

## Written component

### GENERAL COMMENTS

The overall performance of students in the 2014 Arabic written examination was very good. High-scoring students addressed questions by writing fluently and confidently.

Some students did not demonstrate clear knowledge and understanding of the requirements of the examination. Students must be aware of the examination requirements and criteria in order to be well prepared for the examination.

Regional differences in writing were still evident this year. Students are advised that the *VCE Arabic Study Design* states that 'the language to be studied and assessed is modern standard Arabic'.

It was evident that some students had translated vocabulary and sentence structures directly from English to Arabic, and it was common for English words to be used when the student did not know the equivalent word in Arabic.

### 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 – Listening and responding

The majority of students answered this section well, with a high level of accuracy in their responses.

### Part A – Answer in English

#### Text 1

##### Question 1a.

Husayn's mother is so excited because their relatives/Husayn's uncle and his family will be arriving (in Australia) soon.

##### Question 1b.

Three things the family will need to do in preparation for this event are:

- rearrange the house or change the sleeping arrangements
- repair the second bathroom
- buy new towels and new bedsheets.

##### Question 1c.

- Nabil is Husayn's (paternal) uncle. ('Maternal uncle' was not accepted.)
- Layla is Husayn's cousin/daughter of his uncle.

##### Question 1d.

At the end of the conversation, Husayn expressed uncertainty about whether Layla still remembered him because she was five years old when they last met.

#### Text 2

##### Question 2a.

Students were required to provide evidence from the text that suggested the interviewee is successful and passionate about his work. The following answers were accepted:

- hopes to release his own monthly magazine
- is working on part 2 (of the Chef Ramzi collection) of his book
- released a book with record sales
- awarded first prize for his book
- is the principal of the College of Hospitality.

##### Question 2b.

His first book was such a success because it:

- contained traditional Lebanese dishes

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- contained healthy foods
- offered a variation on Lebanese food
- was written for an international audience.

## Part B – Answer in Arabic

All responses for Part B needed to be in Arabic and students were required to answer with the correct sentence structure. Responses in the wrong language received no credit. Responses in this section were assessed holistically.

### Text 3

#### Question 3a.

People can meet world celebrities by visiting the Hall of Fame in (the city of) Dubai/the museum in Dubai.

#### Question 3b.

This place is unique because it is the only place in the world/first museum where animated rubber figures of famous people (e.g. politicians, celebrities, artists/singers) can be found. The museum also has state-of-the-art technology.

#### Question 3c.

Other facilities that are available at this place are:

- cafes (the answer needed to be written in the plural because the plural was used in the Arabic text)
- a recreational area for children.

#### Question 3d.

This place is open:

- 10.00 am – 6.00 pm
- daily/every day.

#### Question 3e.

The special offer for listeners is ‘buy one ticket and get one free of charge’. It is available:

- during the festive season
- if listeners mention the advertisement.

## Section 2 – Reading and responding

This section assessed students’ knowledge and skill in analysing and responding to information from a written text. Students should have read the text several times before answering the questions.

## Part A – Answer in English

### Text 4

#### Question 4a.

Evidence that the artist has been busy is as follows.

- He is rather like a machine.
- Even if he wanted to stop, he would not have been able to find a way to do so/had to meet a deadline.
- He has been working for two months.
- He has been preparing to submit work for an art exhibition.

#### Question 4b.

The work that has occupied most of the artist’s time is *The Procession of Generations*. It has occupied most of his time because:

- he put his soul into it
- it required thought and sensitivity
- he suffered/struggled a lot with it.

#### Question 4c.

Evidence from the text that demonstrates the artist’s modesty includes:

- ‘I don’t know whether I have done a good job.’ (This could have been paraphrased as ‘I don’t know if I did well in my art piece.’)

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- ‘All I know is that I have put into that drawing what God had put into my soul and this is all a man can do.’  
(This could have been paraphrased as, ‘... all that God inspired me ...’)

## Question 4d.

The writer would like to do the following activities with his brother:

- riding (beautiful) horses
- visiting historical sites/ruins (of Baalbek)
- crossing the river (Orontes)
- going to/visiting (the city of) Homs
- staying/spending the night with Arab tribes
- listening to traditional songs/music
- riding across vast plains.

## Question 4e.

The text did not suggest that Khalil Gibran will be able to see his brother in the near future. Evidence from the text to suggest this is as follows.

