



## Oral component

### GENERAL COMMENTS

The oral component of the Arabic examination consists of two sections. The Conversation is about the student's personal world, for example, school and home life, family and friends, and interests and aspirations. The second section, the Discussion, focuses on aspects of the language and culture of the Arabic-speaking world.

During the course of the year students must spend 15 hours of class time analysing and discussing a range of texts for their Detailed Study. The topics and sub-topics are selected in conjunction with their teachers according to the *VCE Arabic Study Design*. The majority of students demonstrated an understanding of the requirements of the examination, and this year the quality of responses to the oral component was exceptional.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

Students performed reasonably well in this section. Most were well prepared and participated confidently and effectively in a conversation with assessors. A few students gave outstanding performances. Most students found it relatively easy to conduct a general conversation on everyday topics. Some students gave only short or basic answers, and still struggled to have a free-flowing conversation even when prompted by assessors. The best performing students coped well with the syntax of complex sentences and used a variety of rich vocabulary. However, a number of students relied on pre-learned responses and struggled to link their responses directly with the assessors' questions and comments.

#### Section 2 – Discussion

Most students used the one-minute introduction to their benefit, concisely stating the topic and sub-topic of their Detailed Study and the names of the texts studied. They gave a brief elaboration while focusing on the issues, steering assessors towards aspects of their chosen sub-topic that they could discuss with confidence. Students should not list all the resources used in class but should only mention those that they themselves have concentrated on.

The criterion 'Clarity of expression' was addressed well by most students.

The choice of topic and sub-topic is extremely important. Students were expected to have been exposed to different resources from which they could draw in the discussion. This was not always done successfully and some topics were beyond the students' language skills.

Students need to be more familiar with the structure and requirements of the Discussion section as some students were unable to name the resources they had studied. Teachers of Arabic need to encourage students to select the resources first.

## Written component

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

This part of the examination was handled quite well by students. Responses in English demonstrated a good understanding of the information provided in the listening passages. Students must practise their listening comprehension skills by picking out key points from various oral sources. During the examination they should spend part of their 15 minutes of reading time familiarising themselves with the questions in order to determine the information they will be required to extract from the listening passages.

Most students attempted all questions and generally completed the task in the correct language. Students did very well overall in this section, and most responses were of a satisfactory linguistic level.

# 2009 Assessment Report



## Part A – Answer in English

### Text 1

#### Question 1a.

Qasim Amin's special area of study was law.

#### Question 1b.

Qasim Amin's writing is:

- persuasive
- evidence based
- calm and quiet.

#### Question 1c.

Qasim Amin is:

- intelligent
- understanding and supportive of women
- courageous in expressing his views
- progressive in his ideas.

### Text 2

#### Question 2a.

Folklore has great significance for society because:

- it expresses a people's culture
- it contributes to people's organisation of past, present and future.

#### Question 2b.

The different expressions of folklore are categorised as:

- spoken
- visual
- aural/to be heard.

#### Question 2c.

Activity	Cultural value
festive meal	generosity
folk market	economic exchange

## Part B – Answer in Arabic

### Text 3

#### Question 3a.

To honour the sacrifices her father had made to bring up his children after he lost his wife.

#### Question 3b.

William Smart played the roles of father and mother after the death of his wife, made many sacrifices and performed his role with courage, love and selflessness.

#### Question 3c.

The red rose honours fathers who are still alive and the white rose honours fathers who have passed away.

#### Question 3d.

This started from Mother's Day and Sonora Dodd proposed Father's Day in honour of her father. Sonora selected a date in June. The idea spread to other countries, some of which adopted different times of the year.

## Section 2 – Reading and responding

Some students had difficulty selecting the correct information from the text. Some students copied sentences from the given text sources. There was not enough attention given to instructions and/or reading and the requirements were forgotten after students started the tasks. Generally students found it easier to give factual information rather than express feelings and opinions.

# 2009 Assessment Report



## Part A – Answer in English

### Text 4

#### Question 4a.

Learning is a necessity for every human being, young or old alike, and is ongoing, in order to raise intellectual level and improve academic performance.

#### Question 4b.

- enlightening the members of society and broadening their awareness of what is modern and new in a world of constant development
- assisting the members of society in achieving their full potential
- strengthening the ties between the institutes of the Public Authority of Applied Education and Training, and its centres and society
- realising the principle of equal opportunity

A one-line summary for each point was required.

#### Question 4c.

Two of:

- impersonal style
- third person
- title
- provision of information
- layout: introduction, body of text, conclusion.

#### Question 4d.

Any three of:

- educational services are provided for everyone
- education recognises that learning is a necessity for all human beings
- education recognises that learning should continue throughout a person's life
- assists all members of society to achieve full potential.

#### Question 4e.

Artistic development	Vocational development
Arabic writing	photography
decorating	dressmaking
ornamentation	maintenance of televisions and VCRs
establishing domestic gardens	building and construction

## Part B – Answer in Arabic

### Text 5

#### Question 5a.

- It is clean. It reduces environmental pollution by reducing the spread of carbon gases by 80 per cent and putting an end to acid rains.
- It is cheap. It can help to save money on petrol which can then be redirected into other areas of a country's economy.

#### Question 5b.

- Brazil no longer imports oil.
- Funds can be reallocated to other internal needs.
- It is an effective plan for rural area development.

## Section 3 – Writing in Arabic

Almost all students attempted this section, with responses covering the entire range. However, overall they did not answer their selected question in sufficient depth. In some cases students' responses were quite short, even though they seemed able to express complex ideas and their Arabic was of high quality. Generally the topics were expressed in good, clear language; although students sometimes lost track of what they were writing, blurring the meaning using anglicisms.

# 2009 Assessment Report



## **Question 6**

Students were asked to write an imaginative story for children between 10 and 15 years of age, beginning with the sentence 'I lay awake all night thinking about it, but in the morning I knew exactly what I had to do'.

## **Question 7**

Students needed to write a personal article for the school magazine on the topic 'There's no time for a good time in Year 12'. They needed to support their position with at least four points based on personal experience.

## **Question 8**

Students were required to write an informative report for their school newsletter, outlining at least five findings from a survey on mobile phone usage.

## **Question 9**

Students were required to write a letter to persuade residents to value and save every drop of water possible.

## **Question 10**

Students were required to write the script of a speech for a local conference on 'Internet Addiction' in which they outlined issues of concern and possible solutions for young people.