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Australian Curriculum: Languages

Arabic (revised draft)

Validation version for public viewing



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DRAFT AUSTRALIAN CURRICULUM: LANGUAGES — ARABIC

Arabic context statement

The place of the Arabic culture and language in Australia and in the world

Arabic is spoken by approximately 280 million people in 22 countries over two continents. It is the official language of the Arab world, which includes countries of the Middle East, North Africa and the Gulf region, and is one of the official languages of the United Nations. The Arabic-speaking world has a long history and the Arabic language has evolved and flourished over time as evidenced by the richness of its literature. Arabic is comprised of a number of dialects that reflect the cultural diversity across Arabic-speaking countries, regions and communities.

Since the end of the nineteenth century, large communities of Arabic speakers have migrated to countries such as the United States, Europe and Australia. Over 370,000 Australians are of Arab descent, living predominantly in Sydney and Melbourne. Australia has strong relationships with countries in the Middle East, North Africa, the Gulf and the wider Arabic-speaking world through family ties, trade and education.

Arabic-speaking communities in Australia comprise diverse groups, differing in ancestral origins, religious backgrounds and histories. They hold a heritage that shares common linguistic and cultural traditions and it is these are the ties that bind. Arabic language and culture represent an important part of the linguistic and cultural diversity of Australia. The Arabic-speaking community has made and continues to make a significant contribution to the development and enrichment of Australian society, in areas such as commerce, agriculture, industry, health, education, journalism, hospitality, tourism and international relations.

The place of the Arabic language in Australian education

The study of Arabic provides background students with the opportunity to connect with their family heritage and to communicate with speakers of Arabic in Australia and around the world. Following the early settlement of Arabic speakers in Australia, the teaching of Arabic was established for children of Arabic-speaking migrants in after-hours school settings. Since the 1980s, Arabic has been taught in primary and secondary schools and tertiary institutions across Australia as well as after-hours schools run by community organisations. This reflected the growing Arabic-speaking community in Australia, as well as government policies of the time supporting multiculturalism. The demand for Arabic language education in Australia has increased due to the geopolitical importance of the Arabic-speaking world and greater awareness of business opportunities.

Arabic is a Semitic language, which shares linguistic and phonological similarities with other Semitic languages such as Syriac, Aramaic and Hebrew. Classical Arabic and its successor, Modern Standard Arabic have been and continue to be the language of religious texts as well as the basis for a rich heritage of classical poetry and literary prose. Today, speakers of Arabic, come from a variety of social, cultural and religious backgrounds. Their views, culture and beliefs are manifested in the language they use formally and informally in every aspect of their private life and public affairs. Language is an inseparable part of their identity and the way they view themselves and the world around them.

The Arabic language has two forms: Modern Standard Arabic **اللغة العربية الفصحى** and colloquial Arabic. Modern Standard Arabic is the official language taught worldwide and used in formal situations, such as at school and university and in mosques and churches and official media. Colloquial Arabic is used in everyday situations, such as at home, and in the market place, the street, restaurants, cafes and popular and social media. Modern Standard Arabic is common to all countries of the Arabic-speaking world, while colloquial Arabic varies according to geographical location. For example, two individuals from Iraq and Morocco, speaking in dialects, would not easily understand one another, unless they injected elements of Modern Standard Arabic into the conversation.

Arabic is a scripted language and is written from right to left. There are twenty eight letters, which are all consonants with short and long vowels. It is a highly inflectional language, with words formed according to a root system. Various vowels, prefixes and suffixes are used with root letters to create the desired inflection of meaning.

The diversity of learners of Arabic

The Australian Curriculum: Languages – Arabic is pitched to background language learners, the dominant cohort of learners in the Australian context.

The background learner pathway has been developed for students who have exposure to Arabic language and culture, and who may engage in active but predominantly receptive use of Arabic at home. The range of learners within the Arabic background learner pathway is diverse, defined for the most part by different waves of migration, and their use of Arabic may extend beyond the home to everyday interactions with Arabic-speaking friends and involvement in community organisations and events. Other learners may have been born in an Arabic-speaking country, where they may have completed some education.

A key dimension of the Australian Curriculum: Languages – Arabic involves understanding the interrelationship between language and culture. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in language and cultural experiences, to develop new ways of seeing and being in the world from a bilingual perspective, and to understand more about themselves in the process.

AUSTRALIAN CURRICULUM: LANGUAGES

ARABIC FOUNDATION TO YEAR 10 SEQUENCE

Arabic (F–10 Sequence) curriculum

Foundation to Year 2

Band description

The nature of the learners

Children enter the early years of schooling with varying degrees of early literacy capability in Arabic or English. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people in settings outside the home, share with others, and participate in structured routines and activities at school.

Arabic language learning and use

Arabic is learnt in parallel with English language and literacy. While the learning of Arabic differs from the learning of English, each supports and enriches the other. Arabic is used and at home and in familiar Arabic-speaking settings, and in classroom interactions, routines and activities, supported by the use of materials and resources, gestures and body language. At this stage, there is a focus on play, imaginative activities, games, music, dance and familiar routines, which provide scaffolding for language development. Repetition and consolidation help learners to identify familiar and new used words and simple phrases, and to recognise the purpose of simple texts. They use Arabic for functions such as greeting مرحباً صباح الخير, sharing information هذه أختي ليلى؛ عمري ست سنوات, responding to instructions أنا هنا؛ حاضر , and taking turns in games and simple shared tasks. The transition from spoken to written language is scaffolded via shared exploration of simple texts and language features. Learners use a variety of cues, including images, context and frequently used word patterns, to comprehend texts and communicate.

Contexts of interaction

The primary contexts for interactions in Arabic are the immediate environment of home and the classroom. At school, learners use Arabic to interact with each other and the teacher within the learning environment and with immediate family members at home. The use of information and communication technologies (ICT) enriches the learning of Arabic language and culture by providing alternative experiences, a range of resources and opportunities to access authentic language in different contexts.

Texts and resources

Learners engage with a variety of spoken, written and visual texts such as children's songs and nursery rhymes, stories from Big Books and interactive resources. Writing skills progress from identifying the alphabet to tracing, labelling and copying letters, then to constructing simple, short texts using familiar vocabulary.

Features of Arabic language use

Learners become familiar with how the sounds of the Arabic language, are represented in letters and words. They practise pronunciation and intonation through activities such as reciting rhymes and poems and singing songs, and experiment with sounds, short and long vowels, phonemes, words, simple phrases and sentences relating to pictures, objects and actions طاولة صغيرة . They learn to recognise the letters of the Arabic alphabet, including new sounds, for example, ط؛ ظ، ص؛ ض؛ ق؛ ع؛ غ؛ خ، and the way letters are joined to make words, for example, طير؛ ذهب، طار، and make comparisons with the English alphabet. They write letters, words and simple sentences using familiar vocabulary, pre-learned language features and structures, and formulaic expressions كان يا ما كان. They begin to recognise how language use changes according to the speakers and context.

Level of support

The classroom is a new context of communication where learners rely on the teacher to assist their learning. Learning experiences are supported by the teacher through scaffolding, modelling, cueing, monitoring, feedback and encouragement. Multiple and varied sources of input and stimulus are used, including visual cues, such as the use of gestures, and resources, for example, bilingual big books and picture books, subtitled cartoons and video programs, realia, objects, maps and charts.

The role of English

Arabic is used as the medium for class interaction and to demonstrate and model new language acquisition. English may be used to explain features of language and aspects of culture. Both English and Arabic may be used when learners are talking about similarities and differences between Arabic and other languages and cultures and reflecting on how they talk and behave in Arabic-speaking and English-speaking contexts.

Arabic (F–10 Sequence) Communicating

| Foundation to Year 2 content descriptions | Elaborations |
|---|--|
| <p>Socialising</p> <p>Initiate interactions with peers and teacher by asking and responding to questions and exchanging information about self and family, friends and school</p> <p>[Key concepts: personal world, place, belonging; Key processes: introducing, exchanging, expressing preferences]</p> | <ul style="list-style-type: none"> greeting peers and teacher using appropriate expressions and body language, for example, مرحباً؛ صباح الخير؛ كيف حالك/حالك؟؛ بخير شكراً introducing self, family and friends using formulaic expressions such as إسمي عادل؛ إسمي رانيا؛ أنا مريم هذا صديقي علي؛ هذه صديقتي ريم؛ هذا أبي وهذه أمي؛ اسم أخي رامي؛ هذا جدي؛ هذه أختي لينا؛ عمري ست سنوات؛ عمر أخي سنة؛ عمر أختي ثلاث سنوات describing self, family, friends and aspects of school, for example, أنا طويل؛ أنا شاطر؛ بيتي صغير؛ غرفتي واسعة؛ صديقي علي ذكي؛ مدرستي كبيرة؛ معلمتي طيبة talking about self, home, family and favourite possessions, using simple sentence structures, familiar vocabulary and concrete materials such as toys هذه لعبتي؛ اشتريت أمي لي هذه اللعبة في عيد ميلادي؛ أسمها "ميلاني"؛ أحب ميلاني كثيراً؛ تنام ميلاني معي في سريري initiate interactions by asking and responding to questions about likes and dislikes, using simple language such as الدنصور أسمه ريكس "أبي اشتراه لي في العطلة. ريكس صديقي؛ ألعب معه في البيت من تحب في العائلة؟ ماذا تحب في المدرسة؟ هل تحب المدرسة؟ أحب جدي كثيراً؛ لا أحب الرياضة في المدرسة |
| <p>Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning</p> <p>[Key concepts: play, performance, action learning; Key processes: active listening, speaking, giving and following instructions]</p> | <ul style="list-style-type: none"> participating in group activities by singing, chanting and performing actions engaging in simple transactions in role play, for example, making requests using شكرًا؛ شكرًا جزيلًا and من فضلك؛ أقدر أن expressing thanks following instructions such as أنظر إلي؛ أرفع يدك for a variety of language games providing simple information about familiar objects and people, using shared pictures and crafts to support new communication, for example, طاولة صغيرة؛ قلم رصاص؛ تلميذ شاطر؛ معلم جيد؛ شجرة كبيرة؛ بيت واسع؛ بنت جميلة؛ أمي طيبة؛ أبي حنون |

| Foundation to Year 2 content descriptions | Elaborations |
|--|---|
| <p>Participate with teachers and peers in classroom activities and routines, such as opening and closing of lessons, responding to instructions and taking turns</p> <p>[Key concepts: roles, routines; Key processes: listening, speaking, cooperating, following instructions, taking turns]</p> | <ul style="list-style-type: none"> following simple instructions, such as during roll call, and taking turns, for example, نعم؛ أنا هنا؛ حاضر؛ ممكن أن أتكلم؟ participating in everyday class routines with appropriate actions such as افتح الدفتر؛ ضع الحقيبة على الأرض؛ اجلس في مكانك؛ ارفع يدك؛ انتظر دورك asking questions and responding to teacher and peers for example, متى يدق الجرس؟ كيف أكتب؟ ما معنى.....؟ لماذا تأخرت عن المدرسة؟ نمت كثيرا؛ توقفت سيارة أبي في الطريق؛ أخرنا أخي؛ بسبب أختي asking permission and responding appropriately, for example, ممكن أن أذهب إلى الحمام؟ ممكن أن آخذ الكتاب؛ ممكن أن أجلس هنا؟ شكرا؛ شكرا معلمة؛ مع السلامة؛ إلى اللقاء participating in games or activities that involve taking turns, making choices or swapping items, for example, forming groups using numbers or colours for activities such as telling the time or counting or memory games |
| <p>Informing</p> <p>Locate and organise information from simple spoken, written and visual texts to identify details about people and objects</p> <p>[Key concepts: meaning, context; Key processes: listening, reading, locating, categorising]</p> | <ul style="list-style-type: none"> listening for key words in stories, rhymes or songs, using intonation and visual cues such as gestures and facial expressions to assist understanding identifying letters, words and phrases in written Arabic, for example titles, labels and captions, by labelling, matching, clicking and dragging, miming and using actions participating in shared reading of print and digital texts such as Big Book stories and other texts relating to familiar events and contexts, using pictures, intonation and contextual cues to predict meaning and identify key information sorting and categorising information in graphic representations such as tables, for example, details about colour, quantity and place relating to people and objects ما لون الفستان؟ لون الفستان أحمر؛ ما لون المقلمة؟ لون المقلمة أحمر كم عدد الأقلام؟ كم كتاب يوجد هنا؟ يوجد أربعة كتب أين تعمل أمك؟ تعمل أمي في المستشفى؛ يدرس أخي في المدرسة |

| Foundation to Year 2 content descriptions | Elaborations |
|---|---|
| <p>Share information obtained from different sources by listing, tabulating or sequencing information and using illustrations and gestures to support meaning</p> <p>[Key concepts: self, family, school; Key processes: describing, showing, presenting]</p> | <ul style="list-style-type: none"> creating short texts to label and describe personal possessions and objects in the classroom using simple sentences, for example, حقيبتني كبيرة وثقيلة؛ صفي صغير وجميل؛ طاولة المعلمة غير مرتبة؛ النافذة في الصف مكسورة؛ عندنا لوح ذكي جديد في الصف؛ صديقي وليد يجلس معي reporting on information gathered from friends about their families, using modelled language such as وليد لا يحب الحساب ولا القراءة؛ فادية عندها أخ صغير في المدرسة؛ فاطمة تسكن في شقة؛ مازن يحب الديناصورات contributing aspects of personal information to a class photo story, for example, writing and reading aloud captions to own photos هذه أنا عندما كنت أربع سنوات؛ كان شعري طويلاً؛ هذا مازن؛ كان يبكي في الصباح؛ صورة حقيبتني كانت أميرة؛ هاني يحب الكرة؛ هذه أنا أكتب الحروف؛ هذا شادي يلون صورة؛ هذه عيبر ترسم شجرة talking about self, home, family and favourite possessions, using simple sentence structures, familiar vocabulary, appropriate gestures and concrete materials such as toys هذه لعبتي؛ اشتريت أمي لي هذه اللعبة في عيد ميلادي؛ أسمها "ميلاني"؛ أحب ميلاني كثيراً؛ تنام ميلاني معي في سريري هذا الديناصور أسمه "ريكس" أبي اشتراه لي في العطلة. ريكس صديقي؛ ألعب معه في البيت |
| <p>Creating</p> <p>Participate in imaginative experiences by listening to, viewing and reading texts and respond by making simple statements about favourite elements and through action, mime, dance, drawing and other forms of expression</p> <p>[Key concepts: imagination, response, character; Key processes: participating, acting, listening, reading]</p> | <ul style="list-style-type: none"> participating in shared reading of imaginative texts, responding to questions and giving opinions about characters and events سامي ولد نشيط؛ الذب حيوان حنون؛ الأسد مفترس؛ الأسد صديق الفأر؛ الفراشة كبرت وعندها أجنحة listening to, reading or viewing Arabic versions of stories they are familiar with, such as <i>البرقة الجائعة جدا</i> and re-creating them through mime, dance and drawing responding to Arabic imaginative texts such as stories, rhymes, and songs through play-acting, illustrating and movement interacting with a character or puppet in an imaginary situation or setting |

| Foundation to Year 2 content descriptions | Elaborations |
|---|---|
| | <ul style="list-style-type: none"> making simple statements in response to favourite characters in stories, rhymes, storyboards or songs, for example, أفضل الدب لأنه حنون؛ أفضل السمكة الذهبية الجميلة |
| <p>Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression</p> <p>[Key concepts: performance, expression; Key processes: experimenting, drawing, captioning, labelling]</p> | <ul style="list-style-type: none"> creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example, كان يا ما كان؛ في يوم من الأيام؛ كان في مرة performing songs, raps, rhymes and action stories using simple language and non-verbal forms of expression, such as clapping, gestures and facial expressions, to support meaning creating a puppet play or dramatic performance based on an experience or aspect of a story, song, poem or cartoon, creating and presenting a class Big Book and texts in digital form based on imaginary scenarios in familiar contexts, using modelled language, for example, كان دب كبير اسمه راين؛ عاش راين في جبل ضخم؛ أكل راين ؛ شاهد راين ثعلباً صغيراً |
| <p>Translating</p> <p>Translate familiar Arabic and English words, phrases, and expressions, using visual cues and word lists, explaining the meaning of particular words and verbal and non-verbal expressions</p> <p>[Key concepts: meaning, expression; Key processes: noticing, matching, translating]</p> | <ul style="list-style-type: none"> using Arabic and English to name familiar objects and conduct simple conversations, translating when necessary to help others understand translating and interpreting particular words and expressions and simple texts such as songs for friends and family playing matching games with Arabic and English words from Big Books and picture books demonstrating and explaining hand gestures, intonation patterns and facial expressions that can be used without language to convey meaning, for example, nodding to indicate agreement |

| Foundation to Year 2 content descriptions | Elaborations |
|---|---|
| <p>Create simple print or digital bilingual texts in Arabic and English, such as word lists, labels and captions, for their class, school and family</p> <p>[Key concepts: representation, equivalence; Key processes: naming, labelling, displaying]</p> | <ul style="list-style-type: none"> creating a bilingual picture dictionary for classroom use making bilingual greeting cards for family celebrations such as Mother's Day, using greetings and simple expressions in Arabic and English, for example, ماما؛ حبيبتي ماما؛ مبروك ماما؛ عيد أم سعيد creating a bilingual personal portfolio containing information relating to self, family and friends labelling pictures in Arabic and in English for a display of a class event or experience such as a sport day or school concert |
| <p>Reflecting</p> <p>Share their feelings and ways of behaving as they use Arabic in home and school contexts</p> <p>[Key concepts: self, identity, belonging; Key processes: identifying, comparing]</p> | <ul style="list-style-type: none"> identifying the significance of gestures in Arabic, noticing own level of comfort with these, for example, making or not making eye contact when talking to older people discussing one another's ways of communicating and their appropriateness in Arabic contexts, such as different ways of showing politeness, for example, when making requests من فضلك, thanking someone شكراً؛ شكراً جزيلاً sharing with peers how it feels to use Arabic, for example, when singing a song in class, speaking Arabic with friends or family members, and using gestures, such as nodding the head slightly when saying نعم أو لا |
| <p>Identify themselves as members of different groups, including the Arabic class, the school, their family and community, describing their roles within these different groups</p> <p>[Key concepts: membership, roles, belonging; Key processes: recognising, describing, connecting]</p> | <ul style="list-style-type: none"> listing various groups they belong to, for example, family, school, class or clubs, and reflecting on themselves as a member of multiple groups and the role they play in these groups identifying themselves as belonging to a particular cultural and/or language group, for example, أتكلم العربي؛ صف العربي؛ أهلي من لبنان؛ أنا من الاردن؛ أنا أسترالي لكن أهلي من سوريا creating own profile using drawings or providing captions to photos to express roles in or membership of various groups including their identity as a person knowing more than one language |

| Foundation to Year 2 content descriptions | Elaborations |
|---|--|
| | <ul style="list-style-type: none"> eliciting and giving information that signals identity in different contexts, such as home, school and community, for example, compiling a personal profile consisting of their name, age and dialect spoken at home, using simple words and modelled statements |