- These are lovely dreams, but they are distant.
- (They are) dreams that come with (the phantoms of) the night and go with (the light of) the morning.
- (They are) dreams one sees when one is awake, but they soon dissipate (in front of one’s eyes, like vestiges of mist vanish in the depths of the valley).

## Part B – Answer in Arabic

### Text 5

#### Question 5

The topics of this question were from ‘the changing world’ and as well as ‘the individual’, and the sub-topics were ‘social issues and health’. The text type was a magazine article.

The following points could have been used in responses.

- comment on health issues in Arabic-speaking communities/countries
- comment on the quality of Arabic food (what Arab people consider healthy and what is not considered healthy)
- the role of fast food in Arabic countries
- agreement/disagreement with the last paragraph of the text
- suggestions on how to keep healthy through good diets

Other possible points included:

- you should not consume food excessively
- if you do not eat healthy food, you can become ill
- people have more temptations
- more food is ready for consumption
- you must eat vegetables, fruit and cereals (as this leads to good nutrition)
- good-quality food is available
- eat in moderation to stay healthy.

## Section 3 – Writing in Arabic

In this section, students were asked to demonstrate their ability to write an original text of 200–300 words in Arabic on one of five topics.

### Question 6

Theme: the individual (education and aspirations)

Text type: formal letter

Audience: formal (Department of Education)

Context: exchange, education

Type of writing: evaluative

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## Possible content

- text type: a formal letter (personal profile: title/heading, content: factual information, headings/subheadings, register, style, layout)
- audience: formal (Department of Education)
- evaluative writing: pros and cons
- possible content:
  - introduction, middle, conclusion
  - informative content and language referring to the overseas study program, problems encountered, positives, opportunities for career and future study
  - three or four points that are positive and negative
  - outcome(s).

## Question 7

Theme: Arab-speaking communities (lifestyles)

Audience: young adults, anyone

Context: bus travel

Text type: story

Type of writing: imaginative

## Possible content

- text type: story (title/topic, structure, content, author: fictional name, register, style, layout)
- audience: young adults or any age group, but this must be clear in the story written
- type of writing: imaginative
- possible content:
  - reference to the context: bus travel atmosphere, daydreaming or why stop was missed and the consequences, three or four events
  - development of the story
  - situation, complication, resolution, conclusion
  - three or four well-developed ideas

## Question 8

Theme: the changing world (technology, the world of work), the individual (the personal world)

Audience: general (formal)

Context: technology and lifestyles

Text type: newspaper article

Type of writing: informative

## Possible content

- text type: newspaper article (title/topic, date, place, content, by-line: fictional name, register, style, layout)
- audience: general readers but formal writing
- type of writing: informative
- possible content:
  - title should be as indicated in the writing task
  - reference to that fact that this is a response to a question asked by the editor
  - discussion and development of three or four ideas
  - conclusion.

## Question 9

Theme: Arabic-speaking communities (lifestyles), the individual (personal world)

Audience: 'you' (the writer)

Context: first experiences with another culture and country

Text type: journal entry

Type of writing: personal

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## Possible content

- text type: must be in the form of a journal entry (date/place/time as appropriate, structure: related to sequence of thought, events or importance, opening: often an evaluative comment), content: information/reflection/evaluation, conclusion, register, style, layout
- audience: 'you', the writer (a personal conversation that you would have with yourself, needs language that you would not normally share with the outside world)
- type of writing: personal writing, not too descriptive because 'you', the writer, already know the scenario
- possible content:
  - comment on spending many years studying Arabic in Australia
  - comment on having just arrived in an Arabic-speaking country for the first time
  - three or four first impressions
  - three or four feelings/observations
  - 'your' reactions (how you dealt with things/coped with things)
  - 'your' conclusions.

## Question 10

Theme: the changing world – social issues

Audience: formal

Context: speech to school community

Text type: script of a speech

Type of writing: persuasive

## Possible content

- speech: topic/title, structure, content, register, style, layout
- interjections, suspension points, rhetorical questions, etc.
- greeting, leading in sentence(s), three or four points that have been elaborated on
- audience: school community
- reference to why the speech is being given
- comments related to work experience in a home for elderly people, voluntary work and its advantages
- type of writing: formal, persuasive language offering ideas and suggestions regarding the benefits of the experience
- taking a viewpoint and supporting your three or four arguments.