2022 VCE Arabic written external assessment report

General comments

In 2022 most students and teachers were familiar with the specifications for the Arabic written examination. Overall students performed well and were able to identify information from both written and aural texts. Some students were unfamiliar with certain words in the written passages.

It is important that students engage with a wide range of topics in written and spoken texts to enrich and enhance their understanding of language and comprehension skills.

Students should practise completing past examinations under test conditions.

Most students engaged with the questions in Section 3: Writing in Arabic. Responses that scored highly included relevant points, adhered to the characteristics of the text type and the kind of writing, and structured their ideas effectively. Some students did not show a sufficient understanding of how to write a formal letter. Students are reminded to learn the elements of every text type. Students should practise writing the various text types throughout the year to address their preferred selected topic, whether it be a report or formal letter.

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.

Forty countries participated in the Falafel World Cup.

Question 1b.

* The winner of the competition / the person who created it started searching for the best recipe for making falafel because there was no good falafel in her city.
* She had tried out numerous recipes before she arrived at her own mix (which she thinks is better than anything else she has tasted).

Question 1c.

The history of the dish falafel:

* The Egyptians trace it back to the Copts of Egypt who invented it as an alternative to meat during the days of fasting.
* Others think that it emerged in the Levant (Greater Syria).

Question 1d.

Criteria for judging the winning falafel are the:

* spices/condiments/seasoning used, as they are the most important thing.
* cohesiveness of the falafel balls
* technique(s) employed in preparing the falafel such as the temperature of the oil during the frying process.
* degree to which the falafel balls absorbed the oil / the degree of the saturation of the falafel balls with oil.

Part B – Listening and responding in Arabic

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

Fashion week is important in Jordan because

* It creates fashion tourism attracting visitors from all over the world.

إِنَّهُ يَـخْلُقُ سِيَاحَةَ الْمُوضَةِ تَجْذبُ الزَّائِرِينَ مِنْ كُلِّ أَنْحَاءِ الْعَالَمِ.

* This tourism has a positive impact on Jordan’s economy.

لِـهٰـذِهِ السِّيَاحَةِ تَأْثِيرٌ إِيجَابِيٌّ عَلَى اقْـتِصَادِ الْأُرْدُنِّ.

* It gives local designers support and direction.

إِنَّهُ يُقَـدِّمُ لِلْمُصَمِّمِينَ الْمَحَلِّـيِّينَ الدَّعْمَ وَالتَّوْجِيهَ

* It gives local designers opportunities to show their collections.

إِنَّهُ يُعْطِي الْفُرَصَ لِلْمُصَمِّمِينَ الْمَحَلِّـيِّينَ لِعَرْضِ مَجْمُوعَاتِهِمْ.

Question 2b.

The project provides technical training in three-dimensional printing, laser cutting, design-related computer programing and choosing fabrics.

يُوَفِّرُ الْمَشْرُوعُ التَّدْرِيبَ الْفَـنِّيَّ فِي الطِّبَاعَةِ الثُّلَاثِيَّةِ الْأَبْعَادِ وَالْقَصِّ بِأَشِعَّةِ اللّيزَرِ وَبَرْمَجَةِ الْحَاسُوبِ الْخَاصَّةِ بِالتَّصْمِيمِ وَاخْتِيَارِ الْأَقْمِشَةِ .

Question 2c.

Fashion week also supports

الَّتِي يَدْعَمُهَا أُسْبُوعُ الْمُوضَةِ

photography and make-up.

التَّصْوِير الْفُوتُوغْرَافِيّ وَالتَّجْمِيل

Section 2

Part A – Reading, listening and responding in English

Many students found the question in this section challenging, while some did very well by reading and listening carefully and analysing what was required.

Question 3a.

The aim of the museum is to preserve artistic memory for present and future generations.

* This is achieved by conducting research.
* Conducting excavations.
* Documenting and conserving all of this.

Question 3b.

Table required students to match the exhibition spaces with the content or activities within each space. The first example was provided.

|  |  |
| --- | --- |
| **Exhibition space** | **Description of content/activity** |
| Hall 1 | Modern sculpture |
| Hall 2 | Contemporary works of installations, videos and computer designs |
| Hall 3 | Retrospective exhibitions |
| Hall 4 | Art competitions between contemporary artists |

Question 3c.

The museum is a unique place:

* For this museum (MACAM or ‘Place’) the place itself was the beginning from which the idea of the museum originated/arose.
* It is a unique teaching museum.
* The library is the richest of its kind in Lebanon.

