



2013

Languages: Arabic GA 3: Examination

Written component

GENERAL COMMENTS

It was evident in the 2013 Arabic examination that students were familiar with the topics in the study design and that many students had studied very interesting sub-topics. They had a very good level of expression, which they successfully incorporated in their writing.

It is very important that students read all questions carefully and accurately. In Section 3, for example, many students missed out on marks as they did not adhere to the text types and kind of writing required. Others seemed to use memorised material without adapting it to suit the key parts of the question.

To be more successful in the examination, better familiarity with and use of the dictionary is highly recommended. Using the dictionary correctly should also help students to avoid choosing incorrect meanings of words.

SPECIFIC INFORMATION

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

Section 1 – Listening and responding

Students generally performed well in this section.

Part A – Answer in English

This part assessed students' capacity to understand and convey general and specific aspects of texts.

Text 1

Question 1a.

The mother is calling the daughter because she is running late for dinner with guests.

Question 1b.

The mother asked Nūr to (three of)

- tell the guests that she is on her way home/that she is running late
- tidy the lounge
- set the table in the dining room (not the kitchen)
- give the guests some snacks and entertain them.

Text 2

Question 2a.

The camel is described as 'the ship of the desert' because it

- has an (amazing) ability to endure hardship
- has the ability to tolerate thirst/it tolerates thirst well
- crosses the desert in strong heat.

Question 2b.

The evidence suggesting that, in the past, camels played a significant role in the economy of the Arab tribes is (three of)

- alimantation/food (production) or tribes obtained meat and milk from the camels
- housing/camel hair has been used to make tents (where tribesmen lived)
- manufacturing clothing/textile industry/camel hair was used to make clothes
- transport/camels were the Arabs' (indispensable) means of transport when travelling or migrating.

2013 Examination Report



Text 3

Question 3a.

Dr Khālid is the best person to interview on this topic because he

- is a researcher, an economist or an expert in economy
- does research in economics.

Question 3b.

Suggestions Dr Khālid gives to reduce rising costs are (three of)

- put limits on the kinds of food we eat
- be less greedy and wasteful
- learn to go without luxury items or be content with essentials
- change lifestyles and curb/limit love of luxury.

Part B – Answer in Arabic

In this part of the examination, students were required to demonstrate their capacity to understand Arabic and respond in Arabic. Marks were awarded for the capacity to understand general and specific aspects of the text. Marks were awarded for conveying information accurately and appropriately in Arabic. Students were required to answer in full sentences.

Text 4

Question 4a.

According to Professor Aziza, time can be compared to money because it is influenced not only by how well it is spent but also how well it is used.

Question 4b.

To Arabs, time is more important than money because money can be replaced, whereas time cannot be replaced.

Question 4c.

Evidence that supports the professor's statement that the busiest people have the most time available is as follows.

The busiest people

- have defined goals
- are organised
- are focused
- do not waste their time hesitating.

Question 4d.

According to the professor, Arab people have a relaxed attitude towards time because time is related to natural instinct and daylight (not based on numbers or clocks), and this is how they determine what time it is. (Both parts were needed for full marks.)

Question 4e.

According to the professor, the two main causes of wasting time are

- the absence of a (specific or personal) goal(s)
- the lack of dedication to goal(s)/have goals but are not dedicated to them.

In Part B, many students misunderstood what was required, so the quality of the responses was not as good as in other parts of the examination.

Section 2 – Reading and responding

This section assessed students' knowledge and skill in analysing and responding to information from a written text. The passage was designed to contain more complex vocabulary. Students should therefore have taken the time to read the passage several times to understand it before answering the questions.



Part A – Answer in English

Students were asked to show their understanding of the general and specific aspects of the text.

Text 5

Question 5a.

The author has chosen ‘Water is more expensive than oil’ as the title of this article because the article gives examples of

- the cost of desalinating water
- extracting oil
- water costing four times more than oil (and water is more expensive to obtain) or ‘if a gallon of oil costs about one dollar to extract, then desalinated water costs approximately four dollars’.

Question 5b.

The two problems of waste and water have a negative impact on the future for the following reasons.

- people are wasteful/produce excessive waste
- negative effect on the environment/not good for the environment
- future generations have the right to live in a clean place
- rights of future generations to have resources necessary for life
- shortage – no bore water/no other natural resources of water
- cost

Question 5c.