Arabic (F–10 Sequence) Understanding

| Foundation to Year 2 content descriptions | Elaborations |
|--|---|
| <p>Systems of language</p> <p>Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified to connect letters</p> <p>[Key concepts: phonic awareness, script, directionality (writing right to left); Key processes: recognising, distinguishing, listening]</p> | <ul style="list-style-type: none"> recognising and reproducing the 28 letters of the alphabet and the 3 short and long vowels recognising that Arabic words are written from right to left, numbers from left to right recognising and producing distinctive Arabic sounds such as guttural sounds ع؛ غ؛ ق and other sounds such as ط؛ ظ؛ ح؛ خ؛ ص؛ ض؛ recognising that making Arabic words requires most letters to be joined, for example, طار؛ طير؛ ذهب؛ أكل؛ شرب؛ ولد؛ أب؛ أم developing pronunciation, phrasing and intonation skills by singing, reciting and repeating frequently used words and phrases, noticing that statements and questions have different intonation, for example, أكلت الطعام كله؛ أكلت الطعام كله؟ |
| <p>Recognise parts of speech and frequently used words in familiar contexts, and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence, the masculine and feminine forms of nouns, verbs and adjectives, and simple possessive forms</p> <p>[Key concepts: word order, gender variation; Key processes: noticing, selecting]</p> | <ul style="list-style-type: none"> identifying and using high frequency words and expressions related to home and school environment in interactions, for example, بيت؛ عائلة؛ أب؛ إخوة؛ معلمة؛ مدرسة؛ حصة؛ صف؛ كتاب؛ دراسة؛ فرصة؛ وقت فراغ؛ أيام الأسبوع recognising word order in simple phrases and sentences, for example, الجملة الفعلية: نام سليم؛ قام الولد؛ أكل سامي التفاحة؛ شربت سحر الحليب identifying different parts of speech, for example, الاسم؛ الفعل؛ الصفة؛ الحرف recognising that nouns have definite and indefinite articles and gender, for example, المعلمة؛ المعلم؛ تلميذ/التلميذة؛ معلمة using masculine and feminine forms of singular nouns and adjectives, for example, الأب حنون؛ الأم جميلة؛ الكرسي كبير؛ الطاولة صغيرة؛ أسد شرس؛ قطّة أليفة using simple present tense verbs to describe aspects of own daily activities, for example, إستيقظ في الصباح؛ أتناول الفطور؛ أركب الباص؛ أدخل الصف؛ أكمل الواجب؛ ألبس ثيابي |

| Foundation to Year 2 content descriptions | Elaborations |
|---|--|
| | <ul style="list-style-type: none"> • using simple verbs to express likes and dislikes, for example, أحب الطعام أُمي؛ لا أحب الأكل السريع؛ أحب الرياضة ... ولا أحب الرسم • understanding and responding to imperative verb forms in familiar instructions, for example, افتح الباب؛ اجلس في مكانك؛ لا تتكلم دون إذن؛ نظّف غرفتك؛ اكمل طعامك • using singular possessive adjectives related to self, for example, بيتي؛ سريري؛ معلمتي؛ غرفتك؛ كتابك؛ حقيبتها؛ دفتره • understanding that adjectives follow nouns and their gender, for example كتاب كبير؛ طاولة كبيرة • using singular personal pronouns, both masculine and feminine with appropriate simple present tense verbs to describe aspects of home or school life, for example, أُمي تحب العمل؛ هي نشيطة؛ أبي يحب الطبخ؛ هو ماهر؛ صديقي سليم شاطر؛ هو شاطر؛ هي تكتب القصص • developing knowledge of cardinal numbers • beginning to use simple conjunctions to link words and expressions, such as و؛ أو؛ أيضا |
| <p>Recognise that language is organised as text and that texts such as songs, stories and labels have different features</p> <p>[Key concepts: textual features, form; Key processes: recognising, identifying]</p> | <ul style="list-style-type: none"> • listening to, reading and viewing different types of simple texts in Arabic such as stories, songs and captions, understanding that the Arabic script is written from right to left and that books and papers are written from back to front • observing typical features of familiar Arabic texts such as stories, nursery rhymes and signs, for example, ليلي والذئب؛ الارنب والسلحفاة؛ الخنازير الثلاثة؛ كان يا ما كان • comparing similar texts in Arabic and English and noticing how they are the same or different, for example, a counting song, street signs, labels at a supermarket, or a cover of a picture book |

| Foundation to Year 2 content descriptions | Elaborations |
|---|---|
| <p>Language variation and change</p> <p>Recognise that there are variations in the language used by Arabic speakers in different situations, such as at home with family, and that the language used varies between different Arabic speakers</p> <p>[Key concepts: variation based on gender, age and context; Key processes: noticing, comparing, understanding]</p> | <ul style="list-style-type: none"> understanding that different forms of address and greetings are used, depending on the time of day and the gender, background and social status of the participants, for example, <p>مرحباً ؛ صباح الخير / مساء الخير ؛ سلام ونعمة ؛ السلام عليكم ورحمة الله وبركاته ؛ سلام الرب معك</p> <p>ماما ؛ بابا ؛ عم أمين ؛ خالتي سعاد</p> recognising that informal forms of address are very common amongst speakers of Arabic and are acceptable across Arabic communities, for example, <p>عمو عادل ؛ عمه هناء ؛ خالة عبير ؛ ست أمل ؛ تيتا وداد ؛ جدو</p> explaining how their spoken language at home may vary to the spoken language in class, and understanding similarities and differences between various dialects within the classroom |
| <p>Recognise that Australia has speakers of many different languages, including Arabic, and that languages borrow words from each other</p> <p>[Key concepts: place, word-borrowing; Key processes: noticing, selecting]</p> | <ul style="list-style-type: none"> understanding that the world including Australia contains many different languages and that many people around the world speak more than one language recognising that Arabic has borrowed many words from English, for example, تلفاز and إنترنت؛ كومبيوتر؛ تلفاز and English has borrowed words such as coffee, genie, admiral, sultan, sugar, cotton, candy exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages |
| <p>Role of language and culture</p> <p>Understand that the languages people use and the way they use them relate to who they are, where and how they live and what is important to them</p> <p>[Key concepts: language, culture and identity; Key processes: noticing, understanding, making connections]</p> | <ul style="list-style-type: none"> exploring the meaning of culture, and understanding that it involves visible elements such as ways of eating and behaving, and invisible elements, such as how people live, what they value and how they think of themselves and others recognising similarities and differences between naming systems across languages represented in the classroom, and noticing that Arabic-speaking students may have names derived from other cultures and languages understanding that particular Australian English terms and expressions have no equivalent in Arabic, for example, 'billabong' or 'the bush', and that terms such as 'the movies', 'footy' and 'backyard' reflect aspects of culture in the Australian context |

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with the teacher and peers to exchange information about themselves, their family and friends, for example, إسمي هاني؛ أنا ليلي؛ عمري ست سنوات and initiate interactions by asking and responding to questions. They use repetitive language when participating in shared activities and transactions and respond to classroom instructions. When speaking, they use the sounds of the Arabic language, for example حروف مثل خ؛ ح؛ ط؛ ظ؛ ص؛ ض؛ ع؛ غ؛ ق. They locate information about people, places and objects from simple texts, and share information in different formats using illustrations and gestures to support meaning, for example, هل تحب المدرسة؟ كم أخت عندك؟ ماذا يعمل أبوك؟ ما اسمك أين تسكن؟ كيف حالك؟ هل عندك أصدقاء؟. They make simple statements about favourite elements in response to imaginative experiences and create own representations of imaginary characters and events using illustrations, familiar language and non-verbal forms of expression. Students identify specific parts of speech, such as nouns, verbs, and adjectives in spoken and written texts and use familiar words phrases, for example, يوم السبت؛ في الصباح؛ الأمس؛ كل صغير/كبير؛ طويل/قصير؛ جميل؛ نظيف؛ المدرسة؛ بيتي؛ أختي؛ صديقي أسكن مع عائلتي؛ أحب؛ أكل؛ أذهب؛ ألعب؛ أغني؛ المدرسة؛ العائلة؛ الأم؛ الأب؛ الأصدقاء؛ الصف؛ المعلمة؛ البيت، and sentence patterns in simple texts, such as أحب أن أكل.../ لا أحب أن...؛ أذهب إلى؛ أذهب مع؛. They recognise questions and commands, for example من تلعب؟/ إذا تحب أن تلعب؟ من صديقك في المدرسة؟ هل بيتك كبير؟ ما هي لعبتك المفضلة؟ أجلس هنا من فضلك؛ تكلم الآن؛ إرفع يدك؛ تعال هنا and use vocabulary and simple sentences to communicate about themselves, their family and classroom, such as ذهاب سمير إلى المدرسة؛ ذهبت لينا إلى البيت applying basic rules of word order and gender. Students translate frequently used words and simple phrases using visual cues, and create words lists, labels and captions in both Arabic and English for their immediate environment, for example, البيت؛ الغرفة؛ الحديقة؛ المدرسة؛ الصف؛ المعلمة؛ الدرس؛ هذا أبي؛. إسمه عادل؛ هذه معلمتي؛ إسمها أنسة هالة؛ أحب صديقتي كثيرا المدير؛ الشارع؛ الباص؛ الملعب؛ الدكان أنا سعيد؛ أحب أن أتكلم مع أمي بالعربي لا أفهم العربي كثيرا؛ أنا في فريق كرة القدم؛. They describe their roles as members of particular groups, and share their feelings and ways of behaving as they use Arabic at home and in the classroom, such as

Students identify letters of the Arabic alphabet and join some letters to form simple words. They identify features of familiar texts. They distinguish between the language used by different Arabic speakers in different situations, such as at home with family or at school with the teacher, for example, من فضلك؛ هل يمكن أن...؛ هل أقدر أن...؛ لو سمحت Students name some of the many languages that are spoken in Australia, including Arabic and provide examples of simple words in Arabic that have been borrowed from English and vice versa. They identify how the ways people use language reflects where and how they live and what is important to them.

Years 3 and 4

Band description

The nature of the learners

At this level, children are developing awareness of their social worlds and their membership of various groups, including the Arabic class. They are further developing literacy capabilities in both Arabic and English, as well as biliteracy capabilities. They benefit from multimodal, activity-based learning which builds on their interests and capabilities and makes connections with other areas of learning.

Arabic language learning and use

Learners interact with family and the wider Arabic-speaking community, and at school they interact with their peers and the teacher in a variety of communicative activities. Specific language learning skills such as memory and communication strategies are developed. They primarily engage in a variety of listening and viewing activities, and understand familiar stories, songs and poems. They use Arabic in everyday interactions such as giving and following instructions *أرسم خطا في الورقة؛ أكتب العنوان فوق*, attracting attention and seeking help *عندي فكرة رائعة!؛ ممكن أن أتكلم؟*. They participate in collaborative activities such as sharing information about their routines, friendships and leisure activities. They listen to, view and read a range of print, digital and oral texts, such as interactive stories and performances, and use their imagination to create simple texts such as dialogues, stories and cartoons. They locate and classify key points of information in spoken, written and multimodal texts, and convey information about their family, home and neighbourhood in simple texts, such as diary entries, emails and short stories.

Contexts of interaction

The contexts in which students interact in learning and using Arabic are primarily the classroom, school and home. They have access to the wider community of Arabic speakers and resources through out-of-classroom activities and the use of virtual and digital technology. They work both independently and cooperatively, further developing their sense of personal as well as group identity, and of the cultural significance of family relationships.

Texts and resources

Learners develop biliteracy skills through interacting with a range of spoken, written, visual and multimodal texts. Texts such as recipes, reports and family profiles, show how language is used in different ways and for different purposes

Features of Arabic language use

Learners explore Arabic sounds, intonation and writing conventions to develop further their speaking and writing skills and initial understanding of their developing biliteracy. They use key grammatical forms and structures, such as verbs, pronouns, singular/plural forms and prepositions, to provide information in simple sentences and texts about places *عندما أعزف الموسيقى أشعر بالفرح*, people, actions, events and feelings *جاء وليد من مصر عندما كان أربع سنوات*. They begin to develop a metalanguage for understanding and discussing language features, and make connections and comparisons between Arabic and English. Comparing the structures and patterns of Arabic with those of English helps learners understand both languages, assisting in the development of their biliteracy skills.

Level of support

In the classroom, this stage of learning involves extensive support through scaffolding. Teachers model what is expected, introduce language concepts and resources needed to manage and complete tasks, and make time for experimentation, drafting and redrafting, providing support for self-monitoring and reflection. Support includes a range of spoken, written, visual and interactive resources, such as poems, songs, video clips and digital games.

The role of English

Learners use Arabic in classroom routines, social interactions, learning tasks and language experimentation and practice. Arabic and English are used for discussion, explanation and reflection. Learners explore connections between culture and language use in various Arabic-speaking communities and the wider Australian context, and reflect on their own sense of identity and their experiences as Arabic background speakers when communicating and interacting with others.

Arabic (F–10 Sequence) Communicating

| Years 3 and 4 content descriptions | Elaborations |
|---|---|
| <p>Socialising</p> <p>Socialise and build relationships with the teacher, family and friends through the exchange of personal information relating to home and school environment, such as everyday routines</p> <p>[Key concepts: friendship, experiences, routine, time; Key processes: describing, expressing, sharing]</p> | <ul style="list-style-type: none">asking and answering questions about personal information relating to self, peers, friends and family members, for example, أين ولدت؟ ماذا تتكلم في البيت؟ ماذا يعمل أبوك؟ أين تذهب يوم السبت؟ من هي صديقتك؟ لماذا تحب جدتك؟ ماذا تفعل بعد المدرسة؟ أي رياضة تلعب؟ ولدت في العراق؛ أتكلم العربية في البيت؛ أحب الشوكولاتة كثيراً؛ أحب أبي وأمي جداً؛ أبي يعمل في المستشفى؛ أُمي طبيبة؛ أخي يدرس في المدرسة؛ أختي في الجامعة؛ يوم السبت أذهب إلى بيت جدي؛ يوم الأحد أذهب إلى المطعمsharing information about daily routines and favourite activities at home and school, for example, أستيقظ باكراً؛ أكل الفطور؛ ألبس ثيابي؛ أشاهد التلفاز؛ أكمل فروض المدرسة؛ أَلعب ألعاب على الألعاب الإلكترونية؛ أرتب سريرتي؛ أنظف غرفتي؛ أَلعب كرة القدم؛ أذهب إلى المسبحusing common expressions and appropriate body language when responding to frequently used comments and questions, for example, يبدو أنك متعب؛ متى نمت البارحة؟ لماذا تأخرت هذا الصباح؟ كيف تأتي إلى المدرسة؟ هل عندك طعام للفرصة؟exchanging simple correspondence such as notes, invitations or birthday cards in print or digital form هل تحب أن تأتي إلى حفلة عيد ميلادي؟ سمير؛ أنا أدعوك إلى بيتي يوم السبت. تعال نلعب معاً عيد ميلاد سعيد؛ كل عام وأنت بخير؛ أتمنى لك عيداً سعيداً |

| Years 3 and 4 content descriptions | Elaborations |
|---|--|
| <p>Participate in collaborative tasks and shared experiences which involve planning and simple transactional exchanges, such as playing games, role playing dialogues and preparing and presenting group work</p> <p>[Key concepts: participation, cooperation, collaboration; Key: sharing, negotiating]</p> | <ul style="list-style-type: none"> asking and responding to questions in group activities such as number and memory games كم ورقة عندك؟ أي عدد إخترت؟ ما هي الأعداد التي تريدها؟ إخترت عدد ثمانية. عددي المفضل ستة ؛ وصلت إلى الرقعة الثالثة؛ أنا في الخانة الأولى negotiating roles for shared tasks using simple expressions, such as ماذا عن دور الأب؟ أنت لا تقدر ان تكتب كل القصة؛ أنا اكتب النصف وأنت النصف الآخر؛ أنا دوري المشتري وأنت دورك البائع؛ هل تحب أن تكون البائع؟ participating in role plays, such as buying goods from a shop, using props, for example, ؟ to engage in conversation هل عندك حليب ؟ preparing, rehearsing and presenting a group activity for class or school about a familiar situation or event, using expressions such as اليوم سوف نقدم لكم عرضاً عن عيد الأم؛ شكراً لاستماعكم؛ أنا كامل وهذه لدينا وهذا محمود؛ نرجو أن تستمتعوا بالعرض |
| <p>Participate in everyday classroom activities, such as giving and following instructions, attracting the teacher's attention and asking for repetition</p> <p>[Key concepts: respect, politeness; Key processes: participating, requesting, responding]</p> | <ul style="list-style-type: none"> giving and following classroom instructions, for example, أكتب التاريخ هنا؛ أرسم خطأ في الورقة؛ أكتب العنوان فوق؛ أغلق الباب؛ أجلس في مكانك؛ توقف عن الكلام؛ دورك؛ تكلم attracting attention and asking for help in classroom situations, for example, ؟ عندي فكرة رائعة!؛ ممكن أن أتكلم؟ requesting repetition, for example, ممكن أن تعيدي السؤال؟ لم أفهم السؤال؟ من فضلك أعد السؤال. ما معنى ...؟ praising and encouraging peers, and using formulaic expressions and interjections that can be used in conversation for example, ممتاز!؛ جيد جداً؛ هذا عمل رائع! |