Question 3d.

The setting of the museum is significant for the museum’s activities:

* It is situated in the middle of greenery, in beautiful natural surroundings.
* Workshops and social activities take place outdoors.
* It is built in a historic region (Byblos).
* Which is a good/perfect place to encourage fine arts.

Question 3e.

The museum help students to discover their artistic talents:

* by giving them an opportunity to express themselves in a creative way
* through workshops
* (from image) by providing them with materials, such as cups, clay and trays, and tools, with which they can create whatever they want
* by providing expert advice/help.

Question 3f.

Comparison of contemporary art and modern art.

* Modern art is the philosophy and style of works of art created during the period between the second half of the 19th century and the second half of the 20th century.
* Contemporary art is created by artists still alive and working.

Part B – Reading and responding in Arabic

Question 4

Students were required to demonstrate an understanding of the stimulus text/texts and to address the requirements of the task by conveying the relevant information from the text/textsthat was appropriate for the audience and the prescribed writing style and text type.

The reading text included a visual stimulus. High-scoring students were able to successfully incorporate information from the visual stimulus in their response.

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.

Students need to practise reorganising information from reading and visual stimuli.

Students were required to read the advertisement and then respond to it by writing a formal letter of application informing the Director of the Training Centre about their relevant interests, skills and abilities for the position advertised.

High-scoring students addressed the audience; introduced the purpose of the letter; specified the specialisation of the application; addressed each of the required skills with relevant information about education, skills, and experience; explained why they deserved the position; and concluded with words of thanks and final greetings.

Section 3 – Writing in Arabic

Question 5

Students could write an article for an Arabic newspaper published in Australia, evaluating the advantages and disadvantages of one technological means they had used at their school, such as digital textbooks.

Text type: Article (newspaper)

Kind of writing: Evaluative writing

Audience: Readers of an Arabic newspaper published in Australia

* Title
* Introduction
* Introduce the concept and practice of technology in schools.
* Explain how educational technology is different from traditional teaching/learning tools.
* State the chosen technological means and your experience with it.
* Body
* Name and evaluate some (two or three) advantages of your chosen technology.
* Name and evaluate some (two or three) disadvantages of your chosen technology.
* For both points above, use evidence to support the contrasting sides and explain the reasons behind your assessment.
* Conclusion
* Make a recommendation regarding future use of technology in schools.

Question 6

Students could imagine they had just learnt they had won something very significant in a competition they entered. They could write about this in a journal, expressing their feelings about their achievement and dreams about what they would do with their prize.

Text type: Journal entry

Kind of writing: Personal writing

Audience: Self (the reader of the diary)

* Date
* Describe what prize you have won.
* Give some details about the competition.
* Explain why the prize is very significant.
* Express your feelings about this achievement.
* Describe what you plan to do with your prize.

Question 7

Students could write about a particular Arab country they have learnt about and developed a liking for. They could write the script of a persuasive speech, explaining to their class why the lifestyle of the people in this country makes it the best place on Earth.

Text type: Script (of a speech)

Kind of writing: Persuasive writing

Audience: Classmates

* Introduction
* Address your classmates.
* Explain the purpose of the speech.
* Introduce the country you are going to talk about.
* Body: Explain why you have come to like the lifestyle in this country so much, describing some attractive aspects of its lifestyle in some detail; these might include:
* the beauty of the natural environment
* some attractive cultural aspects (e.g., literature, visual arts, architecture, customs and traditions, or others)
* the people of the country (e.g., their kindness, hospitality, values)
* other aspects that you find particularly attractive
* For each point, support your statements with one or two examples.
* Conclusion
* Summarise the wonderful qualities of the country of your choice and implore the audience to learn more about it, and to visit it and see it for themselves.

Question 8

Students could write an imaginative story about an animal in the zoo that has suddenly discovered that it can speak to the visitors of the zoo. Their story would be published in a book for young readers.

Text type: Story

Kind of writing: Imaginative writing

Audience: Teenagers

* Title
* Introduction
* Set the scene.
* Describe your feelings at the moment of realising what has just happened.
* Body
* Describe what happened afterwards, tell the full story of the encounter.
* Conclusion
* End the story.

This question was chosen by few students. Usually, the writing employed elements of imaginative writing such as an interesting, well-developed plot and characters and descriptions of the setting.