2021 VCE Arabic written external assessment report

General comments

The 2021 VCE Arabic written examination was handled well by students. Generally, students were aware of the nature of the tasks and the requirements of each section. Students who scored highly demonstrated proficiency in the language, applying their knowledge of Arabic accurately and appropriately to the tasks. They made good use of the note-taking space provided in the examination paper and planned their answers to produce highly relevant, logical and well-structured responses. Students who seemed to have difficulty understanding the questions and/or their requirements gave inaccurate and incomplete responses.

Students are strongly advised to practise writing responses throughout the year, so they are legible and coherent. In preparation for the written examination, students should practise effective use of their note-taking and completing writing tasks within a set time limit.

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.

The doctor is targeting students in their final year of secondary school studies.

Question 1b.

Three food groups recommended by the doctor and reasons why they are beneficial:

* White meats (such as chicken and fish) because they are low fat.
* Cooked vegetables, such as spinach and mulukhiyya / jute mallow (Corchorus olitorius) because they help to improve memory and stimulate the brain.
* (Different kinds of) fruit because they are rich in natural vitamins.

Question 1c.

Three side effects of drinking coffee and tea:

* They may cause headaches.
* (Excessive consumption of) caffeine may affect the digestive system.
* (Excessive consumption of) caffeine may lead to addiction.

Part B – Listening and responding in Arabic

In this part of the examination students were assessed on their understanding of general and specific aspects of the listening text and their ability to accurately convey appropriate information and opinion 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.

إِنَّ قَصْرَ الْحِصْنِ هُوَ أَعْرَقُ صَرْحٍ تَارِيخِيٍّ فِي الْمَدِينَةِ وَلِذٰلِكَ إِنَّهُ مَعْلَمٌ تَارِيخِيٌّ مُهِمٌّ.

فِي الْمَاضِي كَانَ الْقَصْرُ يُسْتَخْدَمُ كَبُرْجِ مُرَاقَبَةٍ لِمُرَاقَبَةِ الطُّرُقِ التِّجَارِيَّةِ السَّاحِلِيَّةِ.

وَكَانَ ايضاً يُسْتَخْدَمُ َلِحِمَايَةِ الْمُجْتَمَعَاتِ الْمُتَنَامِيَةِ عَلَى الْجَزِيرَةِ.

أَمَّا الْيَوْمَ فَهُوَ يُمَـثِّـلُ الْقَلْبَ النَّابِضَ لِأَبُو ظَبي.

وَيَبْرُزُ كَرَمْزٍ وَطَنِيٍّ يَعْكِسُ تَطَوُّرَ أَبُو ظَبي.

* As the most ancient edifice in the city, Al Hosn castle is an important historic landmark.
* In the past, the castle was used as a watchtower to control the coastal trade routes.
* It was also used to protect the growing communities on the island.
* Today it represents the beating heart of Abu Dhabi.
* Now it is a prominent national symbol that reflects the development of Abu Dhabi.

Question 2b.

وِرَشُ عَمَلٍ مُخْتَلِفَةٌ لِلْفُنُونِ التُّرَاثِيَّةِ الشَّعْبِيَّةِ

الْاسْتِمَاعُ إِلَى الْغِنَاءِ التَّقْلِيدِيِّ

مُشَاهَدَةُ مَرَاسِمِ تَبْدِيلِ الْحَرَسِ (مَرَّتَيْنِ يَوْمِيًّا)

* various traditional folk-art workshops
* listening to traditional singing
* watching the ceremony of the changing of the guard (twice a day)

Question 2c.

تَـوْفِيرُ الْوَقْتِ بَدَلًا مِنَ الانْـتِـظَارِ فِي الصُّفُـوف

 الْحُصُولُ عَلَى بِطَاقَةٍ مَجَّانِيَّةٍ لِحُضُورِ أَحَدِ الْأَنْشِطَةِ

* saving time instead of waiting in line
* receiving a voucher for one free workshop

Section 2

Part A – Reading, listening and responding in English

Overall, the majority of students responded well to Questions 3a. and 3c., but many struggled with Question 3b. and were not able to complete the table correctly. Some students did not read the questions carefully and their responses did not address the questions’ requirements. Students are advised to highlight the key words in the question and address them correctly in their response.

