

2019 VCE Arabic written examination report

General comments

Most students attempted all three sections and the quality of responses was reflected through the range of grades according to criteria and marking guidelines.

Most students were able to complete Section 1 of the paper correctly and receive full marks for that section. Some students wrote correct answers in the space allocated for notes but did not transfer them to the space provided for the answers and so could not be awarded marks.

Students who scored highly provided correct responses, demonstrating that they understood the general meaning and specific elements of both the aural and written texts, while also incorporating complex language structures. These students demonstrated the ability to apply grammar rules (such as gender, conjugation, use of appropriate articles) and correct spelling when responding in Arabic.

Students are advised that it is important to:

- take notes for both the listening and reading sections of the examination
- be familiar with using a bilingual dictionary and use one when necessary
- attempt all questions
- be familiar with different text types and kinds of writing when responding to Section 3
- answer in the answer space provided.

Specific information

Section 1 – Listening and responding

This section assessed the students' capacity to understand and convey both general and specific aspects of texts.

Students who scored highly in this section of the examination provided relevant, logical and well-formulated responses that addressed all aspects of the question. Many students found Text 3 challenging.

Part A – Answer in English

Text 1

Question 1a.

Reasons why tourists like to visit the Old Town of Tunis: four reasons were required:

- to see the Sea Gate which separates the New Town from the Old Town

- to visit the Olive Mosque
- to visit the Skullcap Makers' Market or the Traditional Cap/Hat Makers' Market / to buy souvenirs and gifts in the traditional markets in the area
- to see the Museum mosaic collection.

Question 1b.

Apart from once being inhabited by the Phoenicians, the other information given about the history of Carthage was that:

- its history goes back to the ninth century.
- it was founded by the Phoenician Princess °Alīsa in 814 (after she had fled Lebanon with her companions).

Text 2

Question 2a.

Events that led to Rami Kadi's eventual international success after he completed his studies were:

- his first collection on graduation achieved considerable success
- he was able to display his creations in the centre of Beirut for a year and a half
- after showing his designs in Beirut, he entered the market and started his own business/started working on his own ('Field of sale')
- in 2014 he showed his first collection in Paris, during Fashion Week.

Question 2b.

Rami Kadi's style could be described as follows:

- he fuses/mixes Eastern and Western characteristics in his designs
- he uses classical / traditional techniques skilfully to create very modern, unconventional clothes.

Question 2c.

The role Paris play in Rami Kadi's success was that:

- he showed his collection during the 2014 Paris Fashion Week
- it opened new doors for him/was a turning point in his professional life
- famous singers, actresses, celebrities began wearing his dresses/clothes.

Part B – Answer in Arabic

Text 3

Question 3a.

Apart from nutritionists, the topic appeals to:

بَعْضِ النَّظَرِ عَنْ حُبْرَاءِ التَّغْذِيَّةِ، مَنْ الَّذِي يُهْمُهُ هَذَا الْأَمْرُ

- sports people/athletes
- people who like/are interested in onions
- رِيَاضِيُونَ
- الْأَشْخَاصُ الَّذِينَ يُحِبُّونَ الْبَصَلَ

Question 3b.

The important nutritional value for the human body contained in the onion comes from:

مَا الَّذِي يُعْطِي الْبَصَلَ قِيَمَتَهُ الْغِذَائِيَّةَ الْمُهَمَّةَ لِجِسْمِ الْإِنْسَانِ؟ أَعْطِ مِثْلًا وَاحِدًا عَلَى الْأَقْلَلِ لِدَعْمِ إِجَابَتِكَ.

Any one of the following examples: fats, proteins, fibre, vitamins and carbohydrates.

- الْمَوَادُّ الَّتِي يَحْتَوِي عَلَيْهَا

- مِثْلًا وَاحِدًا أَوْ أَكْثَرَ مِنْ: الدُّهُونَ وَالْبُرُوتِينَاتِ وَالْأَلْيَافِ وَالْفَيْتَامِينَاتِ وَالْكَرْبُوهِيدْرَاتِ

Question 3c.

The speaker mentions

مَا هُوَ الْمِثَالُ التَّارِيخِيُّ لِتَنَاوُلِ الْبَصَلِ الَّذِي ذَكَرْتَهُ الْمُتَحَدِّثُ؟

Sportsmen/athletes in Ancient Greece used to consume large amounts of onions to strengthen their muscles.

كَانَ الرِّيَاضِيُّونَ فِي الْيُونَانَ الْقَدِيمَةِ يَتَنَاوَلُونَ كَمِيَّاتٍ كَبِيرَةً مِنَ الْبَصَلِ لِتَقْوِيَةِ عَضَلَاتِهِمْ

Question 3d.

