunciation, intonation, stress and tempo – was evident with the majority of students.

Students who did not do well

* used incorrect stress and incorrect pronunciation of some words
* used the incorrect verb tense, such as using the present tense instead of the future tense
* used incorrect articles for masculine and feminine
* applied the incorrect plural form between adjectives and nouns
* made errors with common verbs.

Section 2 – Discussion

Students discussed their chosen subtopic and their supporting visual material, which had to be related to one of the two prescribed themes, ‘The Arabic-speaking communities’ or ‘The world around us’. The focus of the discussion was on exploring aspects of the subtopic, including information, opinions and ideas. Students were expected to respond to questions on their subtopic and supporting visual material.

Students who engaged in higher-scoring discussions:

* provided an excellent range and depth of information, ideas and opinions with an original perspective on the subtopic
* elaborated on complex information and defended ideas and opinions clearly and logically with highly relevant responses
* used the image skilfully to support the discussion on the subtopic
* communicated information, ideas and opinions very confidently and carried the discussion forward with spontaneity.

Students who scored highly were usually able to recognise and self-correct errors or use other appropriate repair strategies effectively during the discussion and move the discussion forward.

Content and communication

Students were well prepared, confident and could effectively maintain the discussion with their assessors for the entire eight minutes. They communicated clearly with authentic pronunciation, using vocabulary and grammatical structures that were appropriate for their chosen subtopic. It must be remembered that the discussion is not a monologue and therefore students must be prepared to interact with the assessors.

Students who scored highly were able to effectively explore their subtopic, offering depth in their responses and a diverse range of perspectives on their subtopic. They were well prepared, confident and could effectively maintain the discussion with the two assessors.

Language

In preparation for this section of the examination it is important that students master the correct Arabic terminology as applicable.

During the discussions, students who scored highly demonstrated a thorough understanding and appreciation of the subtopic. Students had prepared a range of resources. They used their image creatively and effectively to enhance the discussion; some students even made references to the symbolic nature of certain elements in the image. These students had a great command of the language and grammatical structures needed to successfully elaborate and defend their own opinions with evidence.

Responses that did not score well demonstrated insufficient preparation. Students did not come prepared with enough information on their selected subtopic to enable them to elaborate on information, ideas and opinions.

More information

Refer to the [VCE Arabic study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/arabic/Pages/Index.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.