Question 3a.

All of the following:

* provides a supportive environment for academic creativity
* promotes the development of leadership skills
* instils social responsibility
* respects diversity and multiculturalism.

Question 3b.

|  |  |
| --- | --- |
| Kamal's preferences and interests | What the university offers |
| He wants to work in an international organisation / He wants to study International Law. | It offers a subject called ‘International Organisation’. |
| He wants to pursue his studies in Arabic. | The language of instruction at the Faculty of Law and Political Science is Arabic. |
| He wants to learn more about Lebanon's civilisation and cultural heritage. | It has a heritage club, which acquaints students with Lebanon's heritage and civilisation. |
| He likes to play football / plays football. | It offers sporting activities, including football. |

Question 3c.

All of the following:

* Accounting (at the Faculty of Commerce)
* introduction to workplace safety and security in engineering (at the Faculty of Engineering)
* the folk-dance club
* basketball / playing in the basketball team.

Question 3d.

She suggests that he studies engineering because:

* Kamal's uncle / his mother's brother (Nabil) studied engineering
* Kamal's uncle / his mother's brother (Nabil) got an excellent job in engineering immediately after graduation.

She suggests that he studies commerce because:

* Kamal's father studied commerce
* commerce has a good future.

Part B – Reading and responding in Arabic

Students were required to demonstrate an understanding of the stimulus text and address the requirements of the task by conveying the relevant information and opinions 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/character limit, which is shorter than the limit specified for Section 3.

Question 4

Students were required to write a persuasive letter to their local government, in which they outline the seriousness of acid rain and what people in their local area should do about this problem.

Suggested points students could have included in their response:

مَا هُوَ الْمَطَرُ الْحَمْضِيُّ؟ يَحْتَوِي الْمَطُر الْحَمْضِيُّ عَلَى:

الْمُلَوِّثَات الْهَوَائِيَّة الَّتِي تَـنْفُثُهَا السَّيَّارَاتُ

الْمُلَوِّثَات الْهَوَائِيَّة الَّتِي تَـنْفُثُهَا مَعَامِلُ الطَّاقَةِ لِتَوْلِيدِ الْكَهْرَبَاءِ

المْلَوِّثَات الْهَوَائِيَّة الَّتِي تَـنْفُثُهَا مَصَافِي النَّفْطِ لِإِنْتَاجِ الْوَقُودُ الْأُحْفُورِيِّ.

بِمَا أَنَّ الْمَطَرَ الْحَمْضِيَّ يَـنْتِجُ عَنْ حَرْقِ الْوَقُودِ الْأُحْفُورِيِّ (كَالْفَحْمِ وَالنَّفْطِ وَالْغَازِ) فَإِنَّـهُ يَنْتِجُ عَن:

الْإِنْتَاج الصِّنَاعِيّ

الْإِنْتَاج الزِّرَاعِيّ

الْآلَاتُ الَّتِي تَعْمَلُ بِالْكَهْرَبَاءِ (الْمُكْتَسَبَةِ عَنْ طَرِيقِ حَرْقِ الْوَقُودِ الْأُحْفُورِيِّ)

التَّـدْفِئَة (بِالْغَازِ أَوْ بِالْكَهْرَبَاءِ)

السَّـيَّارَات (الَّتِي تَسْتَهْلِكُ الْوَقُودَ الأُحْفُورِيَّ)

مَاذَا يَجِبُ عَلَى سُكَّانِ مِنْطَقَتِكَ أَنْ يُفْعَلُوهُ بِخُصُوصِ هٰـذِهِ الْمُشْكِلَةِ؟ تَخْفِيضُ انْبِعَاثَاتِ الْمَوَادِّ الْمُلَوِّثَةِ فِي جَمِيعِ مَجَالَاتِ الْحَيَاةِ وَاسْتِخْدَامُ الْمَوَارِدِ الْمُـتَجَدِّدَةِ، مَثَلًا عَنْ طَرِيقِ:

اسْتِخْدَام السَّيَّارَاتِ الْكَهْرَبَائِيَّةِ الَّتِي لَا تَسْـتَهْلِكُ الْوَقُودَ الْأُحْفُورِيَّ

