



**2003**

**LOTE: Arabic GA 3: Examination**

### **Oral component**

Most students were aware of the procedures and requirements for this part of the examination. However, a few students found the Detailed Study task challenging due to inadequate preparation. Most were able to overcome their nervousness in the early stage of the examination. In order to enhance students' performance, teachers need to prepare students well for the Detailed Study. Another problem remains the heavy reliance on dialect.

### **GENERAL CONVERSATION**

In this section students performed reasonably well. They were required to converse with assessors on general topics, which included the following: family, school, future aspirations and leisure. While it is essential to prepare for this section students must not rely on prepared statements, and need to be aware that their responses should link directly with the assessor's questions or comments. Students should avoid simply answering 'yes' or 'no'.

#### **Detailed study**

Some students prepared for this part of the oral examination in a similar fashion to the 'Report and Discussion' of the previous VCE. It should be noted that students are required to discuss and explore the sub-topic and aspects of the texts covered during the detailed study. Other students were not aware of the requirements of the Detailed Study, such as topic, sub-topic. It is essential that students and teachers understand and select appropriate materials for the Detailed Study. Teachers should also note that students must demonstrate a more extensive range of vocabulary and grammatical structures in order to fulfil requirements of the Detailed Study.

### **Written component**

Students were generally well-prepared for the tasks and their overall performance was good. However, a small number of students answered in the wrong language.

#### **Part A and B**

Most students attempted all questions and generally completed tasks in the correct language. Some students did not analyse the question which led to irrelevant answers. Weaknesses in language were evident, the most common being inaccurate sentence structure and tenses. Overall, most responses were of a satisfactory linguistic level.

### **Reading and responding**

There was a great deal of information in the two texts and some students had difficulty selecting the correct information from the text. Weaknesses in language were evident in spelling and sentence structure. Overall most responses demonstrated satisfactory language.

### **Writing in Arabic**

Almost all students attempted this section with responses covering the entire range. Students did not answer questions in depth; some writing the minimum number of words. Most students wrote in the appropriate text type, but common errors in incorrect vocabulary, linking of sentences and grammatical structure, were evident.

© VCAA 2003

Published by the Victorian Curriculum and Assessment Authority  
41 St Andrews Place, East Melbourne 3002

Photocopying: This publication can only be photocopied for the use of students and teachers in Victorian Schools.

