Arabic SEE marking guide

Example for the 2027 external assessment

SEE 2: Combination response (58 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.
2. Identify tone, purpose, context and audience to infer meaning related to our society, culture and identity, the present and future choices.
3. Analyse and evaluate information and ideas to draw conclusions 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 both short and extended responses related to our society, culture and identity, the present and future choices.

Example only

Purpose

This document consists of a marking guide and a sample response.

The 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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

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: Short response in English

Q	Sample response	The response:	Notes
1	The speaker shares that she plans to become a foreign language teacher because she loves all languages and cultures. She also plans to start university the following week. While at university she hopes to become an exchange student, maybe in Dubai or maybe Australia.	• draws a valid conclusion about the speaker's future plan **[1 mark]** • provides a relevant example to justify the conclusion **[1 mark]** • provides a second relevant example to justify the conclusion **[1 mark]** • provides a third relevant example to justify the conclusion **[1 mark]**	*Valid conclusions* may include: – keep sharing her travel and her university life with her followers – keep private tutoring – or other suitable response consistent with a reasonable understanding. *Relevant examples* are from the stimulus and may include: – don't forget to follow my next blog – I can use the brochures with my private tutoring students – or other suitable response consistent with a reasonable understanding. One mark is awarded if a complete and accurate response in Arabic is provided.
2	It is clear the main highlight was the opportunity to practise using the English language, as she mentions getting the chance to speak with people at both places the family visited — theme park and Australia Zoo. Another highlight was shopping, as she bought many books and was worried they would make her suitcase too heavy.	• identifies one valid highlight **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • identifies a second valid highlight **[1 mark]** • provides a relevant example to justify the response **[1 mark]**	*Valid highlights* may include: – seeing interesting animals and collecting brochures about animals – going to the theme parks – or other suitable response consistent with a reasonable understanding. *Relevant examples* are from the stimulus and may include: – the chance to hear English used all day during my time in Australia was amazing. – At Australia Zoo, there were many interesting animals – or other suitable response consistent with a reasonable understanding. One mark is awarded if a complete and accurate response in Arabic is provided.

Q	Sample response	The response:	Notes
3	An intended audience is clearly the speaker's followers. She greets the audience in a familiar friendly manner, with 'Hi everyone I'm back from my trip'. She also encourages them to share the blog with anyone interested in her journey for a career in education.	• identifies a valid intended audience **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]**	*Valid audiences* may include: – people who are interested in finding more information about the speaker's journey in education – people interested in visiting Australia – people interested in travelling – or other suitable response consistent with a reasonable understanding. *Relevant examples* are from the stimulus and may include: – the trip to Australia was amazing – Australian people are friendly – we went to a theme park and Australia Zoo – or other suitable response consistent with a reasonable understanding. One mark is awarded if a complete and accurate response in Arabic is provided.
4	The purpose of Stimulus 2 is to encourage students to participate in a Youth Exchange Program in Jordan. The author, who participated in the program, talks about its benefits, such as seeing how many students became more confident communicating with visitors and more aware of protecting the environment and preserving local traditions, thanks to the program's activities. The author also talks about the opportunity to further their leadership skills, including problem-solving, decision-making and intercultural communication. They also say that the experience was invaluable for their future.	• identifies a valid purpose **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]** • provides a third relevant example to justify the response **[1 mark]**	*Valid purposes* may include: – talk about the future career and skill benefits of participating in a Youth Exchange Program – a university student sharing their experiences of participating in the Youth Exchange Program and what opportunities are offered as part of the program – or other suitable response consistent with a reasonable understanding. *Relevant examples* are from the stimulus and may include: – enjoy activities such as visiting famous cultural and historical sites – it can help with their future career – other suitable response consistent with a reasonable understanding. One mark is awarded if a complete and accurate response in Arabic is provided.