| Years 3 and 4 content descriptions | Elaborations |
|---|--|
| <p>Informing</p> <p>Locate and classify information relating to familiar contexts, routines and interests from spoken, written and visual texts</p> <p>[Key concepts: time (routines), leisure; Key processes: listening, reading, viewing, selecting, sequencing]</p> | <ul style="list-style-type: none"> classifying and recording information gained from others such as favourite foods and places to visit, for example, يحب سالم التبول؛ يحب عادل الدجاج؛ تفضل سعاد الخضار؛ يحب علي كرة القدم؛ يفضل ماجد السباحة؛ ويفضل رامي العزف على الجيتار؛ البنات تحب الموسيقى بينما الأولاد يحبون الرياضة listening to short spoken texts with new vocabulary and unfamiliar language, and identifying key information, for example, the name and number on a recorded phone message مرحبا إسمي سهام أريد التكلّم مع سامر بخصوص الإمتحان أرجو الإتصال بي على الرقم 0456566777 comparing profiles and stories in print and digital form about different people and their daily routines, and creating a display with names and short descriptions, for example, هذه فادية؛ عمرها سبع سنوات؛ تسكن مع والديها وعندها أربع أخوات. تحب فادية المدرسة كثيراً وأيضاً تحب اللّعب على الكمبيوتر والرّسم والسباحة. فادية صديقة وفيّة وحنونة. gathering information about other people's interests, for example, through conducting interviews about weekend activities, and selecting specific information to include in a short report locating and sequencing information to describe people and events, for example, البنات تدرس؛ يساعد الولد أمه؛ ينظف الأب الحديقة؛ تحضر أمي الفطور في الصباح؛ ينظف أبي السيارة في المساء obtaining and using information from print, digital and multimodal texts related to a range of learning areas, for example, completing a simple science experiment, or naming countries, significant land features and historical places on a map, for example, أهرامات مصر؛ معبد الأقصر؛ قلعة بعلبك؛ ملوية سامراء؛ مدينة نينوى الأثرية |

| Years 3 and 4 content descriptions | Elaborations |
|---|---|
| <p>Present information relating to home, school, neighbourhood and leisure in a range of spoken, written and digital modes</p> <p>[Key concepts: representation (private life); Key processes: organising, selecting, presenting]</p> | <ul style="list-style-type: none"> reporting on information gathered from sources such as interviews, surveys and brochures using drawings, posters and collages creating print or texts in digital modes to introduce family members and friends and describe relationships and personal information relating to their background and experiences, using simple descriptive language and supporting resources, for example, <ul style="list-style-type: none"> وليد عنده ثلاث أخوات وأخ واحد صغير؛ يسكن وليد في منطقة رايد في بيت كبير مع عائلته. جاء وليد من مصر عندما كان أربع سنوات. يحب وليد بيته وعائلته كثيراً creating a class book or visual/digital display relating to a school event such as an excursion to the zoo or museum <ul style="list-style-type: none"> رحلة إلى حديقة الحيوان؛ في حديقة الحيوان؛ شاهدنا الأسد وهو نائم؛ كان هناك دب كبير وقردة بأحجام مختلفة رحلة المدرسة إلى المتحف؛ ذهبنا إلى المتحف يوم الخميس؛ شاهدنا هناك آلات قديمة؛ وصور أثرية للسكان في أستراليا؛ وشاهدنا صوراً لسفينة تاريخية presenting information both orally and in writing on pastimes and activities relating to self and peers, describing actions, responses and feelings, for example, <ul style="list-style-type: none"> ألعب كرة القدم جيداً؛ أصبح بمهارة؛ اقرأ بطلاقة؛ سميح يلعب الألعاب الإلكترونية بمهارة عندما أعزف الموسيقى أشعر بالفرح؛ بالحزن؛ بالملل؛ بالنشاط؛ بالسعادة؛ أحب الرسم لأنني أرسم أبطال الكارتون |
| <p>Creating</p> <p>Respond to imaginative texts, such as interactive stories and performances, identifying and describing characters, events, ideas and favourite elements</p> <p>[Key concepts: character, people, places, experiences; Key processes: participating, responding, relating, reflecting]</p> | <ul style="list-style-type: none"> listening to, reading and viewing a range of print, digital and oral texts through shared and guided participation, and responding to questions about characters, ideas and events comparing an Arabic fable such as علي بابا والأربعين حرامي with an Aboriginal or Torres Strait Islander story and highlighting the similarities and differences in characters, events and moral of the story discussing imaginative experiences in texts, using short statements to describe aspects such as characters, settings or events, and illustrating and captioning aspects of texts acting out events in imaginative texts, using movement and actions to reinforce meaning and experimenting with voice and gestures to animate characters |

| Years 3 and 4 content descriptions | Elaborations |
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| <p>Create and perform short imaginative texts, such as dialogues or collaborative stories based on Arabic fables, using formulaic expressions and modelled language</p> <p>[Key concepts: imagination, experience; Key processes: presenting, creating, performing]</p> | <ul style="list-style-type: none"> creating simple, imaginative texts such as comics, short stories or poems, using modelled language to express own ideas and imaginary experience collaborating with peers to create and present picture or digital books, short plays or animations based on favourite characters in Arabic fables, using familiar language and formulaic expressions such as هذا علي بابا؛ علي بابا هو البطل في قصة علي بابا والأربعين حرامي؛ علي بابا شاب...؛ يحب علي بابا...؛ modifying texts such as songs, for example, by substituting words in a well-known Arabic song or tune creating and performing alternative versions or endings of familiar stories, using voice, rhythm and gestures to animate characters |
| <p>Translating</p> <p>Translate and interpret words, expressions and sentences in simple English and Arabic texts, noticing similarities and differences or non-equivalence</p> <p>[Key concepts: meaning, translation; Key processes: moving between languages, comparing]</p> | <ul style="list-style-type: none"> using a picture or digital dictionary to find the meanings of simple vocabulary used in class, comparing English and Arabic versions comparing Arabic expressions used in everyday interactions such as greetings and other experiences with equivalent English expressions, identifying differences and similarities and words and expressions that do not translate easily for example, مرحبا؛ صباح الخير/صباح النور؛ كيف حالك؟ الحمد لله؛ نشكر الرب translating short, simple texts from Arabic into English and vice versa, using cues to interpret meaning, such as layout, headings and familiar vocabulary identifying words that change meaning according to the context and Arabic-speaking region, for example, لبن/حليب؛ مبسوط |
| <p>Produce bilingual texts and resources such as posters and signs for their class and school community</p> <p>[Key concepts: similarity, difference; Key processes: selecting, describing]</p> | <ul style="list-style-type: none"> producing a parallel bilingual word list by identifying known Arabic words or expressions and relating them to English equivalents, and vice versa, recognising that direct translation is not always possible creating captions in Arabic and English for images to create simple bilingual storybooks creating texts such as descriptions in both Arabic and English about familiar topics, selecting vocabulary from word lists which best convey the intended meaning in both languages creating simple action songs and raps which include alternative repetitive phrases in Arabic and English, to perform for the school community |

| Years 3 and 4 content descriptions | Elaborations |
|---|---|
| <p>Reflecting</p> <p>Reflect on their experiences as Arabic background speakers when interacting in English and Arabic, observing differences in language use and behaviours</p> <p>[Key concepts: culture, language, behaviour; Key processes: examining, connecting]</p> | <ul style="list-style-type: none"> comparing their interactions in Arabic and English, noticing different behaviours and language used, for example, adding the words <i>عمو؛ خالة</i> before the names of older family members and other adults to show respect, compared with addressing friends in English by their first name describing elements of Arabic language that are different from English, including gestures such as patting the heart a few times to indicate ‘That’s enough, thank you...’ developing metalanguage for describing experiences of intercultural exchange in different contexts, for example, <p>أتكلم العربي في البيت مع جدي وجدتي ولكن مع إخوتي أتكلم بالإنجليزي؛ أُمي تتكلم معي بالعربي وأنا أُرِد عليها بالإنجليزي؛ عربيتي ليست قوية؛ أحب التكلم بالإنجليزي أكثر لأنها أسهل</p> |
| <p>Explore their own sense of identity, including elements such as family, background and experiences, and ways of using language in Arabic and English-speaking contexts</p> <p>[Key concepts: communication, identity; Key processes: reflecting, adjusting]</p> | <ul style="list-style-type: none"> discussing the groups they belong to, including their families and Arabic cultural and language groups, and reflecting on how membership of these groups affects their own sense of identity creating texts that express personal views on identity, including as a member of different cultural and/or language groups, for example, their name, in English and/or Arabic, their life experiences overseas and in Australia, and reflecting on how these may be understood from an Australian and Arabic perspective mapping personal profiles by creating a chart, timeline or web profile to highlight significant experiences or events, for example, marking an event when they identified as Lebanese, Egyptian, Iraqi or Arab, such as during religious ceremonies or special national events noticing how they communicate in both Arabic and English-speaking contexts, identifying differences in behaviour and discussing why this happens, for example how they would address their teacher compared with a family member such as an uncle |

Arabic (F–10 Sequence) Understanding

| Years 3 and 4 content descriptions | Elaborations |
|--|--|
| <p>Systems of language</p> <p>Recognise and reproduce Arabic pronunciation and intonation patterns using vocalisation and features of individual syllable blocks and understand that in Arabic script, most letters change appearance depending on their position</p> <p>[Key concepts: sound and writing systems, syllables; Key processes: noticing, describing, comparing]</p> | <ul style="list-style-type: none"> discriminating between simple vowels, for example, تَ، ثَ، long vowels or the three vowel letters ا، و، ي such as تَ، ثَ and consonant letters in a syllable block using basic punctuation in writing, including question marks (?), commas (،) and full stops (.) and (؛) recognising that letters change form depending on their place in the word, for example, ك: كُتِبَ؛ يَكْتُبُ؛ كُتَابُكُ؛ ع: عَيْنُ؛ مَعْلَمُ؛ مَعَ noticing that vocalisation such as هَ، هِ، هُوَ may change the function of the word depending on where it is placed, for example, كُتِبَ؛ كُتِبَ؛ كُتِبَ؛ كُتِبَ experimenting with Arabic words and vowels to construct and deconstruct syllable blocks, for example, كَا/تَبَ؛ سَا/لَمُ؛ فَا/دِي؛ كَر/سِي؛ غَر/فَةُ؛ ... using basic pronunciation and intonation rules when speaking and reading aloud deducing from familiar sounds and contexts to spell new words, for example, predicting how to spell هَادِي؛ فَادِي having learnt how to spell وَادِي؛ شَادِي comparing different forms of writing for the letter (أَ، إَ)، for example, آءِ/إِ |
| <p>Understand and use key grammatical forms and structures, such as basic pronouns and possessive pronouns, singular/plural forms of regular nouns and adjectives, and prepositions</p> <p>[Key concepts: number, syntax, verb forms; Key processes: sequencing, applying, relating]</p> | <ul style="list-style-type: none"> using subject-verb-object word order in simple sentences relating to home and school environment, recognising the use of the definite article and its impact on the meaning of the sentence, for example, أَكْمَلَ وَسَامُ الدَّرْسَ؛ أَكْمَلَ وَسَامُ دَرَسَا؛ نَظَفَتِ سَمَاحُ الْغُرْفَةَ؛ نَظَفَتِ سَمَاحُ غُرْفَةً understanding and applying singular nouns and regular plural noun endings in masculine and feminine forms, for example, مَعْلَمٌ-مُعَلِّمَةٌ؛ مَعْلَمُونَ-مُعَلِّمَاتٌ using possessive pronouns to describe relationship or ownership for singular, second person and plural, for example, هَذَا دَفْتَرُكَ يَا سَمِيرُ؛ لَيْنَا هَذِهِ حَقِيبَتُكَ؛ أُمِّي أَلَيْسَ هَذَا مِفْتَاحَ سَيَّارَتِكَ؟ أَبِي أَيْنَ نِظَارَتُكَ؟ كُتِبَتْ لَكُمْ؛ لَكُمْ غُرْفَتَانِ using a range of adjectives in singular and plural form to describe appearances, feelings and personalities, for example, |

| Years 3 and 4 content descriptions | Elaborations |
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| | <p>أختي طويلة وأخي قصير؛ عين أخي واسعة؛ أبي طويل القامة؛ أمي نحيفة الجسم؛ أنا سعيد جداً؛ أختي حزينة لأنها أضاعت كتابها المفضل؛ أمي مريحة جداً وأبي ودود وضحوك</p> <ul style="list-style-type: none"> • using past tense verbs to recount events related to home and school contexts, for example, قدمت فرضي للمعلمة؛ تأخرت عن الدرس؛ نمت متأخراً؛ نسيت كتابي في البيت • using imperative forms of simple verbs when giving instructions to others, for example, كل طعامك؛ نظّف أسنانك؛ أكتب الجملة؛ أفتح كتابك؛ إمسك القلم؛ إسألني أمك • expressing negation in simple sentences, for example, لا أحب مادة العلوم • using adverbs of place and time to expand on expressions, for example, إستيقظت باكراً؛ وصلت إلى المدرسة متأخراً؛ شاهدت المباراة في الملعب؛ قرأت الكتاب في مكتبة المدرسة • using a variety of prepositions to expand on oral and written interactions, for example, في وقت الفراغ؛ في العطلة؛ ذهبت من البيت إلى المدرسة؛ أثناء الغداء إتصلت بأمي • understanding and using simple question words in interactions, for example, متى أتيت إلى البيت؟ من أعد لك الفطور؟؛ ماذا حضرت للغداء؟ كيف أتيت إلى المدرسة؟ |
| <p>Understand that familiar spoken and written Arabic texts, such as stories and conversations, have particular features and structures relating to different purposes and audiences</p> <p>[Key concepts: linguistic features, genre, structure; Key processes: observing patterns, distinguishing]</p> | <ul style="list-style-type: none"> • noticing differences between written and spoken forms of different types of texts in Arabic, for example, comparing a verbal recount of a well known fable with the written text, or a text message with a phone call • recognising how elements of texts, such as title, layout, size of script and illustrations in a Big Book, combine to make meaning • identifying and comparing the features of different types of texts, observing similar patterns and identifying differences, for example, the opening and signature in an email and a letter, a description in a story and a diary entry • classifying a range of texts, such as stories, greeting cards, recipes, advertisements and posters according to their purpose/s for example, to entertain, to describe, to inform, to persuade recognising language features typically associated with particular texts, for example, the use of imperatives in recipes and time markers in stories |

| Years 3 and 4 content descriptions | Elaborations |
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| <p>Language variation and change</p> <p>Understand that Arabic as a spoken language varies according to region and country and that meaning can be influenced by gestures, tone and purpose</p> <p>[Key concepts: dialect, variation; Key processes: observing, explaining]</p> | <ul style="list-style-type: none"> reflecting on how they communicate with their family and friends and with the people less close to them, noticing differences in word choice and language use and communicative behaviour understanding that Arabic as a language has a standard form called, اللغة العربية الفصحى which is mainly used in writing, and a range of spoken dialects that differ greatly from region to region, for example, Lebanese, Egyptian, Sudanese and the Iraqi and Gulf regional dialects understanding how differences in gestures and tone are used to change the meaning of spoken text, and how the purpose of interaction, such as to instruct or invite, changes the emphasis on words and expressions being used |
| <p>Recognise that languages change over time and influence each other</p> <p>[Key concepts: language change, influence, exchange; Key processes: observing, identifying, discussing]</p> | <ul style="list-style-type: none"> identifying how Arabic has influenced other languages, for example, Indonesian (Kitab = كتاب, Kursi = كرسي), Spanish (aceite=زيت), and the number system in English understanding that Arabic, like all languages, is constantly expanding to include new words and expressions in response to intercultural experiences, for example, دردشة على الإنترنت recognising that there are Arabic words derived from other languages, such as الفستق which is borrowed from Greek to mean pistachio, قز which is borrowed from Persian to mean raw silk understanding that some languages are continuously evolving while others are endangered or being revived, for example, Indigenous languages throughout the world, including Aboriginal languages and Torres Strait Islander languages in Australia |
| <p>Role of language and culture</p> <p>Compare and reflect on cultural practices relating to ways in which language is used in various Arabic-speaking communities and the wider Australian context</p> <p>[Key concepts: difference, expression, practices; Key processes: identifying, distinguishing, relating, comparing]</p> | <ul style="list-style-type: none"> examining aspects of Arabic culture in familiar contexts, for example, identifying language use such as كل عام وأنتم بخير؛ أهلاً وسهلاً؛ شرفتمونا and behaviours such as eating sweets at different celebrations and occasions reflecting on and explaining to others the significance of some common Arabic cultural practices and events, such as offering visitors food and drink, and serving sweets during special occasions, coffee in times of mourning comparing the cultural importance of music and traditional dance in different Arabic-speaking communities, as an expression of identity and emotions, for example, الدبكة اللبنانية والجوبية العراقية؛ والرقص الصعيدي الفلكلوري |

By the end of Year 4, students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences, everyday routines and leisure activities, for example, في الصباح أستيقظ باكراً؛ أنام في الساعة....؛ بعد المدرسة.... في المساء.... أذهب مع عائلتي إلى المتحف؛ البحر؛ الحديقة العامة؛ السوق؛ عمري تسع سنوات؛ أنا مولود في أستراليا؛ أتيت إلى أستراليا وأنا صغير، They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example، They use features of Arabic pronunciation and intonation when speaking and reading aloud. Students locate and classify information related to familiar contexts and present it in modelled spoken, written and visual texts. They describe characters, events and ideas and express opinions about favourite elements in imaginative texts and use formulaic expressions, for example، في الدراسة؛ التعليم؛ فريقي؛ أتناول الفطور؛ أستقبل الباص؛ أكمل واجبات المدرسة؛ أشاهد التلفاز؛ أقرأ الكتاب مواد المدرسة غرفة النوم؛ غرفتي/ غرفة أخي؛ المطبخ؛ الطابق العلوي كتاب/كتب، Students use key grammatical forms and structures in simple spoken and written texts such as word order, singular and plural forms of regular nouns and adjectives, personal and possessive pronouns for example، في البيت؛ إلى المدرسة؛ بين الماعب والساحة؛ أثناء الدرس؛ بعد العشاء؛ قبل النوم، and prepositions such as، Students translate familiar and frequently used language relating to familiar environments and create simple bilingual texts for the classroom and school community. Students describe how language involves words as well as behaviours and share their own experience as background speakers as they interact with others around them.

Draft Australian Curriculum: Languages – Arabic

Years 5 and 6

Band description

The nature of the learners

At this level, learners have established communication and literacy skills in Arabic that enable them to explore aspects of Arabic language and culture as well as topical issues drawn from other key learning areas. They are widening their social networks, experiences and communication repertoires in both Arabic and English and developing some biliteracy capabilities. They participate in collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context, and an increased awareness of the world around them.