Five arguments that the speaker uses to persuade people to eat more onions are that they:

أَذْكَرُ هـ حُجَجٌ تَسْتَحْدِمُهَا الْمُتَحَدِّثُ لِإِقْنَاعِ النَّاسِ بِتَنَاوُلِ الْمَزِيدِ مِنَ الْبَصَلِ.

- contain an antioxidant ('polyphenol') that protects the body and strengthens the immune system
- contain anti-inflammatory substances and relieve joint pain
- alleviate allergy and its symptoms such as sneezing and itching
- contribute to the maintenance of blood sugar levels/regulate the level of sugar in the blood
- contain fibres that possess the capacity to facilitate digestion.

لِأَنَّ الْبَصَلَ

- يَحْتَوِي عَلَى مَوَادِّ مُضَادَّةٍ لِلْإِلْتِهَابَاتِ
- يَقُومُ بِتَسْكِينِ آلامِ الْمَفَاصِلِ
- يَعْمَلُ عَلَى تَقْلِيلِ الْحَسَّاسِيَّةِ وَأَعْرَاضِهَا كَالْعَطْسِ وَالْحِكَّةِ
- يَسَهِّمُ فِي الْحِفَاطِ عَلَى نِسْبَةِ السُّكَّرِ فِي الدَّمِ أَوْ يَقُومُ بِتَنْظِيمِ نِسْبَةِ السُّكَّرِ فِي الدَّمِ
- يَحْتَوِي عَلَى أَلْيَافٍ تَمْتَلِكُ الْقُدْرَةَ عَلَى تَسْهِيلِ عَمَلِيَّةِ الْهَضْمِ.

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Question 4a.

Five other positive benefits of plastic are that it:

- is cheap
- is strong
- is light
- can be used in medicine ('helps hearts to beat')
- can be used in the construction of aeroplanes ('makes aeroplanes fly').

Question 4b.

The world's amount of 6.3 billion tons of plastic waste is relatively small because:

- plastic was only invented in the late 19th century
- large-scale production of plastics only commenced in the 1950s (so it was not possible for mankind to produce plastic waste before the late 19th century at all).

Question 4c.

Possible solutions to the problem of plastic waste are:

- It is possible to solve this problem as all we need to do is to collect the trash.
- Everybody knows how to pick up rubbish and everybody can do it.
- We know how to dispose of rubbish and how to recycle it.
- We need to create the necessary institutions and systems to take care of the problem.

Question 4d.

Five pieces of evidence from the text that suggest that people have behaved irresponsibly were required:

- people throw non-recycled waste into oceans
- people carelessly throw things away
- people do not pick up rubbish OR do not dispose of rubbish OR do not always recycle.
- 40% of plastic is used only once
- our lack of care is endangering animals/is causing extinction.

Question 4e.

The writer directly appeals to the reader in the following ways:

- uses 'we' to apportion blame/fault / include the reader in directives of what to do
- asks the reader to imagine a situation (e.g. fifteen grocery bags, etc.)
- refers to recent documentaries that the reader may have seen
- asks the readers if they would be prepared to swim in the oceans that may be converted into a thin soup of plastic.

Part B – Answer in Arabic

Text 5

Question 5

Responses were required to provide five techniques and examples from the text that illustrate the techniques.

| Technique | Example(s) from the text |
|---------------------------------------|--|
| Emotive language | Uses emotional adjectives/adverbs to 'lead' the reader. Examples: <ul style="list-style-type: none"> • use of adjective: 'fundamental' • use of adjectives: 'obscure and ambiguous' |
| Factual language | Uses fact to refute any possible arguments. Examples: <ul style="list-style-type: none"> • reference to 'definitions of quality and justice' • use of: 'clearly evident' • use of 'during the last century' • use of: 'the concept of equality became confused with injustice' |
| Authoritative tone/ Expert opinion | Shows knowledge of the topic the 'no one can doubt'; tries to come across as an expert. Examples: <ul style="list-style-type: none"> • 'fundamental values' • 'cannot possibly deny' • 'according to one theory' • 'there is a difference between' |
| First person | Uses inclusive language to get the reader onside. Adds emphasis and inclusiveness to build a connection with the reader. Examples: <ul style="list-style-type: none"> • 'nobody can ignore' • 'we should not cling' • 'we must acknowledge that' • 'but we, contrary to what some think' |
| Cohesive device | Uses connectives to link ideas. Examples: <ul style="list-style-type: none"> • 'the reason being' • 'in this case' • 'but we' • 'and furthermore' |
| Tone | Uses logical, rational tone. Example: <ul style="list-style-type: none"> • 'Naturally...have addressed and reduced' |
| Repetition | Uses repetition to define. Examples: <ul style="list-style-type: none"> • The definitions of both equality and justice are somewhat obscure and ambiguous' • The definitions of both equality and justice are confusing |

