Arabic SEE marking guide

Example for the 2027 external assessment

SEE 1: Extended response (29 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. Comprehend Arabic to understand information, ideas, opinions and experiences related to our society, culture and identity, the present and future choices.
4. Apply knowledge of language elements of Arabic to construct appropriate meaning related to our society, culture and identity, the present and future choices.
5. Structure, sequence and synthesise information to justify opinions and perspectives related to our society, culture and identity, the present and future choices.
6. Communicate using contextually appropriate Arabic in extended responses related to our society, culture and identity, the present and future choices.

Example only

Purpose

This marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of ‘0’ will be recorded.

Marking guide

Section 1: Extended response — General conversation

Understanding of subject matter	M	Communication	M	Structure	M
The response:					
• purposefully conveys information and ideas about their personal world and their interactions with the Arabic language and culture • provides well-developed justification for opinions and perspectives	4	• demonstrates thorough comprehension of the examiner's questions and comments • communicates skilfully with appropriate register • uses a wide range of relevant vocabulary and grammar with a high level of accuracy • uses pause fillers and self-correction strategies purposefully	5	• structures information clearly and logically • provides a discerning personal response, including their own perspectives • demonstrates coherent sequencing of ideas	5
• effectively conveys information and ideas about their personal world and their interactions with the Arabic language and culture • provides clear justification for opinions and perspectives	3	• demonstrates effective comprehension of the examiner's questions and comments • communicates effectively with appropriate register • uses a range of relevant vocabulary and grammar with accuracy • uses pause fillers and self-correction strategies effectively	4	• structures information clearly • provides an effective personal response, including their own perspectives • demonstrates mostly coherent sequencing of ideas	4
• conveys information and ideas about their personal world or their interactions with the Arabic language and culture • provides justification for opinions and perspectives	2	• demonstrates some comprehension of the examiner's questions and comments • uses a range of vocabulary and grammar with some accuracy • uses pause fillers and some self-correction strategies	3	• structures information some of the time • provides a personal response, including their own perspectives • demonstrates some sequencing of ideas	3
• conveys fragmented information about their personal world or their interactions with the Arabic language and culture	1	• demonstrates fragmented comprehension of the examiner's questions and comments • uses repetitive vocabulary and grammar	2	• includes some ideas, when prompted • provides a general response	2

Understanding of subject matter	M	Communication	M	Structure	M
The response:					
• does not satisfy any of the descriptors above.	0	• requires significant prompting • uses disjointed language	1	• provides fragmented ideas	1
		• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Section 2: Extended response — Focused discussion

Understanding of subject matter	M	Communication	M	Structure	M
The response:					
• purposefully conveys information and ideas about their chosen topic* • uses visual stimulus* purposefully to support the discussion	5	• demonstrates thorough comprehension of the examiner's questions and comments • communicates skilfully with appropriate register • uses a wide range of relevant vocabulary and grammar with a high level of accuracy • uses pause fillers and self-correction strategies purposefully	5	• establishes an insightful focus • structures ideas clearly and logically • provides well-developed justification of opinions and perspectives	5
• effectively conveys information and ideas about their chosen topic* • uses visual stimulus* effectively to support the discussion	4	• demonstrates effective comprehension of the examiner's questions and comments • communicates effectively with appropriate register • uses a range of relevant vocabulary and grammar with accuracy • uses pause fillers and self-correction strategies effectively	4	• establishes a valid focus • structures ideas clearly • provides clear justification of opinions and perspectives	4
• conveys information and ideas about their chosen topic* • uses visual stimulus* to support the discussion	3	• demonstrates some comprehension of the examiner's questions and comments • uses a range of vocabulary and grammar with some accuracy • uses pause fillers and some self-correction strategies	3	• establishes a valid focus • structures some ideas • provides some justification of opinions and perspectives	3
• conveys some information about their chosen topic* • makes limited reference to visual stimulus*	2	• demonstrates fragmented comprehension of the examiner's questions and comments • uses repetitive vocabulary and grammar	2	• includes some ideas, when prompted	2
• conveys fragmented information about their chosen topic*	1	• requires significant prompting • uses disjointed language	1	• provides fragmented ideas	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

*Chosen topic and visual stimulus must be related to Unit 3 'Our society; culture and identity' or Unit 4 'My present; my future' subject matter.

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