Arabic language learning and use

Purposeful language use in authentic contexts and shared activities in the classroom develop language skills and enhance communication and understanding. Learning how Vietnamese is structured reinforces their oracy and literacy. Learners develop their speaking skills by interacting with teachers, peers, family and local Arabic speakers to share their own and enquire about others' experiences *أقرأ قصة قبل النوم؛ وأنت هل تقرأين قبل النوم؟*, social activities and opinions. They have access to a broader range of vocabulary, and use a widening range of strategies such as effective listening skills to support communication. They write more accurately and fluently for a range of purposes, contexts and audiences. They listen to, view and read Arabic folk tales, fables and films to engage with themes, characters and events, exploring embedded cultural beliefs, values and practices, and use their imagination to create and perform songs, poems, short plays and video clips. They obtain information from a range of sources about social, cultural and communicative aspects of lifestyles in Arabic-speaking communities, and present the information in different formats for particular audiences. Individual and group presentation and performance skills are developed through modelling, rehearsing and resourcing the content of presentations.

Contexts of interaction

Learners use Arabic in the classroom and their extended social space, such as family, neighbourhood and the community, for a widening range of purposes, for example, exchanging information, expressing ideas and feelings, and responding to experiences. They are able to work more independently, but also enjoy working collaboratively and in groups. They explore cultural aspects of communication, and use information and communication technologies (ICT) to support and enhance their learning.

Texts and resources

Learners interact with an increasing range of informative, persuasive and imaginative texts about neighbourhoods, places, Arabic-speaking communities and individuals. They refer to and use more established grammatical and lexical resources to understand and communicate in Arabic. The use of dictionaries is encouraged for accuracy and expansion of language acquisition.

Features of Arabic language use

Learners' pronunciation, intonation and phrasing are more confident, and they apply appropriate writing conventions, including spelling and punctuation, in a range of print, digital and multimodal texts. They use grammatical structures, such as verb conjugation, suffixes, linguistic elements such as conjunctions and a range of adjectives and adverbs, to describe actions and events according to time and place هو كتب؛ هي ركضت , share information about life at home and school أبي يغسل السيارة كل أسبوع , and elaborate on ideas and information and express opinions relating to their personal and social world. They understand how language use varies when interacting with different people and for particular purposes. They explore cross-linguistic and intercultural influences of other languages on Arabic, such as Aramaic, Syriac and Assyrian and regional languages, such as Persian, Kurdish and Turkish.

Level of support

While learners work both independently and collaboratively at this level, ongoing support and feedback are incorporated into task activities such as the production of written texts. Support includes the provision of models, scaffolds, stimulus materials, and resources such as word charts, vocabulary lists and dictionaries.

The role of English

Classroom interactions are increasingly bilingual. Arabic is used primarily for communication, while English and Arabic are used for discussion of linguistic features and cultural practices, and reflective tasks and explanations. Learners are given opportunities to think about personal and community identity. They explore the relationship between language and culture, and ask questions about cultural values and practices and how these relate to their own sense of identity as Arabic background speakers when interacting in different Arabic- and English-speaking contexts.

Arabic (F–10 Sequence) Communicating

| Years 5 and 6 content descriptions | Elaborations |
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| <p>Socialising</p> <p>Socialise and maintain relationships with peers and teacher by sharing information and feelings about their personal experiences and social activities</p> <p>[Key concepts: relationships, experiences; Key processes: describing, listening, comparing, explaining]</p> | <ul style="list-style-type: none"> exchanging information about everyday experiences such as <p>ماذا تفعل بعد المدرسة؟ متى تأكل طعام العشاء؟ أين تلعب الرياضة؟ بعد المدرسة ألعب كرة القدم؛ في الساعة الثامنة أذهب إلى النوم؛ وأنت متى تنام؟ أقرأ قصة قبل النوم؛ وأنت هل تقرأين قبل النوم؟</p> describing friends and family members, including physical appearance and characteristics/qualities, for example, <p>أمي امرأة طويلة ورشيقة؛ تحافظ على صحتها؛ أبي شخص منظم في عمله ومتحضر في بيته؛ صديقي سامي مهذب ولكنه لا يهتم بدراسته ولا بصحته؛ أصدقائي جميعهم لطفاء ولكنهم لا يأخذون المدرسة بجدية</p> sharing feelings about weekend activities and giving reasons for choices made, for example, <p>يوم السبت ألعب التنس مع أبي؛ في العطلة الأسبوعية أذهب مع عائلتي إلى المطعم؛ أحضر حصة للموسيقى يوم الجمعة؛ أشعر بالسعادة في حصة الموسيقى؛ أحب العزف على البيانو كثيراً؛ أتعلم اللغة العربية يوم السبت صباحاً؛ اخترت الرياضة لأنها مفيدة للجسم؛ الموسيقى تساعدني على التفكير</p> recounting experiences with family and friends both orally and in writing, for example, in conversations and diaries <p>ذهبت البارحة مع عائلتي إلى المتحف؛ شاهدت مع أخي فيلماً جديداً في السينما؛ كانت لعبة الركبي ممتعة؛ كانت رحلة المدرسة إلى حديقة الحيوان ممتعة</p> |
| <p>Collaborate in group tasks and organise shared experiences that involve making suggestions and decisions and engaging in transactions</p> <p>[Key concepts: organisation, transaction; Key processes: negotiating, explaining, advising, making choices]</p> | <ul style="list-style-type: none"> making collaborative decisions and arrangements using expressions for counting, ordering and organising ideas, for example, <p>أولاً؛ نختار أفراد الفريق؛ ثانياً نوزع الأدوار؛ ثالثاً؛ نعرض الأفكار؛ أخيراً نعمل على دورنا في البداية سوف أجمع الصور؛ بعد ذلك سوف نبحث في الإنترنت عن المعلومات وفي النهاية سنجمع كل شيء سوياً</p> engaging in transactions by asking for and providing information, such as giving prices and asking for goods and services, for example, <p>ما سعر...؟ بكم هذه اللعبة؟ ما سعر كيلو البرتقال؟ بكم كيس الخبز؟ ربطه الخبز دولار ونصف؛ سعر كيلو التفاح ثلاثة دولارات أحتاج مساعدة من فضلك. هل تقدر أن تساعدني؟ أنا أبحث عن خوذة لقيادة الدراجة؛ أين أجدها؟ هل عندكم الفيلم الكرتوني الجديد؟</p> making suggestions and choices in role taking and explaining the reasons for such choices, for example, <p>أنا أحب أن أكون الطبيب؛ لماذا لا تكون أنت المعلم؟ لماذا لا تأخذ دور النادل في المطعم؟ دوري طبيب لأنني أحب أن أكون طبيباً في المستقبل؛ خذي دور الأم لأن دورها صغير</p> creating displays, presentations or performances for family, friends or the school community to showcase their progress in learning Arabic |

| Years 5 and 6 content descriptions | Elaborations |
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| <p>Interact in class activities, such as creating and following shared rules and procedures, expressing opinions, and asking for and providing clarification</p> <p>[Key concepts: attitude, values, roles, responsibility; Key processes: expressing, sharing, requesting, clarifying, planning]</p> | <ul style="list-style-type: none"> contributing to class activities by providing suggestions, for example, in developing rules for a bilingual classroom إستمع للمعلمة؛ إحترم الجميع؛ إنتظر دورك؛ لا تأخذ شيئاً ليس لك؛ إذهب إلى الحمام في الفرصة؛ أكمل كل دروسك في الصف؛ لا تصرخ. كن مؤدباً؛ لطيفاً؛ هادئاً؛ عادلاً؛ ودوداً؛ كوني هادئة؛ لطيفة؛ صادقة expressing opinions about procedures and experiences, for example, هذا الواجب صعب؛ الإمتحان طويل؛ ما عندي وقت؛ المعلمة لم تصحح إمتحان الإملاء بعد asking for and providing clarification, for example, أين أضع الصورة؟ أين أكتب الجملة التالية؟ ماذا أقصد؟ أقصد ضع الصورة تحت الكتابة. أكتب الجملة بجانب الصورة giving advice and sharing ideas about biliteracy development and learning strategies with peers, for example, الأفضل أن نكتب حجم العنوان؛ هذه الكتابة أفضل من الأخرى؛ أقترح أن نستعمل الألوان في الرسم |
| <p>Informing</p> <p>Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds</p> <p>[Key concepts: time, place, media, culture; Key processes: listening, viewing, reading, selecting, organising]</p> | <ul style="list-style-type: none"> identifying and classifying information in texts such as advertisements, conversations, brochures and announcements, and sharing the information with others in another format, for example, presenting a chart of favourite television programs or computer games البرنامج التلفزيوني المفضل هو...؛ أفضل برنامج...؛ أحب برنامج...؛ لعبتي الإلكترونية المفضلة هي...؛ أفضل الألعاب الإلكترونية الحاسوبية reading texts and extracting key points relating to a range of topics, for example, social activities for young people in the local community, and discussing information with peers, using expressions such as الطقس هذه الأيام بارد جداً؛ الصيف هذا العام سيكون حاراً؛ قلة الأمطار هذه السنة الشباب يحبون رياضة كمال الأجسام ويذهبون إلى النادي الرياضي؛ البنات يحبون رقص الزومبا؛ هل تحبين الرقص أيضاً؟ reading, viewing and listening to a variety of texts to collect and organise information about an Arabic cultural event or celebration, such as الأعياد الوطنية أو الدينية, in a digital display for the class or school community identifying and comparing perspectives on cultural aspects of lifestyles in different Arabic-speaking communities as represented in spoken and written texts, for example, الجريدة المحلية تقول أن الأغاني الجديدة مملّة؛ ولكن الجميع يحبها |

| Years 5 and 6 content descriptions | Elaborations |
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| <p>Convey ideas and information on topics of interest and aspects of culture in different formats for particular audiences</p> <p>[Key concepts: audience, context, lifestyle; Key processes: using, transposing, summarising]</p> | <ul style="list-style-type: none"> presenting information or ideas in multimodal texts for a particular audience, such as a virtual tour of the school or neighbourhood for a sister school in an Arabic-speaking community overseas creating a performance or an interactive display to inform younger children about the benefits of maintaining Arabic language conveying information relating to significant people, places or events in Arabic-speaking communities through different text types, such as a poster for a musical concert, a profile of a famous Arabic-speaking actor or a digital guide to a place of interest preparing and giving simple oral presentations on personal world, for example, a timeline of growth and change, family celebrations of birthdays and other special occasions, for example, <ul style="list-style-type: none"> ولدت في العراق وأتيت إلى أستراليا وعمرى خمس سنوات؛ أنا مولود في أستراليا وعيد ميلادي في شهر مارس؛ ولدت في شهر أيلول؛ أحتفل بعيد ميلادي في ديسمبر؛ عيد زواج أبي وأمي في شهر آب presenting key ideas relating to aspects of lifestyle in the local community, using graphic organisers to convey information in particular ways, for example, to show priorities (list/table), compare statistics or ideas (Venn diagram), or highlight frequency (graphs) <ul style="list-style-type: none"> الرياضة ضرورية للصحة؛ المأكولات السريعة وضرتها؛ الألعاب الإلكترونية وعدم الإختلاط بالعائلة؛ السمعة والكسل |

| Years 5 and 6 content descriptions | Elaborations |
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| <p>Creating</p> <p>Share responses to a range of imaginative texts, such as folk tales, fables and films, by expressing opinions about key ideas, characters and actions, and making connections with own experiences and feelings</p> <p>[Key concepts: connection, feelings; Key processes: interpreting, expressing, explaining, comparing]</p> | <ul style="list-style-type: none"> listening to and viewing imaginative texts such as folk tales and fables and sharing opinions or feelings about ideas, events and experiences using expressions such as سندباد رجل شجاع؛ علي بابا حرامي ظريف؛ لا أحب قصة علاء الدين والمصباح السحري؛ القصة مملّة وغير معقولة؛ القصة فيها خرافات كثيرة؛ قصة المصباح السحري مثيرة لكنها غير واقعية responding to questions about characters in different types of imaginative texts, such as films or cartoons, by listing words or expressions associated with their personality and explaining how they can or cannot relate to them, for example, شخصية الولد في الفيلم مثل شخصيتي؛ هو يحب اللعب وأنا كذلك؛ لقد سافر وهو صغير وأنا أيضاً أتيت إلى أستراليا وأنا صغير؛ البنت في الكرتون تحب الثياب الملونة مثلي ولكنها مشاغبة وأنا هادئة وأسمع كلام أُمي comparing favourite characters or events in imaginative texts such as cartoons, stories or digital games, using expressions such as اللاعب الأول أقوى من اللاعب الثاني؛ هذه اللعبة أصعب من اللعبة الأخرى؛ أفضل شخصية في القصة هي صديقة عيبر لأنها أكثر واحدة تحب سناء وتساعدنا؛ أحب شخصية عندي هي سمير لأنه مضحك discussing key messages and cultural elements in imaginative texts, such as the moral of the story/fable, an idea or value in a song, or the qualities or behaviour of a character |
| <p>Create and perform imaginative texts, such as songs, stories, or short plays, based on a stimulus, concept or theme</p> <p>[Key concepts: imagination, creativity, expression; Key processes: composing, performing, imagining]</p> | <ul style="list-style-type: none"> creating own imaginative texts based on characters, settings and events in familiar stories for own and others' enjoyment and interest creating individual or collaborative poetry, experimenting with rhyme and rhythm, for example, an acrostic poem or rap creating, performing and filming own imaginary texts such as a commercial for a new product, a short video clip of a role play, or an announcement about an event creating and performing alternative versions of known songs or short plays by creating new lyrics or dialogue and experimenting with voices and actions to convey different moods and feelings |

| Years 5 and 6 content descriptions | Elaborations |
|---|--|
| <p>Translating</p> <p>Translate and interpret texts from Arabic to English and vice versa for peers, family and community, identifying words and expressions that may not readily correspond across the two languages</p> <p>[Key concepts: correspondence, interpretation, audience; Key processes: translating, comparing, explaining]</p> | <ul style="list-style-type: none"> identifying words and expressions in Arabic and English that cannot be readily translated, clarifying meanings and explanations, for example, لعبت لعباً؛ جميلة كالقمر؛ فزت فوزاً ساحقاً interpreting Arabic expressions in familiar texts, such as greeting cards, menus and stories, and considering how these expressions reflect aspects of Arabic language and culture translating texts such as public signs, advertisements, and food packaging from Arabic into English and vice versa, to identify differences in elements of language structure and vocabulary use, for example, no parking, no dogs, no smoking zone؛ الوقوف ممنوع؛ الكلاب ممنوعة؛ التدخين ممنوع creating Arabic versions of school signs, notices and class rules, considering why some words and expressions require flexibility in translation, for example, the oval, the office, the canteen, out of bounds, 'no hat, no play' بدون قبعة؛ الملعب؛ مكتب الإدارة؛ المقصف/دكان المدرسة؛ ممنوع اللعب في هذه المنطقة؛ اللعب غير مسموح بدون |
| <p>Produce bilingual texts and resources for own learning and the school community, such as displays, instructions and newsletters, identifying cultural terms in either language to assist meaning</p> <p>[Key concepts: bilingualism, linguistic landscape; Key processes: translating, modifying]</p> | <ul style="list-style-type: none"> designing bilingual texts such as posters for class or school assembly performances, or a newsletter about a sports carnival or school event using bilingual dictionaries and electronic translating tools to create bilingual texts such as captions, menus and timetables, comparing versions with peers and recognising differences in translation creating parallel lists of informal Arabic and English expressions for own use in everyday interactions with friends and family creating bilingual texts, such as songs, a board game, a webpage for recipes or an instruction manual for a game, identifying and labelling culture-specific terms to support understanding |

| Years 5 and 6 content descriptions | Elaborations |
|--|--|
| <p>Reflecting</p> <p>Reflect on their experiences of interacting in Arabic and English-speaking contexts, discussing adjustments made when moving from English to Arabic and vice versa</p> <p>[Key concepts: biculturalism, meaning, context, belonging; Key processes: comparing, explaining]</p> | <ul style="list-style-type: none"> explaining adjustments they make when moving between English and Arabic-speaking contexts, for example, adjusting the way they talk to adults and authority figures in Arabic by using 'please' من لو سمحت؛ or how they use different introductions depending on the audience, such as using بالإذن يا أبي   هذا سليم صديقي من المدرسة to introduce friends to their parents and for example, 'عادل، تعال؛ هذا ماهر صديقنا الجديد' to introduce friends to each other identifying adjustments they make when interacting in an Australian English context, for example, using different forms of address, or different ways of showing politeness, and discussing why these adjustments are appropriate reflecting on instances when moving between Arabic and English-speaking contexts has felt comfortable, awkward or difficult and explaining why this might be the case, for example, translating to parents what the teacher is saying, helping an elderly person who cannot speak English find the bus stop discussing the way they communicate with Arabic speakers, for example, making appropriate eye contact, allowing for personal space, and respecting elderly people, parents and teachers, and making comparisons with the way they communicate with English speakers |
| <p>Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication</p> <p>[Key concepts: self, complexity, belief systems; Key processes: finding connections, reflecting, discussing]</p> | <ul style="list-style-type: none"> discussing how having an Arabic-speaking background influences who they are, how they think about things and how they interact and behave in different contexts identifying aspects of personal identity such as age, gender and social status that are important when interacting in Arabic-speaking contexts and may be different to Australian social behaviours identifying key influences on their sense of identity, for example, their family origins, traditions and beliefs and significant events <p>مكان الولادة؛ التربية العائلية؛ عدد أفراد العائلة والعادات والتقاليد التي تربي عليها؛ خبرات الطفولة في المدرسة والبيت؛ تأثير الأصدقاء؛ المفاهيم الاجتماعية السائدة؛ المفردات التي تستخدم في البيت؛ في الشارع وفي المدرسة</p> <ul style="list-style-type: none"> exploring how they communicate with each other, their teachers and families, noticing if there are any changes in the way they see themselves in different contexts, for example, when they gather for a family celebration, when they are at a school concert, or when they are invited to the birthday party of a non-Arabic speaking friend |