Q	Sample response	The response:	Notes
5	The writer uses a variety of emotive and visual language to persuade the audience to participate in a youth exchange program. They mentioned how lucky they were to be selected for the program and reassured the audience about the application process, as it was not difficult to apply. The writer also uses visual imagery, such as 'the scenery on the journey to the village was extraordinary', 'the beauty of the desert' to persuade the audience to experience the beauty of the area and therefore, participate in the program.	• draws a valid conclusion about the writer's use of language **[1 mark]** • provides a relevant example to justify the conclusion **[1 mark]** • provides a second relevant example to justify the conclusion **[1 mark]** • provides a third relevant example to justify the conclusion **[1 mark]**	*Valid conclusions* may include: – persuasive techniques – positive language – or other suitable response consistent with a reasonable understanding. *Relevant examples* are from the stimulus and may include: – local community felt proud of the results – the experience participating in this program was an invaluable experience for their future – they felt more confident after the application process speaking with their host family who were always ready to help – or other suitable response consistent with a reasonable understanding. One mark is awarded if a complete and accurate response in Arabic is provided.
6	The writer in Stimulus 2 enjoyed their experience participating in the Youth Exchange Program. They talked about how this program was an incredible experience and valuable for their future career. They also mentioned working and contributing positively to the local community and also enjoying visiting famous cultural and historical sites.	• draws a valid conclusion about whether the writer enjoyed the experience **[1 mark]** • provides a relevant example to justify the conclusion **[1 mark]** • provides a second relevant example to justify the conclusion **[1 mark]**	*Valid conclusions* may include: – the writer thoroughly enjoyed their voluntary experience in Jordan – the experience advanced their leadership skills – other suitable response consistent with a reasonable understanding. *Relevant examples* are from the stimulus and may include that: – the writer studies International Relations at university. It is a good opportunity for them to apply their learning – the writer's host family helped them to overcome challenges and make the experience easier for them – or other suitable response consistent with a reasonable understanding. One mark is awarded if a complete and accurate response in Arabic is provided.

Section 2: Short response in Arabic

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
7	The context of this stimulus is a personal letter from a Year 12 Arabic student to her Arabic teacher to express her gratitude for his support. Firstly, Ashleigh explains that when she entered Year 7, she had not studied another language in primary school. However, after entering Year 7 and learning about life in Oman, and its desert landscapes and famous cultural celebrations, her teacher developed her interest in learning Arabic. Then, Ashleigh says that she has learned a great deal thanks to her teacher, for example by learning the Omani dialect. سياق هذا النّموذج هو رسالة شخصيّة من طالبة في الصّف الثّاني عشر تكتبها إلى معلّم اللّغة العربيّة للتّعبير عن امتنانها لدعمه. في البداية، توضّح آشلي أنّها عندما بدأت الصّف السّابع، لم تكن قد درست لغةً أخرى في المدرسة الابتدائيّة. ومع ذلك، بعد دخولها الصّف السّابع وتعلّمها عن الحياة في عُمان، والمناظر الطبيعيّة الصحراويّة والاحتفالات الثّقافية الشّهيرة، ساهم معلّمها في تنمية اهتمامها بتعلّم اللّغة العربيّة. ثمّ تقول آشلي إنها تعلّمت الكثير بفضل معلّمها، فعلى سبيل المثال، حسّنت مهاراتها في اللغة العربية.	• identifies a valid context **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]**	• conveys meaning relevant to the question with few errors	4
			• conveys meaning relevant to the question with some errors	3
			• conveys meaning relevant to the question using some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above.	0

Notes
Responses written in English are to be marked as follows: - for receptive mode, one mark is awarded if a complete and accurate response is provided - for productive mode, no marks are awarded. Valid contexts may include: - Letter (رسالة) - Email (بريد إلكتروني) - Reflection (تأمّل / انعكاس شخصي) - or other suitable response consistent with a reasonable understanding. Relevant examples are from the stimulus and may include: - Ashleigh reflects on her time learning Arabic at school from Year 7 onwards and graduating with unforgettable memories. - She gives her teacher information about her experiences learning Arabic, her time at school, and her plans for the future. - The letter begins with the date and a formal salutation, 'Dear Mr Hassan, and ends with 'Warm regards'. - or other suitable response consistent with a reasonable understanding. – تتأمّل آشلي في تجربتها المدرسيّة في دراسة اللّغة العربيّة منذ الصّف السّابع، وفي تخرّجها من المدرسة حاملةً ذكرياتٍ لا تُنسى . – تقدّم آشلي لمعلّمها معلومات عن تجاربها في تعلّم اللّغة العربيّة، ووقتها في المدرسة، وخططها المستقبليّة . – تبدأ هذه الرّسالة بذكر التّاريخ، وتتضمّن تحيّةً مثل: »عزيزي الأستاذ حسن«، وتختتم بعبارة: »مع أطيب التحيّات«. – أو أيّ إجابة مناسبة أخرى تتوافق مع فهم معقول للنّص.