Section 3 – Writing in Arabic

All students attempted this section but in general questions were not answered in depth. In some cases, responses were quite short, even though students seemed able to express complex ideas in high-quality Arabic. The necessary creative skills were not evident in some student responses. The imaginative story was the most popular choice, and the speech the least popular. Although most students responded appropriately within the conventions of the kind of writing and the text type, there were some problems with linking and sequencing ideas. High-scoring responses used a wide range of vocabulary, although this was not the norm, with many responses using only familiar and predictable vocabulary.

Question 6

Students were required to write an imaginative story for an Arabic magazine.

| | |
|-----------------|---|
| Theme | The individual – personal world |
| Audience | Magazine readers |
| Context | The advantages and consequences of luck |
| Text type | Story |
| Kind of writing | Imaginative |

High-scoring responses may have demonstrated the following qualities.

- the form of a story suitable for people in general
- a plausible context (for example, mention of discovering the old golden box)
- a conventional story opening: 'After a long time digging in the ground, suddenly ...'
- narrative features such as an introduction, situation, complication, resolution, conclusion
- imaginative writing that is engaging and relevant and appropriate.

Question 7

Students were required to write a persuasive speech for fellow students about balancing study and social activities.

| | |
|-----------------|--|
| Theme | The individual – education and aspirations |
| Audience | School community |
| Context | Balancing study and social activities |
| Text type | Talk (script) |
| Kind of writing | Persuasive |

High-scoring responses may have demonstrated the following qualities.

- the form of a speech (title, topic, structure, content, register, style, layout)
- semi-formality in tone and style because the speech was for a student community
- persuasive language features
- approximately two to three points on students spending too much time on social activities that are not related to study
- approximately two to three points on the value to students of balancing study and social activities
- formal structure with an introduction, middle, conclusion
- appropriate language for a speech: interjections; rhetorical questions
- engaging content and style.

Question 8

Students were required to write a letter to a friend explaining the significance of an event of national importance in an Arab country and describing the traditions associated with the event.

| | |
|-----------------|--|
| Theme | Arabic-speaking communities – culture and traditions |
| Audience | Friend |
| Context | Arab culture (celebrations of national importance) |
| Text type | Letter |
| Kind of writing | Personal |

High-scoring responses may have demonstrated the following qualities.

- the form of an informal letter (containing a title/heading; content with factual information, appropriate register; style and layout)
- a personal tone, as an informal letter to a friend
- appropriately personal writing
- a structure including an introduction, middle and conclusion
- informative content and language referring to the celebration of an event of national importance in an Arab country
- explanation of the significance of the event
- two or three points describing two or three of the traditions involved in its celebration
- two or three personal views on the topic.

Question 9

Students were required to write an article for a social media website, evaluating the advantages and disadvantages of sending pets to a 'pet hotel'.

| | |
|-----------------|------------------------------------|
| Theme | The changing world – social issues |
| Audience | Readers of a social media site |
| Context | Having pets |
| Text type | Article |
| Kind of writing | Evaluative |

High-scoring responses may have demonstrated the following qualities.

- the form of an article (with title/topic, date, place, content, by-line; (fictional name), appropriate register, style and layout)
- appropriate tone for readers of a social media site
- formal writing style
- appropriate structure including an introduction, middle, conclusion
- reference to: relationships between humans and their pets; problems finding pet carers when one travels overseas; two or three points evaluating the advantages and disadvantages of sending pets to pet hotels during one's absence
- use of evaluative language features.

Question 10

Students were required to write an informative report about an excursion undertaken this year.

| | |
|----------|--|
| Theme | The changing world - the natural world |
| Audience | Readers of a school newsletter |

Context Class excursion/The impact of tourism on the environment

Text type Report

Type of writing Informative

Assessment was based on the following qualities.

High-scoring responses may have demonstrated the following qualities.

- the form of a report: structure, content, author, register, style, layout
- a report addressed to the readers of a school newsletter
- appropriate structure including an introduction, middle, conclusion
- reference to context – a class excursion and two or three things noted during the excursion about the impact of tourism on the environment
- use of informative language features.