Arabic (F–10 Sequence) Understanding

| Years 5 and 6 content descriptions | Elaborations |
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| <p>Systems of language</p> <p>Understand patterns of intonation and pronunciation including the way vowels soften and extend sounds and apply appropriate conventions to their writing</p> <p>[Key concepts: sound systems, application, writing systems; Key processes: analysing, applying]</p> | <ul style="list-style-type: none"> understanding that vowel marks influence the way words are pronounced for example, أكلت التفاحة؟ أكلت التفاحة؛ المدرسة واسعة/في المدرسة discriminating between the use of alif, waaw, and yih as either consonants and long vowels in word, for example, سال الدم من يد سعاد/سال الولد المعلمة applying pronunciation rules when speaking and reading aloud, for example, المدة والشدة؛ والتتوين؛ والياء ...م/ع/ل/مة؛ ت/ل/ميد المقصورة والتاء المربوطة والطويلة recognising the different ways of pronouncing the long vowel (ا), for example, ندى؛ لدا؛ لدا؛ متى؛ فتى and writing the long vowel ء, for example, شيء؛ قراءة؛ مسؤول applying phonic knowledge to spell unknown words, for example, جئت؛ أكل؛ شيء applying accurate spelling in familiar words, phrases, sentences and texts |
| <p>Develop and apply understanding of verb conjugation, suffixes, basic conjunctions and a range of adjectives and adverbs to construct simple sentences</p> <p>[Key concepts: grammar, syntax, vocabulary knowledge; Key processes: applying, explaining, understanding]</p> | <ul style="list-style-type: none"> applying rules of past tense verb conjugation to describe past actions and events, for example, أنا أكلت؛ أنت شربت؛ أنت ذهبت؛ هو كتب؛ هي ركضت؛ هم تأخروا producing complex sentences using present tense verb conjugation, for example, أمي تطبخ طعاماً لذيذاً؛ أبي يغسل السيارة كل أسبوع؛ أساعد في تنظيف البيت دائماً؛ المعلمون يتكلمون كثيراً expressing negation in complex sentences, for example, لا أريد أن ألعب هذه اللعبة؛ ليس عندي طعام مفضل؛ لم؛ لن using the imperative form of verbs to address different people and groups, both orally, such as in speeches and presentations, or in writing, such as in a group email, for example, تعالوا جميعاً نشارك في يوم تنظيف أستراليا؛ هيا شاركوا معنا؛ قولوا للجميع؛ لا تتأخروا using irregular adjectives to describe number, shape and colour, for example, فزت في المرتبة الأولى؛ طلعت الثاني في الإمتحان؛ حقيبتى حمراء؛ قميص أحمر؛ قلم أخضر؛ ممحاة خضراء؛ شكل مدور؛ مثلث؛ مربع؛ مستطيل understanding gender and number agreement between nouns and adjectives, for example, كتاب واحد رخيص؛ ثلاثة كتب رخيصة؛ عشرة كتب غالية؛ طاولة واحدة ثقيلة؛ أربع طاولات قديمة؛ تسع طاولات كبيرة describing a relationship using a possessive pronoun for singular and plural third person, for example, سليم يحب أبي كثيراً؛ هناك تستمع إلى أمها دائماً |

| Years 5 and 6 content descriptions | Elaborations |
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| | <ul style="list-style-type: none"> • using conjunctions <i>بينما</i> to make comparisons between people and actions, for example, <i>كامل صديق ودود بينما</i> and using conjunctions to link ideas and sentences, for example, <i>لكن؛ كذلك</i> • using adverbial phrases to expand on ideas and elaborate on information related to feelings, attitudes and <i>abilities</i>, for example, <i>أمي تتكلم بثقة كبيرة؛ المعلم يشرح الدرس بطريقة مفهومة؛ أخي يتكلم في الخطب بجرأة شديدة</i> • understanding and applying rhetorical questioning techniques in oral and written interactions to provoke thought and response, for example, <i>أليس كذلك؟؛ من منا لا يحب اللعب على الكمبيوتر؟</i> • building compound sentences to express opinions, preferences or reasons, for example, <i>الكاتب المفضل عندي هو... لأن قصصه مثوقة وفيها كثير من المفاجأة؛ قصص مسلية وتحتوي على الخيال</i> |
| <p>Explore the structure and language features of spoken and written Arabic texts, such as news reports and conversations, recognising that language choices and the form of Arabic used depend on purpose, context and audience</p> <p>[Key concepts: structure, coherence, textual features; Key processes: connecting, applying]</p> | <ul style="list-style-type: none"> • identifying the purpose, context and audience of a range of familiar texts, for example, fairy tales, songs, poems, short plays and video clips • listening to, reading and viewing different types of texts with a common topic and comparing features, for example, examining a print report, a television report and an internet announcement about an accident and discussing how the different features of each text combine to make similar meaning • discussing key features, audience and purpose of different types of text, for example, a shopping list serves as a reminder to self about items to be purchased, whereas a permission note seeks permission from another person to do or have something • making connections between the formality of a situation and the form of Arabic used, such as the use of colloquial Arabic in informal spoken texts and the use Modern Standard Arabic in formal spoken situations and in written texts • analysing how different types of text create specific effects by using particular aspects of language, for example, superlative adjectives and imperative verb forms in advertisements designed to persuade customers |

| Years 5 and 6 content descriptions | Elaborations |
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| <p>Language variation and change</p> <p>Explore how language use differs between spoken and written Arabic texts, and depends on the relationship between participants and the context of the situation</p> <p>[Key concepts: language, variation, context, relationship; Key processes: observing, explaining]</p> | <ul style="list-style-type: none"> understanding the importance of using appropriate forms of address when interacting with different people, for example, the use of خالة سامية عم كريم؛ عمي حسين حضرتك؛ خالتي رانيا؛ أمي with adults, both close relatives and strangers recognising how language use reflects the mood, feelings, attitudes or relationships of the people involved, for example, إنها أُمي تتصل على المحمول مرة ثانية! سعاد؛ ماذا تريدان الآن؟ experimenting with different vocabulary and language structures in modern standard Arabic, and making comparisons with Arabic dialects spoken by peers, discussing similarities and differences comparing spoken and written texts, for example, a spoken advertisement compared to a print advertisement, an email compared to an oral conversation, explaining how mode relates to linguistic structures and features and how this affects meaning recognising differences in language use between class presentations and everyday conversations explaining why different forms of Arabic are used depending on the context of communication such the use of Modern Standard Arabic when communicating with people with different dialects, or with the teacher in the classroom compared with the use of colloquial Arabic at home |
| <p>Explore the origins of Arabic and how it has been influenced by and influences other languages</p> <p>[Key concepts: language, change, borrowing; Key processes: reflecting, selecting, connecting]</p> | <ul style="list-style-type: none"> recognising that the Arabic alphabet shares similarities with the Aramaic alphabet system (alpha being the first letter, and beta being the second letter) and that the Arabic ordering system أ،ب،ج is based on the Aramaic alphabet understanding that many words in Arabic are borrowed from Indigenous languages of the Arabic-speaking world, such as Assyrian, Aramaic and Syriac, Phoenician and Berber, for example, رأس؛ دم؛ أخ؛ أخت؛ أب؛ لسان؛ أنا؛ أنت؛ هو؛ نحن؛ كلب؛ بيت؛ سمع؛ كتاب بوظة؛ دولاب؛ دولمة؛ بسطمة؛ exploring the meaning of famous names of people and places and reflecting on their origin and naming systems, such as, بابل؛ بحرین؛ سوريا؛ بيت لحم؛ موصل؛ لبنان؛ أور؛ بيروت؛ investigating the influence of Arabic on other languages such as Berber, Kurdish, Amharic, Tigrinya, Persian, Pashto, Urdu, Punjabi, Portuguese, Sindhi, Tagalog, Turkish, Spanish, Hindi, Swahili, Somali, Malay, and Indonesian, for example the Arabic word for book /kita:b/ is used in most of the languages listed identifying languages that were derived from Arabic, for example Maltese and Nubi |

| Years 5 and 6 content descriptions | Elaborations |
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| <p><i>Role of language and culture</i></p> <p>Explore how language use reflects particular value systems, attitudes and patterns of behaviour by comparing ways of communicating across cultures</p> <p>[Key concepts: values, attitudes, behaviour, Key processes: exploring, describing, comparing]</p> | <ul style="list-style-type: none"> describing own and others' ways of communicating, identifying aspects which reflect traditions, values and practices in Arabic-speaking communities exploring words or expressions commonly used in informal interactions in the Australian context, interpreting or explaining them to young Arabic speakers, for example, 'mate' or 'fair dinkum' comparing similarities and differences between own ways of communicating and interactions between young Arabic and English speakers in different contexts and situations, for example, expressions of politeness or turn taking in conversations, reflecting on the influence of culture on language use |

Years 5 and 6 Achievement Standard

By the end of Year 6, students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations, for example, أذهب مع عائلتي لزيارة جدي وجدتي في الأعياد؛ في العطلة الأسبوعية, sport, for example, أذهب مع أصدقائي بعد المدرسة في الحديقة العامة, and other interests such as ألعاب إلكترونية على الآي باد يمكنهم أن They make shared decisions, for example, provide suggestions such as أريد أن and complete transactions. When participating in classroom routines and activities, they follow shared rules and procedures, express opinions and ask for clarification, for example, ما معنى Students use patterns of Arabic pronunciation and intonation when interacting. They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle. They present ideas and information about topics of interest and aspects of culture in different formats for particular audiences. They respond to a range of imaginative texts by expressing opinions about key elements, such as من القصة نتعلم ال..... characters, for example, أنا أيضا يجب and actions, for example, أحب علاء الدين لأنه.....؛ لا أحب الملك في الفيلم لأنه They create and perform short imaginative texts based on a stimulus, concept or theme. They use a variety of tenses such as الحاضرة والماضية and apply verb conjugation, for example, أكلت/أكل/أكلت, suffixes, for example, أذهب/يذهب/تذهب, basic conjunctions, for example, و؛ أو, and a range of adjectives such as الصفة للمذكر والصفة للمؤنث and adverbs such as سريعا؛ ليلا؛ صباحا؛ يوميا to construct sentences and to produce short texts. Students translate texts from Arabic to English and vice versa, identifying words that are not easily translated such as أيفون؛ تلفاز؛ كومبيوتر and create bilingual texts for own learning and the school community. Students identify ways that their own biography, for example, السيرة الذاتية؛ الخبرات الخاصة, traditions, such as العادات العائلية والاجتماعية and beliefs such as المعتقدات الخاصة impact on their identity and influence the way they communicate in Arabic and English.

Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions. They distinguish between the structure and features of different types of spoken and written Arabic texts and identify ways in which audience, context and purpose influence language choices and the form of Arabic used. They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange, for example, أنواع They identify how languages influence each other, including the influence of Indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic, for example, أصل الكلمات. They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures.

Years 7 and 8

Band description

The nature of the learners

These years represent a transition to secondary school. Students in this pathway are continuing to study Arabic, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate about their immediate world and that of Arabic-speaking countries and communities overseas.

Arabic language learning and use

The focus of learning shifts between the world of learners' own experience and imagination and the wider world. Learners make cross-curricula connections and explore intercultural perspectives and experiences relating to teenage life and interests. They engage in a range of interactions with others, expressing their feelings *أتمنى أن نسافر إلى*, exchanging and clarifying their views *سامي أعطنا رأيك*, describing and explaining their actions and responses *تأخرت في الصباح لأنني إستيقضت متأخراً*, and negotiating and making arrangements *أن ساعدتني في البحث؛ سنحصل على درجة عالية*. They increasingly access information from local sources and the internet to explore perspectives and views on topics of interest to teenagers, such as leisure, entertainment, and special occasions. Learners use different processing strategies and their knowledge of language, increasingly drawing on their understanding of text types, when conveying information in a range of texts. They produce personal, informative and persuasive texts, such as blogs, diary entries, emails, reports, articles and speeches, about their own social and cultural experiences at home and school, and in Arabic-speaking communities in the Australian context. They examine a range of imaginative texts, such as Arabic legends, to analyse and give their opinions about themes, characters, events, messages and ideas *الفيلم غير واقعي*, and discuss and compare how elements of Arabic culture are represented. They use their imagination to create and perform songs, short plays and stories to entertain different audiences. They use vocabulary and grammar with increasing accuracy, drafting and editing to improve structure and clarify expression and meaning.

Contexts of interaction

Learners work both collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. They use Arabic to interact with teachers, peers and local Arabic speakers, participating in authentic situations at home, school and within the local community. The context of interactions extends beyond the home and classroom and involves participation in community events or celebrations. Additional opportunities for interaction are provided by purposeful and integrated use of information and communication technologies (ICT), for example, videoconferencing and e-learning.

Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Arabic in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Arabic-speaking communities, such as films, literature, websites and magazines. They use a range of dictionaries and translation methods to support comprehension.

Features of Arabic language use

Learners use appropriate pronunciation, intonation, rhythm patterns and writing conventions to convey specific meaning in a range of texts. By building their vocabulary knowledge, learners are able to develop and express more complex concepts in Arabic. They use a range of grammatical forms and structures to convey relationships between people, places, events and ideas. They employ a variety of sentence structures, including grammatical elements such as adjective-noun agreement, dual forms of nouns and verbs, irregular plural, imperative and auxiliary verbs to describe and compare people, actions and events, elaborate on ideas and opinions رياضة السباحة ممتعة ومفيدة and enrich their understanding and use of language. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language, and how Arabic speakers use particular language and gestures to convey their feelings about and attitudes towards other people and ideas.

Level of support

The class will likely comprise background learners with a range of prior experience in studying Arabic. Learners are supported through multilevel and differentiated tasks. Consolidation of prior learning is balanced with the provision of new, engaging and challenging experiences. Learners are supported as they develop increasing autonomy as language learners and users, to self-monitor and reflect on language use in response to their experiences in diverse contexts.

The role of English

The classroom is increasingly characterised by bilinguality, with Arabic being the principal language of communication. English may be used separately or in conjunction with Arabic to express ideas, personal views and experiences relating to communicating in Arabic and English in different contexts of interaction. Learners continue to develop a metalanguage for thinking and talking about language, culture and their sense of identity from a bilingual perspective, and the importance of maintaining their Arabic cultural heritage.