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
8	The tone of this stimulus is grateful and inspiring. She expresses her gratitude to her teacher, who encouraged her to continue studying Arabic in Year 9 so that she could experience the customs and traditions she had learned about in class. Ashleigh is grateful that her teacher helped her appreciate learning about a different culture. As a result, next year Ashleigh plans to continue her education at university and study Arabic. نبرة هذا النّموذج تعبّر عن الامتنان والإلهام. تعبّر آشلي عن امتنانها لمعلّمها الذي شجّعها على مواصلة دراسة اللّغة العربيّة في الصّف التّاسع، لكي تتمكّن من التعرّف على العادات والتّقاليد التي تعلّمت عنها في الصّف وتجربتها. تشعر آشلي بالامتنان لأن معلّمها ساعدها على تقدير أهميّة الّتعرّف على ثقافة مختلفة. ونتيجةً لذلك، تخطّط آشلي في العام المقبل لمواصلة تعليمها في الجامعة ودراسة اللّغة العربيّة.	• identifies a valid tone **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]** • provides a third relevant example to justify the response **[1 mark]**	• conveys meaning relevant to the question with few errors	4
			• conveys meaning relevant to the question with some errors	3
			• conveys meaning relevant to the question using some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above.	0

Notes

Responses written in English are to be marked as follows:
- for receptive mode, one mark is awarded if a complete and accurate response is provided
- for productive mode, no marks are awarded.

Valid tones may include:
- passionate (شغوف / متحمّس)
- supportive (داعم / مساند)
- positive (إيجابي)
- helpful (متعاون / مفيد)
- or other suitable response consistent with a reasonable understanding.

Relevant examples are from the stimulus and may include:
- She feels enthusiastic seeing students learn Arabic and wants to support her teacher and the language program at her school.
- She wants to return to the school and share with Indonesian language students some of the benefits of learning Arabic.
- She learned new skills, including speaking Arabic.
- or other suitable responses consistent with a reasonable understanding.

- تشعر بالحماس عند رؤية الطّلاب يتعلّمون اللّغة العربيّة، وترغب في دعم معلّمها وبرنامج اللّغة العربيّة في مدرستها .
- ترغب في العودة إلى المدرسة ومشاركة طلّاب اللّغة العربيّة بعض فوائد تعلّم اللّغة العربيّة معهم .
- تعلّمت مهاراتٍ جديدة، بما في ذلك التحدّث باللّغة العربيّة.
- أو أيّ إجابة مناسبة أخرى تتوافق مع فهم معقول للنّص.

Section 3: Extended response in Arabic — Question 9

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
• addresses and elaborates on all of the following – how senior high school has prepared you for the future – your future plan/s after graduation – different ways you will stay connected with friends	6	• is thorough and relevant to the task • proficiently communicates through – selection of ideas – logical sequencing of ideas – synthesis of ideas	5	• uses a wide range of vocabulary purposefully and with a high level of accuracy • uses a wide range of grammar purposefully and with a high level of accuracy • uses a wide range of tenses purposefully and with a high level of accuracy • uses consistent register for context	8	• uses all of the following – salutations – an introduction and a conclusion	2
• addresses all of the following – how senior high school has prepared you for the future – your future plan/s after graduation – different ways you will stay connected with friends • elaborates on two of these	5	• is effective and relevant to the task • communicates through – selection of ideas – sequencing of ideas – synthesis of ideas	4	• uses a wide range of vocabulary purposefully with a few errors • uses a wide range of grammar purposefully with a few errors • uses a wide range of tenses purposefully with few errors • uses consistent register for context	7	• uses one of the following – salutations – an introduction and a conclusion	1
• addresses and elaborates on two of the following – how senior high school has prepared you for the future – your future plan/s after graduation – different ways you will stay connected with friends	4	• includes some parts that are relevant to the task • communicates through – selection of ideas – sequencing of ideas	3	• uses a wide range of vocabulary with some errors • uses a wide range of grammar with some errors • uses a wide range of tenses with some errors • uses consistent register for context	6	• does not satisfy any of the descriptors above **OR** • is in English.	0