Water is considered to be so precious in Arab countries because

- there is no ground/bore water
- there are no other natural water resources (students were required to use ‘natural’ to receive full marks)
- they rely on desalinated water
- it is expensive to keep providing water for citizens.

Question 5d.

According to the author, the solutions to the problem include

- perhaps there is no answer
- ask for attention to be given to the problem/for (immediate and extensive) research to be done
- find ways to limit water wastage
- consider forgoing other things to better understand the issue.

Weaker students tended to ignore the information in the text, often introducing extraneous information or using their own general knowledge.

Part B – Answer in Arabic

In this section, students were asked to demonstrate their capacity to

- understand general and specific aspects of the text
- convey information accurately and appropriately in Arabic.

Text 6

Question 6

Some students merely copied information from the text rather than displaying their ability to write full sentences in Arabic. Students must, whenever possible, use their own words. All answers to this question were required to be in Arabic only.

To achieve good results in this section of the paper, students needed to ensure that they referred only to information from the article – Text 6. The note to the speaker needed to be approximately 150 words and the text type needed to include the features of the note. Students were required to write coherently and to include three or four points outlining their views on the importance of social relationships.



Section 3 – Writing in Arabic

In this section, students were asked to show their ability to write an original text in Arabic on one of five topics, using the following criteria.

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar

Students should be aware that it is important to plan their writing. While it was pleasing that this year there was evidence of students doing this, some students seemed to be using material from their Detailed Study, which often did not relate to the topic or the kind of writing required.

Question 8 was by far the most popular, followed by Question 10 and Question 9.

Question 7

Text type: formal letter – salutation; structure (lead-in statement[s], introduction, middle, conclusion/concluding statement, final greeting, farewell), fictitious author

Audience: local council, formal language

Type of writing: persuasive

Possible content

- reference to swimming pool being closed
- reference to the weather
- persuasive language
- three reasons for keeping the pool open (e.g. activity for youth; exercise and health; heat relief – particularly for the elderly; facility for preparation for a major swimming competition, etc.)

Question 8

Text type: story

Audience: any age group was acceptable, but the age group needed to be clear

Type of writing: imaginative

Possible content

- reference to the context: at a concert
- development of the character
- situation, complication, resolution, conclusion
- approximately three well-developed ideas

Question 9

Text type: (booklet) article (features: booklet name, title, fictitious author, date, etc.)

Audience: new school students – semi-informal language

Type of writing: informative

Possible content

- write using language that reflects on the past
- three or four ideas about what the school offers (e.g. competitive sports, special camping program, music, social entrepreneurship programs, overseas exchanges, club activities, opportunities for leadership, etc.)
- three or four ideas about what students should expect (uniform, Saturday sport/club activities, three-month city internship program, homework and discipline, fun and interesting times, etc.)
- concluding statements

2013 Examination Report



Question 10

Text type: informal letter (salutation; lead-in sentence[s]; introduction, middle, conclusion; final greeting; sign off; address – from Australia or the United Arab Emirates)

Audience: friend, informal/casual language

Type of writing: personal writing

Possible content

- reference to job interview and where this took place (e.g. fly to Sydney for the interview, Melbourne interview or interview was in the United Arab Emirates)
- mention of large international company based in the United Arab Emirates and provide details of the company
- format of an interview
- interview should reflect some Arab cultural nuances
- reaction to interview and reasons for reaction
- expectations of the interview and outcomes of the interview

Question 11

Text type: report for local newspaper (introduction, middle, conclusion; fictitious author, date; title of article and paper; register; layout)

Audience: general public

Type of writing: evaluative

Possible content

- reason(s) for writing the report
- reference to the law
- three or four advantages of the law (e.g. more time to practice driving, more sense of responsibility, more developed mind leading to better decisions, government not needing to pay so much for accident/injury insurance, medical resources better used elsewhere, statistics prove that there are fewer accidents because of less peer pressure, etc.)
- three or four disadvantages of the law (restricts the freedom of young people; parents are inconvenienced for a longer period of time; people can vote at 18, so they should be able to drive; young people are responsible, as is evident when they do fundraisers or work for charities, etc.)