Arabic (F–10 Sequence) Communicating

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Socialising</p> <p>Initiate and sustain interactions with others by expressing feelings, exchanging opinions about topics of interest, and maintain relationships through apologising, inviting or praising</p> <p>[Key concepts: experiences, attitudes, etiquette, respect; Key processes: speaking, writing, expressing, inviting, accepting and declining, explaining]</p> | <ul style="list-style-type: none"> initiating conversations by asking peers about personal interests, for example, <p>هل تحب المأكولات العربية؟ ما هو طعامك المفضل؟ أنا أيضاً أحب الوجبات السريعة ؛ هل تريد أن تأتي معي إلى مطعم الوجبات السريعة بعد المدرسة؟</p> <p>أمي طبخة ماهرة؛ تعال إلى بيتنا يوم السبت؛ هل تحب الذهاب معنا إلى المنتزه/الحديقة؟</p> <p>أنا أسف؛ أمي لا تسمح لي. أعتذر ليس عندي وقت؛ سوف أسأل أبي. نعم؛ طبعاً؛ سوف أتصل بأمي أولاً.</p> <p>ممتاز؛ هذا رائع!</p> and developing and sustaining conversations with peers on topics of interest, such as sport, games, and music <p>هل شاهدت أمس مباراة كرة القدم؟ برأيك من سيفوز بالكأس؟ من هو لاعبك المفضل؟ هل نزلت اللعبة الكترونية الجديدة إلى الأسواق ؟ إنها لعبة مسلية.</p> <p>هل تحبين الأغنية الجديدة ؟</p> exchanging information and opinions about a range of topics such as home, school, leisure and travelling, for example, <p>هل تحب المنطقة التي تسكن فيها؟ لماذا؟ منطقتي جميلة وشارع بيتي هادئ؛ أبي يريد أن يشتري بيتاً جديداً وأنا لا أريد أن أترك بيتنا؛ أنا أحب بيتنا كثيراً أريد ركوب الدراجة ولكن ليس عندي خوذة. ما رأيك بلعبة كرة القدم؟ أنا أحب القراءة كثيراً؛ وأنت؟</p> expressing hopes and feelings, and describing personal plans for school holidays, and the weekend, for example, <p>في عطلة نهاية الأسبوع أحب أن أذهب إلى البحر؛ لأن الطقس سيكون حاراً؛ أتمنى أن نسافر إلى كوينزلاند في العطلة المدرسية. أنا سعيد لأننا سوف نسافر في العطلة؛ في العطلة المدرسية سوف ألعب التنس كل يوم؛ يوم السبت القادم سأذهب إلى السينما مع إخوتي؛ يوم الأحد القادم سأذهب إلى السوق مع أمي لأشتري حذاءً جديداً للرياضة</p> using communication strategies when interacting in social situations such as apologising, inviting and praising <p>عفواً؛ تفضل؛ أنت بنت ذكية</p> |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Take action in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and shared transactions</p> <p>[Key concepts: negotiation, expressing preference, collaboration; Key processes: planning, discussing, agreeing/disagreeing, making decisions]</p> | <ul style="list-style-type: none"> expressing preferences for plans, comparing and contrasting alternatives, and negotiating solutions, for example, <p>أفضل من...؛ الأفضل...؛ الأحسن...</p> <p>أفضل ان تشتري هذه اللعبة لأنها حديثة؛ لا أتفق على الذهاب إلى السينما في المساء؛ ماذا لو نذهب في عطلة المدرسة؟ في المساء تكون السينما مزدحمة أما أثناء النهار فتكون هادئة. سأتصل بك في عطلة نهاية الأسبوع؛ لأنّ ذلك أفضل من أيام الأسبوع</p> collaborating with others to plan events, such as arranging a day out or a birthday party and making shared decisions <p>هل تحب أن نذهب إلى البولينغ يوم السبت؟ أبي سوف يأخذني إلى هناك الساعة العاشرة صباحاً؛ هناك نلتقي؛ نلتقي بعد المدرسة؛ حفل عيد ميلاد قيس يوم الأحد. سأتي لأخذك معي إلى بيته. الحفلة ستبدأ الساعة السادسة.</p> responding to invitations by accepting, declining and providing reasons for non-attendance, for example, <p>شكراً جزيلاً على الدعوة؛ سأحضر الحفلة. آسف لا أقدر أن آتي إلى السينما لأن أُمي لا تسمح لي. أنا مدعوة لحفل زواج ابن عمتي ولا أستطيع أن آتي معكم إلى البولينغ.</p> asking for opinion relating to group weekend plans, and resolving disagreements by providing alternative suggestions, for example <p>يا سمير؛ هل قررت أن تأتي معنا إلى السينما يوم السبت؟ لا تقلق كل شيء سوف يكون على ما يرام؛ الغالبية منا تفضل الذهاب إلى البولينغ؛ لذا من العدل أن تقبل يا هادي قرار الأغلبية؛ ماذا لو شاهدنا عرضاً مسرحياً؟ ربما عرضاً غنائياً؟ يا سلمى أنا أعرف أنك تحبين الموسيقى؛ لذلك تعالي نحجز تذاكر عرض "الأميرة النائمة" الموسيقي. ما رأيك؟</p> |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Engage in classroom interactions and exchanges, clarifying meaning, describing and explaining actions and responses</p> <p>[Key concepts: opinion, perspective, mindful learning, exchange; Key processes: describing, explaining, clarifying, expressing]</p> | <ul style="list-style-type: none"> exchanging ideas and suggestions with peers, for example, ماذا تقترح يا سامي؟ أعطنا رأيك؛ كيف يمكن أن ننظم الأدوار بيننا؟ ما رأيكم؟ clarifying meaning of expressions, such as in statements, questions or comments, by giving examples أعني أن كل واحد منا يكتب صفحة؛ أقصد أنا وهناء نبحث عن الصور؛ وعادل ووفاء وسمير يكتبون المقاطع؛ مثلاً؛ مثل؛ على سبيل المثال contributing to class discussions by expressing opinions, using reflective language, for example, لو كان لدينا وقتاً أطول؛ لأضفنا موسيقى على البحث؛ كان الإمتحان صعباً وطويلاً؛ أصبحت القراءة في الصف مملة describing actions and responses and giving reasons وضعتُ الصورة هنا لأنها صغيرة ومناسبة؛ فاتتني القطار لأنني إستيقظت متأخراً؛ أنا متعب اليوم لأنني نمت الساعة العاشرة ليلاً. إن ساعدتني في البحث؛ سنحصل على درجة عالية |
| <p>Informing</p> <p>Locate, interpret and compare information and ideas from a variety of texts relating to topics of interest such as leisure, entertainment and special occasions</p> <p>[Key concepts: representation, community; Key processes: identifying, classifying, comparing, summarising, relating, understanding]</p> | <ul style="list-style-type: none"> identifying context, purpose and audience in a range of texts such as articles, reports and documentaries gathering information independently and collaboratively about events or people and comparing how various sources, such as magazines, newspapers and websites, use language to convey meaning listening to, viewing and reading texts to extract elements that reflect different aspects of Arabic culture related to topics such as entertainment and special occasions, for example, حفلات المطربين؛ البرامج الترفيهية؛ برامج المسابقات الأعياد الدينية المختلفة وطرق الإحتفال بها؛ عيد الأم؛ عيد الأب؛ أعياد الميلاد الخاصة؛ مناسبات الخطوبة والزواج analysing and summarising information from texts, such as television programs, reports and documentaries, and comparing how ideas are conveyed differently الأفلام العربية الحديثة؛ البرامج التّقدية الساخرة؛ البرامج الحوارية؛ البرامج الوثائقية |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Present information to describe, compare and report on ideas and experiences in print, digital and multimodal formats selected to suit audience and purpose</p> <p>[Key concepts: representation, experience, audience; Key processes: describing, summarising, comparing, reporting]</p> | <ul style="list-style-type: none"> conveying information in texts such as notices and newspaper announcements to inform others about an issue of interest and an upcoming event, for example, إعلان هام؛ تحتفل الجالية العربية بعيد الأم في إحتفال كبير في الحديقة العامة يوم السبت القادم؛ الدكتورة ريم ستلقي محاضرة عن الشباب والمستقبل في الجامعة presenting views on topics related to personal experiences in texts such as blogs, emails and speeches, for particular purposes and audiences organising and presenting information to an Arabic-speaking audience, for example, creating a visual presentation comparing cultural aspects of life at school and at home for young Arabic speakers or a video recording of a cooking demonstration reporting on own and others' experiences, such as holiday trips or a school camp, for example in a digital presentation, and comparing own experiences with others', using expressions such as بالنسبة لي الرحلة كانت ممتعة بينما غالبية تلاميذ الصف شعروا بالملل؛ بالرغم من الساعات الطويلة التي قضيناها في الطريق؛ إلا أنني لم أشعر بالتعب لكن أصدقائي كانوا متعبين جداً |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Creating</p> <p>Compare ways in which people, places and experiences are represented in different imaginative texts, analysing ideas, themes and messages and contrasting them with own experiences</p> <p>[Key concepts: representation, morality, context; Key processes: analysing, comparing, contextualising, explaining]</p> | <ul style="list-style-type: none"> expressing personal opinions about ideas presented in various texts such as stories, films, songs or video clips, for example, <ul style="list-style-type: none"> الفيلم يشجع الشباب على الدراسة وهذا ممتاز؛ المقطع الغنائي جميل ومؤثر؛ الفيلم غير واقعي؛ يعرض الفيلم عن مشاكل الشباب مع الأهل؛ الأغنية جميلة فهي تعبر عن الصداقة stating and explaining personal preferences about characters, themes, ideas and events in texts, using expressions such as <ul style="list-style-type: none"> أفضل شخصية في الفيلم هي سميرة لأنها تعرف ما تريد؛ عادل شخصيته مؤثرة لأنها تمثل شخصية معظم الشباب العربي وتعرض مشاكلهم؛ أحداث القصة متسلسلة ومنطقية؛ الأب في المسلسل ليس مثاليًا أبداً؛ الأم أيضا دورها تقليدي analysing how people, places and experiences are represented in a variety of imaginative texts, such as extracts from a play or scenes from a film, and comparing how key messages and beliefs are communicated expressing and exchanging opinions about typical features, language use and cultural elements in contemporary songs, films or video clips from the Arabic-speaking world, and comparing them with similar ones from the English-speaking world |
| <p>Create and present imaginative texts involving fictional characters, events and contexts such as songs, poems, plays, stories or video clips to entertain different audiences</p> <p>[Key concepts: imagination, emotion, context, audience; Key processes: composing, performing, building context and character, entertaining]</p> | <ul style="list-style-type: none"> creating cartoons, plays or short stories to share in class about an imaginary experience in their own life or a dream for the future illustrating own imaginative stories in print, visual or digital forms, such as captioned photo stories composing and performing imaginative experiences for the school community, through role plays, raps and video clips, using expressive language and movement to illustrate meaning and to entertain creating modified versions of traditional Arabic stories and films, such as <ul style="list-style-type: none"> علاء الدين والمصباح السحري, by introducing new characters, contexts or alternative endings |

| Years 7 and 8 content descriptions | Elaborations |
|--|---|
| <p>Translating</p> <p>Translate and interpret texts from Arabic to English and vice versa, comparing own translations with others', discussing differences and possible reasons and alternatives, and making language choices that best convey equivalent meaning</p> <p>[Key concepts: meaning, equivalence, choice; Key processes: interpreting, comparing, refining]</p> | <ul style="list-style-type: none"> translating and interpreting texts from Arabic to English and vice versa, and experimenting with interpretations of unknown words or expressions, reflecting on challenges associated with transferring meaning from one language to another comparing own and others' translations of the same text, commenting on differences and similarities between versions and considering possible reasons for these translating and interpreting texts, identifying culturally specific vocabulary, for example, عفواً؛ سلامتک and expressions, such as ألف مبروك، الحمد لله على السلامة؛ تشكر الرب، discussing the translation process relating to choice of words that best reflect the meaning, equivalence and contextual appropriateness paraphrasing English words or expressions that have no specific equivalent in Arabic, and annotate them in order to convey their intended meaning, for example, mufti day, fundraiser |
| <p>Create bilingual texts on particular themes or events in different modes, such as menus, brochures, cartoons or video clips, explaining cultural words and expressions, for example, by using captions and descriptions</p> <p>[Key concepts: language, culture, meaning; Key processes: selecting, relating interculturally, designing]</p> | <ul style="list-style-type: none"> creating bilingual subtitles, captions or commentaries for texts, such as brochures, slide show presentations or video clips, that inform the school community about aspects of culture in the Arabic-speaking world producing bilingual texts in both Arabic and English about community events, such as a concert promotion or an interview with a celebrity for a community radio station, in print or multimedia formats, for example, posters or advertisements designing menus or programs for Arabic-themed events, with key items and information in Arabic and explanatory notes in English creating a short film about social interactions amongst different speakers of Arabic, explaining cultural elements that may vary in different parts of the Arabic-speaking world and may be unfamiliar to English-speaking viewers |

| Years 7 and 8 content descriptions | Elaborations |
|---|---|
| <p>Reflecting</p> <p>Reflect on cultural differences between Arabic and English communicative styles, discussing how and why they modify language for different cultural perspectives</p> <p>[Key concepts: communication, cultural perspectives; Key processes: reflecting, discussing, connecting]</p> | <ul style="list-style-type: none"> discussing cultural cues in communication that suggest differences in traditions, ideas or values, for example, التحية المتكررة مثلاً: كيف حالك وكيف العائلة؟ ؛ التعبيرات الدينية مثل: إن شاء الله؛ إن شاء الرب وعشنا reflecting on the influence of Arabic culture on their own communication style, for example, using gestures, words or expressions with particular cultural significance in Arabic, and discussing whether they modify their communication style when interacting in English such as kissing your own right hand, then raising your eyes and your right hand used for expressing thanks comparing choices of language and behaviours when communicating in Arabic and English, explaining the modifications they make and why, for example, when addressing older people, with titles such as عم (عمو)؛ خالة؛ (طنت) considering own and others' responses and reactions in Arabic/English intercultural exchanges and discussing reasons for different interpretations of meaning for example, Arabic –speaking men stroking the moustache in connection with an oath or a promise indicates sincerity, while raising the right hand when making an oath is expressed in the Australian context |
| <p>Reflect on how and why being a speaker of Arabic contributes to their sense of identity and is important to their Arabic cultural heritage</p> <p>[Key concepts: cultural heritage, identity; Key processes: reflecting, explaining]</p> | <ul style="list-style-type: none"> discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as being 'Arabic or Lebanese/Egyptian/Iraqi', and recognising that identity includes culture as well as language reflecting on the role of language in expressing identity, considering when, with whom and why different languages are used and reflecting on whether their own identity changes when they use different languages expressing to others how Arabic is part of their identity, reflecting on when, how and why they use Arabic sharing views of what their Arabic culture 'is', and what elements of culture do they accept and what elements do they reject, and how it relates to language, identity and experience, using statements such as 'My culture is ...', 'Culture can ...' |

Arabic (F–10 Sequence) Understanding

| Years 7 and 8 content descriptions | Elaborations |
|---|---|
| <p>Systems of language</p> <p>Understand rules for intonation and pronunciation and apply writing conventions with increased accuracy in spoken and written texts</p> <p>[Key concepts: writing conventions, pronunciation, sounds; Key processes: selecting, speaking, writing]</p> | <ul style="list-style-type: none"> understanding that sentences can be separated by commas and that a paragraph may only have one full stop at the end. understanding that the marks used the Arabic script such as <i>الشدّة والمدّة</i> influence pronunciation and meaning in words and sentences, such as <i>أمل /أمل؛ دعوة/دعوى</i> using the rhythms of the Arabic language, including intonation, tone and stress, to increase fluency and enhance expression applying spacing rules between words and using their knowledge of writing conventions to expand on ideas when writing short texts, making choices in relation to the use of punctuation such as (،) and adjusting the flow of ideas by increasing text cohesion and expression |
| <p>Understand and use grammatical forms and structures, such as adjective-noun agreement, adverbial phrases (time, place and manner), irregular plural, imperative and auxiliary verbs, to expand on spoken and written ideas</p> <p>[Key concepts: grammar, accuracy; Key processes: expanding, speaking, writing]</p> | <ul style="list-style-type: none"> using <i>سوف</i> in addition to the present tense to express future plans, for example, سوف أدخل إلى الجامعة بعد الثانوية العامة؛ سوف أشتري سيارة بعد الإمتحانات understanding and describing current, reoccurring and future actions, using auxiliary verbs, for example, ما زال أبي يعمل في المطار؛ ما زالت أختي تدرس الطب using the conditional mood as a formulaic expression, for example, لو نجحت في الأمتحان هذا العام سوف يشتري لي أبي لعبة إلكترونية جديدة understanding and using the conjunction <i>بينما</i> to compare people and actions, and expanding on expression, for example رياضة السباحة ممتعة ومفيدة خاصة هنا في أستراليا؛ بينما لعبة كرة القدم شعبية أكثر referring to a date for an event such as a birth date, noticing that names of months differ depending on the region of the Arabic-speaking world, for example, الخامس من إبريل 1999؛ العاشر من نيسان ٢٠٠١ |

| Years 7 and 8 content descriptions | Elaborations |
|------------------------------------|--|
| | <ul style="list-style-type: none"> using ordinal numbers to sequence ideas in oral interactions and written texts, such as أولاً؛ ثانياً؛ ثالثاً؛ أخيراً using interrogative words and expressions, such as <i>هل</i>, <i>لم</i>, to ask questions and make requests, for example, لم تأخرت اليوم وأنت عندك إمتحان؟ هل فهمت ما قلت لك؟ رجاءً؛ أحضر البحث غدا لأنك لم تقدمه أمس؛ من فضلك هل تستطيع أن تقول لي كيف أذهب إلى البنك؟ expanding their knowledge of noun-adjective agreement through understanding and applying the irregular plural form, for example بيت/بيوت كبيرة؛ كرسي/كراسي جديدة؛ كتاب/كتب قيمة؛ يوم/أيام جميلة؛ تلميذ/تلاميذ مجتهدون؛ معلمون ملتزمون using specific structures relating to expressions of praise, encouragement and persuasion, for example, ممتاز! أحسنت! عمل رائع؛ هيا واصل عملك أنت شخص ذكي؛ أكمل الصورة وقدمها للعرض؛ لا تتكاسل واصل الركض؛ إعرض كتاباتك على الصحيفة المحلية؛ أنت كاتب بارع using expressions such as <i>أكبر من</i>، <i>الأكبر</i> to indicate preference and show comparison, for example, هذا الملعب أكبر من الملعب القديم؛ إن مدرستنا فيها أدوات حديثة أكثر من المدارس الأخرى؛ بيتنا هو الأجَد في المنطقة؛ سيارة أبي أقدم سيارة رأيته في حياتي expressing opinions and feelings using expressions such as أشعر بالسعادة عندما أسافر إلى المناطق الريفية في أستراليا؛ أعتقد أن أستراليا أجمل دولة في العالم using conjunctions, such as <i>بالرغم من</i>، to show differences and contrasts in ideas, for example, بالرغم من أن الشمس ساطعة؛ إلا أن الطقس بارد بالرغم من نجاحي في الإمتحان؛ لم يشتري لي أبي اللعبة الإلكترونية |

| Years 7 and 8 content descriptions | Elaborations |
|---|--|
| <p>Expand understanding of how the structure and language features of personal, informative and imaginative Arabic texts suit diverse audiences, contexts and purposes</p> <p>[Key concepts: textual conventions; Key processes: comparing, examining]</p> | <ul style="list-style-type: none"> • applying knowledge of texts and their purpose, and predicting the meaning of unfamiliar vocabulary and phrases • analysing the language features and text structure of different samples of a particular type of text, such as a diary entry, to identify how ideas, representations and reflections are presented • exploring a range of imaginative texts and comparing the use of language features such as imagery and exaggeration, and discussing how these are used to convey meaning and appeal to the audience • examining how the structures and features of a variety of informative texts, such as reports and articles reflect the intended purpose and how the choice of vocabulary reflects ideas and perspectives • explaining linguistic choices used to vary texts according to their intended audience and degree of formality, for example, changing from Modern Standard Arabic to colloquial Arabic to indicate changes in relationship between participants or degree of (in)formality |
| <p>Language variation and change</p> <p>Explain how elements of communication and choice of language and register, vary according to the context of the situation and the context of culture</p> <p>[Key concepts: body language, expression, negotiation, choice; Key processes: reflecting, selecting, connecting]</p> | <ul style="list-style-type: none"> • understanding how particular gestures and body movements used by various Arabic speakers, such as eye contact and the use of personal space, reflect feelings and attitudes towards other people and ideas • recognising that different situations require different levels of politeness depending on the context and speaker, for example, a gift from parents to a teacher may be a polite gesture in some Arabic cultures but inappropriate in the Australian school context, or having opposing opinions on a current issue may be totally acceptable in the Australian context but viewed as being disrespectful in some Arabic cultures • identifying and reflecting on how emotions and attitudes, such as respect or embarrassment, and personal views are reflected in the choice of language in various social settings, such as public forums and school contexts • identifying and comparing the features of language that distinguish the purpose for which it is used, for example <i>فعل الأمر مع واو الجماعة في الخطبة: هيا شاركوا في المهرجان العربي الحافل؛ استخدام "يا ليت؛ يا ليتني" في التعقيب على الأحداث في مدونة شخصية</i> • comparing informal classroom interactions about a current event or issue with news and current-affairs programs, and analysing differences |

| Years 7 and 8 content descriptions | Elaborations |
|---|---|
| <p>Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts</p> <p>[Key concepts: globalisation, technology, dynamic systems; Key processes: researching, explaining, reflecting]</p> | <ul style="list-style-type: none"> investigating and explaining the influence of globalisation and new technologies such as the internet on Arabic as a dynamic language exploring the power and function of Arabic regional dialects in digital and social media researching and reporting on evidence relating to the influence of Arabic language and culture in the local and broader Australian community, for example, food industry (Lebanese restaurants and bakeries), the entertainment industry and the media (the Arab Film Festival, SBS Arabic radio and television, Arabic films) and education (Arabic bilingual schools) reflecting on changes in their own use of the Arabic language, identifying new terms and behaviours that they have adopted in response to changes in technology and social media, and how these changes have become part of their everyday language |
| <p>Role of language and culture</p> <p>Understand and reflect on language choices made in order to express ideas and perspectives that relate to cultural elements in everyday communication</p> <p>[Key concepts: cultural expression, representation; Key processes: analysing, selecting, reflecting]</p> | <ul style="list-style-type: none"> identifying and discussing how values or attitudes are differently reflected in Arabic and English, for example, attitudes to being on time reflected in language such as لا تهرب الحفلة؛ لا تهتم يوجد وقت كثير and social interactions such as expressing thanks or appreciation more or less directly, or attitudes to making an apology considering how differences between ways of using language reflect cultural influences, for example, العبارات التي تقال في المناسبات: ألف مبروك؛ عقيب للمنة عام؛ بالأفراح والمسرات؛ زواج مبارك examining how and why language and cultural practices are interconnected, for example, by identifying religious origins or connotations associated with places such as كربلاء؛ مكة المكرمة؛ أورشليم المقدسة؛ دير الزور |

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Arabic to initiate and sustain classroom interactions with others, to exchange views, for example, السباحة رياضة ممتعة؛ أعتقد , and express feelings such as الترقيم/الوقف والإملاء والقواعد ال التعريف؛ They use language conventions such as , أنا آسف؛ أعتذر عن.... , invite, for example, ... أرجو أن تحضر , and offer praise such as ... أعتقد أن... They clarify meanings, explain actions and responses and complete transactions by negotiating, making arrangements and solving problems, for example, سوف أتصل بك بعد المدرسة؛ أراك غدا صباحا؛ سوف أرسل البحث بالإيميل , ماذا لو أكملنا البحث مع؟؛ هل تريد أن أساعدك؟ . They apply pronunciation and rhythm patterns in spoken Arabic to a range of sentence types. They locate, interpret and compare information and ideas on topics of interest from a range of written, spoken and multimodal texts and convey information and ideas in a range of formats selected to suit audience and purpose. They express opinions about the ways in which characters and events are represented in imaginative texts, and explain ideas, themes, and messages, for example, ... في النص الأول... بينما في النص الثاني . Students create texts with imaginary places, events, people and experiences in a range of forms to entertain different audiences. They use grammatical forms and features such as adjective-noun agreement, for example, الشاب الوسيم/الشابة الجميلة , and irregular, plural, imperative and auxiliary verbs, for example, جمع التفسير, فعل الأمر , كان وأخواتها , to elaborate their oral and written communication. They translate texts from Arabic to English and vice versa, and compare own translations with others', explaining differences and possible reasons and alternatives. They make language choices that best reflect meaning to create bilingual texts, identifying and using words and expressions which carry specific cultural meaning. Students explain how and why they adjust their language use according to different cultural contexts, and how being a speaker of Arabic contributes to their own sense of identity.

They apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts, for example, الفواصل وعلامات الإستفهام والاستنكار والتعجب والجمل , .. They analyse the structure and linguistic features of a range of personal, informative and imaginative texts and explain how these features are influenced by the context, audience and purpose. Students explain how and why changes to social settings affect verbal and non-verbal forms of communication. They explain the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts. They explain how language choices they make reflect cultural ideas, assumptions and perspectives, for example, العبارات الشعبية؛ مصطلحات ذات دلالة دينية؛ العناوين الذكورية مثل رئيس للمذكر والمؤنث, .

Years 9 and 10

Band description

The nature of the learners

At this level, students bring their existing knowledge of Arabic language and culture and a range of strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Arabic in these.

Arabic language learning and use

Learners are immersed in Arabic language, initiating and engaging in discussions and debates on topics of interest, and responding to enquiries. They reflect on the cultural and linguistic appropriateness of their language use in interactions and make necessary adjustments. They engage in an increasing range of interactions with others, seeking and giving advice *يُزِدُّد الفُقر في المِجتمَع ويُجبِب على الجَمِيع أن يَحارِبِه* لأنك تحب الرياضة؛ أنصحك بالسباحة لأنها مفيدة جداً . أنا أحترم رأيك كثيراً؛ لا أتفق معك إطلاقاً. They access and evaluate information about places, events, people, experiences and cultures from diverse sources, and convey perspectives and views on topical issues such as friends, family and relationships, social issues, youth culture, community matters and the natural and built environments, making connections with their own ideas and experiences. Learners produce a range of texts, such as informative, narrative, descriptive, procedural or persuasive texts, for a variety of contexts, audiences and purposes. They use their imagination to create and present texts, such as stories, plays, poems and speeches, to express ideas, attitudes and values through different characters, events, settings and techniques. They develop translating and interpreting techniques and intercultural awareness to order to mediate between languages and cultures. Through their engagement with diverse texts and resources, students explore how cultural practices, concepts, values and beliefs are embedded in texts and how language choices shape and reflect perspectives and meaning.

Contexts of interaction

Learners interact with peers, the teacher and other Arabic speakers both locally and globally through a variety of means and modes of communication, including digital, online, collaborative performances and group discussions. The context of interaction extends beyond the classroom and involves investigating and reporting on issues in the local community and transacting with local Arabic speakers to negotiate services. These experiences provide learners with a sense of connectedness and purpose as Arabic and English speakers.

Texts and resources

Learners use diverse resources such as Arabic newspapers, magazines, documentaries, films, stories, songs, television programs, entertainment performances and webpages as references to assist them with discussions and research projects on Arabic language and culture. They explore a variety of text types, such as poems, articles, formal letters, interviews and speeches, and deal with a range of informational, historical or literary perspectives, views and arguments. Learners use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

Features of Arabic language use

Learners apply appropriate pronunciation, rhythm, stress and tone and a variety of language features and complex sentences to enhance their spoken and written communication. They apply complex grammatical structures, such as indirect object and passive voice, to express their ideas subjectively in texts such as articles and speeches لا تنسوا؛ شاهدوا الفيلم الاسطوري . They expand on their views and opinions by using persuasive language, such as the subjunctive and imperative moods لا تهتم لقد دُفعت فاتورة الطعام . They analyse and explain how and why language use varies according to cultural contexts, relationships and purposes, and develop the language of reflection in Arabic. في البداية أود أن أحدثكم عن يوم النظافة

Level of support

Support at this level of learning includes rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes, for example, through portfolios, peer review, e-journaling.

The role of English

Arabic is predominantly used as the medium for classroom interaction and content delivery. English is only used when necessary to allow for further explanation, reflection and discussion of more demanding concepts, particularly when making connections between language and culture. Learners explore how language influences cultural experiences and ways of thinking and of viewing the world. They examine their personal and cultural identity and reflect on the nature of intercultural exchanges in which they are involved. They question the assumptions that Arabic and English speakers bring to interactions, and discuss ways to increase mutual understanding. They view their bilingualism and biculturalism as an asset for themselves and for Australia.

Arabic (F–10 Sequence) Communicating

| Years 9 and 10 content descriptions | Elaborations |
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| <p>Socialising</p> <p>Initiate, sustain and extend interactions with others through seeking and giving advice, discussing future plans, aspirations, relationships and social issues</p> <p>[Key concepts: relationships, education, community, social issues; Key processes: advising, explaining, persuading, commenting, justifying]</p> | <ul style="list-style-type: none"> sustaining interactions by asking for and providing specific information and elaborating on ideas, for example, ماذا تعني بهذا؟ قلت بأنك تحب السفر؛ إلى أين تريد أن تسافر؟ ما معنى...؟ extending on others' responses by providing suggestions and giving advice, for example, بما أنك تحب الرياضة؛ أنصحك بالسباحة لأنها مفيدة جداً؛ لماذا لا تقرأ هذا الكتاب؟ جرب هذا القلم الجديد. ضع الصورة هنا؛ هذا مكان مناسب لها sharing ideas and making suggestions relating to own and others' experiences and aspirations, for example, أنا أيضاً مثلك أحب السباحة؛ أمي أيضاً لا تسمح لي باللعب على الحاسوب أيام الأسبوع؛ إن أردت سأرسل لك رسالة إلكترونية فيها كل المعلومات؛ أتمنى أن ألحق بفريق التنس؛ أتمنى أن أتعلم الموسيقى participating in discussions relating to relationships and social issues, such as (youth employment, smoking and poverty) using reasoning and justification, for example, لا يستطيع الشباب العمل بدوام جزئي لأن واجبات المدرسة كثيرة؛ التدخين مضر بالصحة فهو يسبب الكثير من الأمراض الخطيرة؛ يزداد الفقر في المجتمع ويجب على الجميع أن يحاربه |
| <p>Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks, transactions and problem-solving, managing different views and perspectives</p> <p>[Key concepts: roles, perspectives, responsibility ; Key processes: commenting, selecting, evaluating]</p> | <ul style="list-style-type: none"> planning and negotiating collaboratively in scenarios related to travelling or living in an Arabic-speaking country, such as using transport, eating out or visiting tourist places, for example, عندما أصل إلى القاهرة سوف أستأجر سيارة لأصل إلى الفندق؛ أفضل وسيلة مواصلات هي سيارة الأجرة؛ سوف أسافر إلى المناطق الريفية في القطر؛ في لبنان الأطعمة لذيذة لذلك سأذهب إلى مطاعم مختلفة؛ أحب المأكولات العربية الشعبية. سوف أزور جميع المناطق الأثرية في الأردن making complaints and recommendations and seeking solutions, for example, أعترض على طريقة معاملة الزبائن؛ الفندق بحاجة إلى منظفين أكثر؛ الطعام كان بارداً ولم أقدر أن أكله؛ أسعار الثياب عالية جداً organising an event such as youth meeting through social media to raise awareness of environmental or ethical issues |

| Years 9 and 10 content descriptions | Elaborations |
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| | <ul style="list-style-type: none"> contributing opinions using online and digital forms of communication such as emails, school chat forums and community websites to discuss various social issues such as youth employment opportunities or issues related to freedom and equality <p>أصبح وجود فرص للعمل مستحيلاً؛ إنها كارثة إنسانية؛ إنها عار على مجتمعنا؛ مساواة جميع المواطنين حق إنساني؛ حرية الإنسان في التعبير خط أحمر</p> |
| <p>Engage in language learning tasks and experiences, discussing and justifying ideas and opinions</p> <p>[Key concepts: interconnection across concepts and actions, mindful learning; Key processes: discussing, connecting, justifying]</p> | <ul style="list-style-type: none"> expressing and justifying own opinion in class discussions and debates, for example, <ul style="list-style-type: none"> أتفق معك جداً؛ أوافقك الرأي؛ أنا أحترم رأيك كثيراً لا أتفق معك في رأيك. لا أوافقك الرأي eliciting, reflecting on and responding to others' opinions, for example, <ul style="list-style-type: none"> ما رأيك في هذه الجملة؟ هل تتفق معي؟ هل توافقني على كلامي؟ وأنت يا سعيد؛ ماذا تعتقد؟ سميرة؛ ما رأيك في الموضوع؟ كلامك صحيح مئة بالمئة؛ أنت على حق في قولك هذا صحيح! أعتقد أن كلامك ليس صحيحاً؛ أنت لست دقيقاً في كلامك؛ مع إحترامي لشخصك؛ أرى أن كلامك ليس منطقياً. أسفه رأيك غير مقنع making connections between ideas and consequences, and cause and effect, for example, <ul style="list-style-type: none"> وصلت إلى المدرسة متأخراً لأنّ سيارة أُمّي تعطلت في الطريق؛ لم أكمل الدرس أمس لأنّ بيتنا كان مليئاً بالزّوار؛ لم أكمل واجب العلوم لأنني لم أفهم السّؤال إنّ سبب صعوبة الإمتحان هي الأسئلة الأخيرة؛ المعلمة لم تشرح الدرس جيداً؛ عاقبني الأستاذ في الفرصة لأنني تأخّرت عن الصف ؛ أتصلت المعلمة بأُمّي لأنني أتكلّم كثيراً في الصف ولا أستمع لشرحها praising, complimenting and encouraging peers when discussing ideas, for example, <ul style="list-style-type: none"> ممتاز! رائع! فكرة هائلة! واصل مجهودك. هذه فكرة عبقرية! أنت ذكي جداً! فكرتك مذهلة |

| Years 9 and 10 content descriptions | Elaborations |
|---|--|
| <p>Informing</p> <p>Locate, analyse, interpret and evaluate information on issues of interest to young people, making connections with own experiences and considering various perspectives</p> <p>[Key concepts: representation, perspective, private and public world; Key processes: summarising, interpreting, evaluating, connecting, relating]</p> | <ul style="list-style-type: none"> understanding main ideas and evaluating information from texts such as articles, reports and news items, on topics such as the environment, world sports, and youth culture, for example, السخرية من وضع معين؛ التنديد بفعل معين؛ تزكية فكرة ما من خلال العبارات اللغوية والصور والتنسيق العام للتقرير distinguishing between fact and opinion in texts such as articles and reports, using critical literacy skills to recognise bias by evaluating textual purpose and language expressions used, for example, التحيز لفكر ماء؛ المبالغة؛ إن جميع الشباب منتهور؛ هذا جيل غير مسؤول الحيادية تجاه الأفكار المؤيدة والمعارضة؛ هناك بعض الشباب المتهمور؛ إن غالبية الشباب غير مسؤول analysing and interpreting information collected from various sources by summarising, sequencing and prioritising, considering audience, purpose and context and drawing personal conclusions, for example من الواضح أن...؛ في الخاتمة...؛ هذا يؤدي إلى...؛ خلاصة الكلام...؛ في النهاية... using information obtained from a range of sources in order to debate issues of interest, such as generation gap, teenage issues, immigration or parents' expectations, using persuasive and evaluative language, making connections with own experiences and considering different perspectives, for example, الهوة بين الأهل والأبناء كبيرة وعميقة دون شك؛ يجب على الأهل مساعدة أبنائهم في مرحلة المراهقة؛ أليس كذلك؟ نحن بحاجة إلى تغيير الفكر؛ علينا أن ننظر إلى المسألة بحكمة؛ يجب علينا جميعاً أن ندعم الشباب في إختياراتهم |

| Years 9 and 10 content descriptions | Elaborations |
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| <p>Construct and present texts in varied styles and formats to convey own and others' perspectives on ideas and information for different contexts, audiences and purposes</p> <p>[Key concepts: audience, purpose, media, perspectives; Key processes: constructing, persuading, comparing, evaluating, connecting]</p> | <ul style="list-style-type: none"> producing texts for different contexts, audiences and purposes to convey own ideas and interpretations of various texts using oral, written and multimodal formats, such as blogs, articles and oral presentations conveying information relating to community matters in texts such as posters, brochures and web pages, relating to community matters, for example, a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthy eating, or a web page reviewing a new Arabic film persuading others about a particular issue of interest in texts such as blogs, using language expressions such as <p>لنفكر بجديّة؛ هل يُعقل أن...؟ لم لا؟ أليس هذا معقولاً؟ هذا خبرٌ في منتهى الغرابة! لا بد وأن نأخذ موقفاً واضحاً؛ علينا جميعاً أن نشارك في هذا الاعتراض؛ هيّا نكتب رسالة لصاحب المحطة.</p> evaluating and reporting on a contemporary social or ethical issue using a range of presentation techniques, for example, flow charts, PowerPoint presentations or video clips |
| <p>Creating</p> <p>Explore a range of imaginative texts, analysing themes, values and techniques, and discussing how aspects of language and culture help create particular effects</p> <p>[Key concepts: culture, emotion, values, style; Key processes: analysing, discussing, interpreting, evaluating]</p> | <ul style="list-style-type: none"> listening to, reading and viewing a range of imaginative texts, such as short stories, films and poetry, identifying technical aspects and analysing elements of language that convey emotions and values reading texts such as poems and short stories, analysing the main messages the author wishes to convey and discussing the values presented in the text that relate to their own experiences analysing and evaluating the lyrics of contemporary Arabic songs, identifying themes, messages and cultural aspects expressed through language discussing how texts such as short films portray social issues, such as relationships, wealth and poverty and change, and values, such as honesty and equality. |

| Years 9 and 10 content descriptions | Elaborations |
|---|---|
| <p>Create and present imaginative texts to express ideas, attitudes and values through characters, events and settings for a range of audiences, contexts and purposes</p> <p>[Key concepts: imagination, creativity, morality; Key processes: composing, engaging, projecting, presenting]</p> | <ul style="list-style-type: none"> creating various types of imaginary texts, such as songs, stories or video clips, to convey messages that reflect own perspectives on Arabic values and practices, such as traditional filial piety or the value of education in the modern context creating imaginative texts, such as short stories or plays, and building characters, themes and settings to entertain a specific audience, such as younger Arabic learners composing and presenting imaginative poems and songs that relate to significant celebrations or events in both Australia and the Arabic-speaking world, for example, <ul style="list-style-type: none"> الأعياد الوطنية؛ عيد المعلم؛ العيد الوطني الأسترالي؛ عيد شهداء الأنازك creating reflective and critical texts such as diaries, blogs and articles to express own opinions about imaginative texts such as films, stories or poems using expressions such as <ul style="list-style-type: none"> يا إلهي كم كان الفيلم مملاً؛ دور الأم في الفيلم كان قاسياً جداً؛ لم أستمع بقراءة القصة أبداً؛ لقد كانت أحداثها غير منطقية؛ قافية القصيدة جيدة لكن تعابيرها متكررة |
| <p>Translating</p> <p>Translate and analyse texts from Arabic to English and vice versa for different audiences and contexts, and reflect on how cultural values, attitudes and perspectives are represented in each language</p> <p>[Key concepts: audience, context, perspective, values; Key processes: reflecting, interpreting, comparing, analysing]</p> | <ul style="list-style-type: none"> translating texts such as advertisements and letters from Arabic to English and vice versa, identifying cultural elements and reflecting on how they are encoded in common words and expressions, for example, <ul style="list-style-type: none"> هيا أسرعوا؛ لا تدعوا الفرصة تفوتكم؛ إنها رحلة العمر؛ صديقتي الغالية على قلبي؛ سلام حار أرسل لك من أستراليا؛ أشواقني وقبلائي، لك ولجميع أفراد العائلة؛ ودمت لصديقتك ... reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems, songs and film clips, identifying and explaining words and phrases which require particular elaboration or explanation, for example, <ul style="list-style-type: none"> والله ولي التوفيق؛ رافقتك السلامة؛ على ما يرام؛ experimenting with and interpreting and translating popular Arabic expressions, proverbs or idioms and reflecting on the social and cultural values which may be embedded in them, for example, <ul style="list-style-type: none"> الجار قبل الدار؛ من جدّ وجد ومن زرع حصد؛ في الثأني السلامة وفي العجلة الندامة؛ الوقاية خير من العلاج analysing existing translations of bilingual texts, such as sub-titled short films, making comparisons with own translations and reflecting on why translations may vary |

| Years 9 and 10 content descriptions | Elaborations |
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| <p>Create bilingual texts that reflect aspects of culture for Arabic- speaking and English-speaking audiences in the school and wider community, for example, pamphlets, travel brochures, road directories</p> <p>[Key concepts: representation, cultural literacy; Key processes: interpreting, referencing, relating interculturallly]</p> | <ul style="list-style-type: none"> considering how to maintain the integrity of original texts when translating into Arabic or English, for example, explaining culture-specific concepts relating to Arabic-speaking communities, such as التّحيات والسّلامات والسؤال عن الأهل والأقارب or to the Australian context, such as ‘the bush’ or ‘the outback’, and representing original ideas and meanings bilingually producing bilingual texts, such as video clips with subtitles, explaining cultural practices in Australia for Arabic-speaking viewers, for example, bushwalking, Anzac celebrations producing public texts in both Arabic and English, such as brochures and leaflets, for different contexts and purposes, for example, for Arabic-speaking students studying in Australia, Arabic-speaking holiday travellers or Australian schools hosting Arabic-speaking visitors, and reflecting on the process of working in both languages creating captions or commentaries in Arabic and English to accompany texts, such as song lyrics, video clips, film extracts or parts of a TV program, exchanging and comparing bilingual texts with peers and discussing the best ways of achieving consistency in meaning |
| <p>Reflecting</p> <p>Reflect on how meanings vary according to cultural assumptions that Arabic and English speakers bring to interactions, and take responsibility for contributing to mutual understanding</p> <p>[Key concepts: cultural assumptions, judgment; Key processes: reflecting, relating interculturallly]</p> | <ul style="list-style-type: none"> considering how being bilingual offers additional ways of interpreting the world and representing experience challenging cultural assumptions and offering different perspectives to new cultural contexts or situations, for example, the idea that all Arabic speaking people dress the same or eat the same food, many Arabic speakers speak more than two languages, every Middle Eastern country has its cultural uniqueness identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons why and suggesting adjustments that could be made to enhance mutual understanding, for example, explaining to a non-Arabic speaker that exposing the sole of your foot/shoe to a person’s face would be considered extremely bad manners and interpreted as a grievous insult discussing elements of successful intercultural communication, for example, attentive listening, objectivity when discussing social issues, and understanding that negotiating differences in perspective, or being open/flexible is standard human behaviour |

| Years 9 and 10 content descriptions | Elaborations |
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| <p>Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving</p> <p>[Key concepts: perception, identity, communication; Key processes: discussing, evaluating, reflecting]</p> | <ul style="list-style-type: none"> • composing a cultural identity profile to exchange with non-Arabic speakers, making decisions about what points of information will be of most interest • reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures, noticing differences in the way they communicate, think and behave in different contexts • exploring how individual ways of communicating, thinking and behaving reflect and help to shape their own cultural identity, for example, why an Arabic Australian teenager, who speaks English better than Arabic and understands more about culture in the Australian context, may view himself/herself as Australian more than as Arabic • comparing and contrasting an Arabic and Australian experience, such as a celebration • considering how their own and others' identity may shift according to the place and time |