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
• addresses two of the following – how senior high school has prepared you for the future – your future plan/s after graduation – different ways you will stay connected with friends • elaborates on one of these	3	• demonstrates relevance to the task through – selection of ideas – sequencing of ideas	2	• uses a range of vocabulary with some errors • uses a range of grammar with some errors • attempts to use a range of tenses • mostly uses consistent register for context	5		
• addresses one of the following – how senior high school has prepared you for the future – your future plan/s after graduation – different ways you will stay connected with friends	2	• attempts to convey relevance to the task	1	• uses a range of vocabulary and grammar with errors	4		
• mentions words or phrases relevant to the task	1	• does not satisfy any of the descriptors above **OR** • is in English.	0	• uses cohesive, simple sentences with frequent errors	3		
• does not satisfy any of the descriptors above **OR** • is in English.	0			• uses fragmented sentences with frequent errors	2		
				• uses isolated words and phrases with accuracy	1		
				• does not satisfy any of the descriptors above **OR** • is in English.	0		

Sample response: Arabic texts

Information
addresses and elaborates on all of the following
- how senior high school has prepared you for the future
- your future plan/s after graduation
- different ways you will stay connected with friends

Meaning
conveys meaning relevant to the task
proficiently communicates through
- selection of ideas
- logical sequencing of ideas
- synthesis of ideas

صباح الخير يا زميلاتي وزملائي في الصف الثاني عشر،

أودّ أن أشكركم على إتاحة هذه الفرصة لي لأشارككم مشاعري ونحن نقترب من نهاية رحلتنا المدرسيّة والتخرّج.

لا شكّ أنّ السّنوات التي قضيتها في المدرسة أكسبتني الكثير من المهارات التي ساعدتني على الاستعداد للمستقبل. فقد تعلّمنا كيف نعمل معًا وننجز مهاماً مختلفةً بروح فريقٍ واحد. وعلى الرّغم من أنّ بعض هذه المهام كانت صعبة، فإنّ دعم معلّمينا وتعاون زملائنا ساعداني على النّجاح، وأصبحت اليوم أكثر ثقةً بقدرتي على التّعاون والعمل مع الآخرين.

وإضافةً إلى ذلك، أتاحت لي المدرسة، وخصوصًا بفضل دروس اللّغة العربيّة، فرصة التّعرّف بشكل أعمق على موضوعاتٍ تهمّني، مثل الثّقافة العربيّة والعادات والتّقاليد والتّاريخ والقضايا المعاصرة. وقد ساعدني ذلك على تقدير الثقافات المختلفة، وشجّعني على الاستمرار في تطوير مهاراتي في اللّغة العربيّة.

بعد تخرّجي من المدرسة، أتمنّى أن أستفيد من اللّغة العربيّة في دراستي وتجاربي المستقبليّة. وأرغب في السّفر إلى إحدى الدّول العربيّة لأطوّر لغتي وأتعرّف عن قرب على ثقافتها الغنية وحياة النّاس اليوميّة فيها. أمّا بالنّسبة لدراستي الجامعيّة، فأخطّط لدراسة الطّب، لكنني لم أحدّد بعد التّخصّص الّذي سأختاره. وفي المستقبل، أتمنّى أن أعمل في أستراليا وخارجها، وأن أستفيد من مهاراتي اللّغوية في التّواصل مع أشخاص من خلفيّات ثقافيّة مختلفة.

وفي الختام، يا أصدقائي، عندما ننهي دراستنا الأسبوع القادم، أتمنى ألّا تنتهي علاقتنا بانتهاء المدرسة. لقد كنّا فريقاً مترابطًا وداعمًا، فلنستقبل المرحلة القادمة ونحن نحمل معنا هذه الصّداقة دائماً.

بعد انتهاء هذا اللّقاء، أرجو منكم كتابة أسمائكم وعناوينكم وبريدكم الإلكترونيّ وأفضل وسيلة للتّواصل معكم في الأوراق المخصّصة لذلك، حتّى نتواصل في المستقبل.

و بهذا ينتهي خطابي يا أصدقائي. أتمنّى لكم كلّ التّوفيق والنّجاح في مستقبلكم، ولا تنسوا زملاءكم في الصّف الثّاني عشر أبداً!

Textual conventions
uses all of the following
- salutations
- an introduction and concluding remarks

Language elements
uses a wide range of vocabulary purposefully and with a high level of accuracy
uses a wide range of grammar purposefully and with a high level of accuracy
uses a wide range of tenses purposefully and with a high level of accuracy
uses consistent register for context

Textual conventions
uses all of the following
- salutations
- an introduction and concluding remarks

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