اسْتِخْدَام الْأَلْوَاحِ الشَّمْسِيَّةِ الْمُرَكَّبَةِ عَلَى أَسْطُحِ الْمَنَازِلِ لِلتَّدْفِئَةِ وَلِتَوْفِيرِ الْمَاءِ السَّاخِنِ

التَّعَامُل مَعَ الشَّرِكَاتِ الَّتِي تَعْتَمِدُ عَلَى الطَّاقَةِ النَّظِيفَةِ فِي عَمَلِهَا

اسْتِخْدَام الطَّاقَةِ الْمَائِيَّةِ وَالطَّاقَةِ الشَّمْسِيَّةِ وَتُورْبِينَاتِ الرِّيَاحِ فِي الْمَصَانِعِ وَالْمَزَارِعِ الْمَحَلِّيَّةِ حَيْثُمَا أَمْكَنَ

The problem of acid rain:

* history of the phenomena
* how it is caused
* how it is defined

Solutions:

* reduce air pollutants
* a specific example that uses clean/renewable energy

What is acid rain? Acid rain contains:

* air pollutants emitted by car exhausts
* air pollutants emitted by power plants
* air pollutants emitted by oil refineries
* pollutants rise in the air and are carried far by winds and clouds
* eventually they fall on the earth as dust or acid rain.

As acid rain is caused by combustion of fossil fuels (such as coal, oil and gas), it results from:

* industrial production
* agricultural production
* machinery operated by electricity (generated by burning fossil fuels)
* heating (with gas or electricity)
* cars (that consume fossil fuels).

What should the people in your local area do about this problem? Reduce the levels of air pollutants in all areas of life and using renewable resources, for example by:

* using electric cars that do not consume fossil fuels
* using solar panels mounted on the roofs of homes for heating and to provide hot water
* dealing with companies that rely on clean energy in their work
* using water energy, solar energy and wind turbines in local factories and farms, wherever possible.

Section 3 – Writing in Arabic

The four questions presented in this section covered four different text types and styles of writing. The most popular tasks were Questions 5 and 7.

It is important to carefully take note of the specific information in the topic. Careful planning of responses enables students to ensure that they have met all the requirements of the task. Students are reminded to pay special attention to legible handwriting, accurate spelling and correct use of paragraphs and punctuation.

Question 5

Students were asked to write an informative article for the local newspaper explaining to residents how their school contributes to the local community.

The article may include the following.

* Introduction:
* Introduce the school and explain where it is located.
* State that the school is participating actively in the life of the local community.
* Body:
* Identify areas of community life in which the school is involved.
* Give examples of the activities the school is undertaking (such as visiting nursing homes, fundraising for organisations, participating in 'Cleaning Up Australia', producing street art, decorating community amenities, etc.).
* Conclusion:
* The significance of the school's involvement in community life and the positive responses it has received.

Question 6

Students were asked to write an imaginative story for a youth magazine about what happened after their arrival at the scene in the prompt material. The story may include the following.

* Introduction:
* Set the scene.
* Explain briefly where they are and how they got there.
* Body:
* Tell the full story of what happened after their arrival.
* Conclusion:
* Explain what effect this experience had on them.

Question 7

Students were asked to write a script for a speech that they will give as the coach of a sporting team that finished last in a competition. The script needed to evaluate the positives and the negatives of the sporting season. The speech script may include the following.

* Introduction:
* Address the team.
* Talk about the competition in which the team finished last.
* Body:
* Evaluate the performance of the team in the last season; provide constructive feedback.
* Talk about the positive points, give examples.
* Talk about the negative points and explore the causes, with examples.
* Conclusion:
* Summarise their views on the team's abilities.
* Recommend achievable goals.
* Invite team members' input.

Question 8

Students were asked to write a personal blog entry in which they explain the impact a recent long trip around the Middle East has had on them. The blog entry may have included the following.

* Date
* Introduction:
* Where have they been?
* How long have they travelled?
* When did they come back?
* Body:
* Give details of the trip (the countries visited, what they saw there, people they met, etc.).
* Name the highlight of the trip and explain why it stands out.
* Conclusion:
* Their overall assessment of the trip.
* Explain why they are sharing this experience.
* Sign off