Arabic (F–10 Sequence) Understanding

| Years 9 and 10 content descriptions | Elaborations |
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| <p>Systems of language</p> <p>Understand how rules of Arabic pronunciation, including patterns of stress and rules of pause, and writing conventions enhance meaning and aesthetic effect</p> <p>[Key concepts: fluency, complexity, appropriateness; Key processes: applying, analysing, synthesising]</p> | <ul style="list-style-type: none"> • understanding that certain sounds in Arabic words can be dropped from pronunciation such as the ‘t’ sound in, البنت مريضة؛ الشمس مشرقة and the tashkeel in السماء صافية • understanding that sentences could contain one or more verbs and can be joined with و or other cohesive devices • recognising the need for pause or change of tone in complex sentences with embedded clauses, for example, كنت مع صديقي عماد؛ صديقي من المدرسة؛ عندما شاهدنا الحادث الأليم • apply understanding of how tone can convey emotions and shade meaning, as in colloquial or formal language, for example, حقاً؟ يا إلهي! تعال إلى هنا حالاً! • reflecting on the role of pronunciation, rhythm, word stress and intonation in effective communication, and applying this knowledge to own interactions • using knowledge of Arabic pronunciation and spelling rules when engaging with authentic spoken and written texts • evaluating own spelling and pronunciation in relation to their understanding and expression |

| Years 9 and 10 content descriptions | Elaborations |
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| <p>Analyse how the use of grammatical elements such as indirect object, passive voice, dual form, and tense and word order impact on tone, speech level and formality, and on meaning-making</p> <p>[Key concepts: register, grammatical systems, meaning; Key processes: analysing, explaining, manipulating, applying]</p> | <ul style="list-style-type: none"> understanding that Arabic uses the dual form of nouns, verbs and adjectives, in both masculine and feminine forms, for example, <i>أنتما تلعبان؛ هذان كتابان؛ الوردتان جميلتان</i> understanding the importance of vocalisation on the subject word and the object word and analysing how this impacts on the meaning of the sentence, for example, <i>كَلَمْتُ الأُمُّ البِنْتَ؛ كَلَمْتُ الأُمُّ البِنْتُ</i> manipulating interrogative verb forms to ask a range of questions, for example <i>قل لي لم لم تتصل بي؟ اتصلت بك عدة مرات ولم ترد عليّ. أخبرني ماذا تريد أن تصبح في المستقبل؟ إشرح لي أسباب عدم قبولك دعوتي لحفل عيد ميلادي. ألسنا أصدقاء؟</i> understanding and applying indirect object and passive voice to express ideas subjectively in texts such as articles and speeches, for example, <i>مُنِعَ الكتاب بسبب أفكاره الجريئة؛ خُصِّصَ وقت بعد المدرسة لتعليم اللغة العربية</i> using cohesive devices to sequence ideas, for example <i>في البداية أود أن أحدثكم عن يوم النظافة العالمي؛ وبعد ذلك سأشرح لكم طرق المشاركة في هذا اليوم؛ ثم سأريكم بعض الصور وختاماً سأخذكُم في جولة قصيرة حول الحديقة العامة</i> extending use of negative forms, for example <i>لم أحب أبدا مشاهدة الأفلام القديمة التي تشاهدها أمي لأنها لا تناقش أموراً عصريّة؛ ليس كل ما تقرأونه في الكتب صحيحاً ولا ما تشاهدونه على التلفاز حقيقةً</i> using <i>لا</i> to express exceptions, for example, <i>جميع أصدقائي يلعبون رياضة ما خلال الأسبوع إلا أنا</i> using comparative and superlative forms of adjectives to describe people and objects, for example <i>صديقتي هناء هي أجمل فتاة رأيته في حياتي؛ فهي أحن صديقة؛ وأكثر واحدة تحب مساعدة الآخرين؛ إنها أيضاً أمهر طبّاخة والأفضل في كل شيء</i> understanding how to use language elements of exaggeration, and emphasis, for example, <i>ألف مبروك على رخصة القيادة؛ أنا أفكر بك دائماً؛ قلت للمرة المليون بأنني لم اسمع جرس المحمول لأردّ عليك</i> |

| Years 9 and 10 content descriptions | Elaborations |
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| | <ul style="list-style-type: none"> developing metalanguage to discuss grammatical features and explaining the impact of word order, use of tenses and moods, adjectives and adverbs on enhancing meaning and expanding expression using imperative verb tenses and forms to persuade, encourage and advise others, for example شاركوا في الردّ على الموقع الإلكتروني؛ لا تنسوا شاهدوا الفيلم الأسطوري؛ سيعجبكم جداً؛ هيّا تشددوا وحاولوا أن تكملوا البحث بجدارة؛ إتصلوا على الرقم المذكور في الإعلان using subjunctive mood to express doubt, uncertainty or emotion, for example, قد يكون كلامك صحيحاً ولكنني لست متأكداً منه؛ ربما تقبل أُمي أن أذهب معك إلى الحفل لست متأكدة creating compound and complex sentences by using embedded clauses, such as, أحب القراءة كثيراً بالرغم من أن الكثير من الناس لا يحبون أن يقرأوا بل يفضلون مشاهدة التلفاز؛ لا أعرف لماذا أصدقائي والأذين أصولهم عربية؛ لا يحبون الأغاني العربية! |
| <p>Understand the relationship between purpose, audience, context, linguistic features, and the textual and cultural elements associated with different types of text such as persuasive, argumentative and expository texts</p> <p>[Key concepts: perspective, purpose, audience; Key processes: analysing, correlating, discussing, explaining]</p> | <ul style="list-style-type: none"> analysing how language choices help achieve particular intentions and effects in particular types of texts, such as descriptive language in documentaries, reflective language in diary or journal entries, and persuasive language in advertisements and speeches analysing a range of expository texts such as news reports and feature articles, identifying language features and any elements of bias and objectivity discussing and evaluating how language is used to express ideas and justify opinions in texts such as debates or segments of a talk show on topical issues of interest to teenagers Identifying and discussing the use of diacritics in texts for decorative purposes such as book titles, letter heads and nameplates examining a range of spoken and written texts, discussing similarities and differences in and connections between context, purpose and audience, and what the texts reveal about social relationships and processes, for example, reflections of status, authority, or concepts of respect and politeness |

| Years 9 and 10 content descriptions | Elaborations |
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| <p>Language variation and change</p> <p>Analyse and explain how variations in Arabic language use relate to roles, relationships and context of interactions, considering how and why these would differ from interactions in English or other languages represented in the classroom</p> <p>[Key concepts: genre, variation, intercultural literacy; Key processes: analysing, explaining, reflecting]</p> | <ul style="list-style-type: none"> investigating the nature and use of Arabic language in different contexts of interaction, for example, by asking Arabic-speaking students in Australia when, with whom and for what purpose they use Arabic or English, reflecting on similarities and differences in interactions in both languages reflecting on how various Arabic speakers' views on social/cultural roles and relationships are reflected in texts such as traditional sayings, idioms, proverbs, poetry and song lyrics comparing a variety of texts relating to interactions in different Arabic-speaking regions, and analysing how aspects of the language used in varying social contexts reflect certain values and world views |
| <p>Reflect on the dynamic nature of language, relating it to constantly changing environments and cultural conditions such as contact with other languages and cultures and changing circumstances in local and global contexts</p> <p>[Key concepts: communication, influence, power of language, changing environment; Key processes: investigating, examining, analysing, explaining, reflecting]</p> | <ul style="list-style-type: none"> recognising that language changes over time, for example, by viewing classical and contemporary Arabic films and comparing how certain ideas and concepts are differently represented through the language used examining how English is influencing and modifying Arabic language use in particular settings, for example, in the entertainment industry, films and television programs, or language used to express global concepts, such as الديمقراطية؛ الليبرالية considering how moving between modern standard Arabic and regional dialects reflects personal, social and political histories and changing contexts |
| <p>Role of language and culture</p> <p>Explore how language both shapes and reflects thoughts and world views and encourages action and reaction, and is shaped by community and individual cultural experiences</p> <p>[Key concepts: cultural experience, thought, behaviour; Key processes: discussing, reflecting, expressing opinions]</p> | <ul style="list-style-type: none"> recognising the importance of learning and maintaining Arabic and other languages in order to access the cultural understanding, values, beliefs and mindsets of others reflecting on personal encounters with cultural practices that have impacted on own ways of thinking and reacting, and that have helped to shape their attitudes to and views of the world around them, and discussing ways to increase intercultural understanding discussing and reflecting on how language use, such as persuasive, motivational or emotive language in texts, impacts on social behaviour, actions and reactions |

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Arabic to initiate, sustain and extend formal and informal interactions with the teacher, peers and others in a range of settings. They use language spontaneously to respond to others, seek and give advice, for example, أعتمد أن كيف أستطيع أن , describe relationships, for example, عندي أريد أن أعمل في مكدونالدز في العطلة؛ أريد أن أصبح طبيبا؛ أحلم أن أكون رائد فضاء , discuss aspirations, for example, أصدقاء كثير؛ علاقتي بعائلتي وطيدة؛ أحب معلمتي كثيرا لأنها حنونة and future plans, for example, أريد أن أدخل الجامعة بسبب... لأن... justify opinions such as في المستقبل؛ أريد أن أسافر إلى أوروبا؛ عندما أكبر؛ أريد أن أدخل الجامعة . Students create imaginative texts for a range of audiences, contexts and purposes to express ideas, attitudes and values through characters, events and settings. When creating texts, they use a variety of grammatical elements to enhance meaning, such as indirect object, passive and active voice, negation, for example, لا يوجد وقت؛ لن أجد الوقت , tense and word order, such as الجمل في بداية الجملة and time and place clauses such as في وقت من الأوقات؛ في المجتمع الأسترالي؛ في الشارع العام . Students translate and analyse texts from Arabic to English and vice versa and explain how cultural values, attitudes and perspectives are represented. They create a range of bilingual texts for a variety of purposes and audiences. They explain the relationship between language, culture and identity, question perceptions and modify language and behaviours in intercultural interactions as appropriate.

Students apply their understanding of complex pronunciation rules and writing conventions, such as stress patterns and rules of pause, to enhance meaning and aesthetic effect. They analyse a range of persuasive, argumentative and expository texts and explain the relationship between context, purpose, audience, linguistic features and textual and cultural elements such as الصحة والتحية والتوقيع في بداية الرسائل والتمني بالتوفيق والصحة . They explain how and why variations in Arabic language use relate to roles, relationships and context of interactions. Students analyse the way that languages change in response to changing environments. They explain how language use reflects thoughts and worldviews and is shaped by cultural experiences.

| Communicating | | | | | | | |
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| Using language for communicative purposes in interpreting, creating and exchanging meaning | | | | | | | |
| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
| Socialising | Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action | Socialising and interacting | Initiate interactions with peers and teacher by asking and responding to questions and exchanging information about self and family, friends and school | Socialise and build relationships with the teacher, family and friends through the exchange of personal information relating to home and school environment, such as everyday routines | Socialise and maintain relationships with peers and teacher by sharing information and feelings about their personal experiences and social activities | Initiate and sustain interactions with others by expressing feelings, exchanging opinions about topics of interest, and maintain relationships through apologising, inviting or praising | Initiate, sustain and extend interactions with others through seeking and giving advice, discussing future plans, aspirations, relationships and social issues |
| | | Taking action and transacting | Engage in guided group activities and transactions such as playing games, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning | Participate in collaborative tasks and shared experiences which involve planning and simple transactional exchanges, such as playing games, role playing dialogues and preparing and presenting group work | Collaborate in group tasks and organise shared experiences that involve making suggestions and decisions and engaging in intractions | Take action in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and shared transactions | Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks, transactions and problem-solving, managing different views and perspectives |
| | | Building language for classroom interaction | Participate with teachers and peers in classroom activities and routines, such as opening and closing of lessons, responding to | Participate in everyday classroom activities, such as giving and following instructions, attracting the teacher's attention and asking for repetition | Interact in class activities, such as creating and following shared rules and procedures, expressing opinions, | Engage in classroom interactions and exchanges, clarifying meaning, describing and explaining actions and responses | Engage in language learning tasks and experiences, discussing and justifying ideas and opinions |

| Communicating | | | | | | | |
|--|--|---|--|---|--|---|---|
| Using language for communicative purposes in interpreting, creating and exchanging meaning | | | | | | | |
| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
| | | | instructions and taking turns | | and asking for and providing clarification | | |
| Informing | Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge | Obtaining and using information | Locate and organise information from simple spoken, written and visual texts to identify details about people and objects | Locate and classify information relating to familiar contexts, routines and interests, and sequence events from spoken, written and visual texts | Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds | Locate, interpret and compare information and ideas from a variety of texts relating to topics of interest such as leisure, entertainment and special occasions | Locate, analyse, interpret and evaluate information on issues of interest to young people, making connections with own experiences and considering various perspectives |
| | | Conveying and presenting information | Share information obtained from different sources, by listing, tabulating or sequencing information and using illustrations and gestures to support meaning | Present information relating to home, school, neighbourhood and leisure in a range of spoken, written and digital modes | Convey ideas and information on topics of interest and aspects of culture in different formats for particular audiences | Present information to describe, compare and report on ideas and experiences in print, digital and multimodal formats selected to suit audience and purpose | Construct and present texts in varied styles and formats to convey own and others' perspectives on ideas and information for different contexts, audiences and purposes |
| Creating | Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, | Participating in and responding to imaginative experience | Participate in imaginative experiences by listening, viewing and reading texts and respond by making simple statements about favourite elements and through action, mime, dance, | Respond to imaginative texts, such as interactive stories and performances, identifying and describing characters, events, ideas and favourite elements | Share responses to a range of imaginative texts, such as folk tales, fables and films, by expressing opinions about key ideas, characters and actions, and making connections with own | Compare ways in which people, places and experiences are represented in different imaginative texts, analysing ideas, themes and messages and contrasting them with own experiences | Explore a range of imaginative texts, analysing themes, values and techniques, and discussing how aspects of language and culture help |

| Communicating | | | | | | | |
|--|---|--|--|---|---|---|---|
| Using language for communicative purposes in interpreting, creating and exchanging meaning | | | | | | | |
| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
| | songs, drama and music | | drawing, and other forms of expression | | experiences and feelings | | create particular effects |
| | | Creating and expressing imaginative experience | Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression | Create and perform short imaginative texts, such as dialogues or collaborative stories, based on Arabic fables, using formulaic expressions and modelled language | Create and perform imaginative texts, such as songs, stories, or short plays, based on a stimulus, concept or theme | Create and present imaginative texts involving fictional characters, events and contexts such as songs, poems, plays, stories or video clips to entertain different audiences | Create and present imaginative texts to express ideas, attitudes and values through characters, events and settings for a range of audiences, contexts and purposes |
| Translating | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others | Translating and interpreting | Translate familiar Arabic and English words, phrases, and expressions, using visual cues and word lists, explaining the meaning of particular words, and verbal and non-verbal expressions | Translate and interpret words, expressions and sentences in simple English and Arabic texts, noticing similarities and differences or non-equivalence | Translate and interpret texts from Arabic to English and vice versa for peers, family and community, identifying words and expressions that may not readily correspond across the two languages | Translate and interpret texts from Arabic to English and vice versa, comparing own translations with others', discussing differences and possible reasons and alternatives, and making language choices that best convey equivalent meaning | Translate and analyse texts from Arabic to English and vice versa for different audiences and contexts, and reflect on how cultural values, attitudes and perspectives are represented in each language |

| Communicating | | | | | | | |
|--|---|---|--|---|--|---|--|
| Using language for communicative purposes in interpreting, creating and exchanging meaning | | | | | | | |
| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
| | | Creating bilingual texts | Create simple print or digital bilingual texts in both Arabic and English, such as word lists, labels and captions, for their class, school and family | Produce bilingual texts and resources such as posters and signs for their class and school community | Produce bilingual texts and resources for own learning and the school community, such as displays, instructions and newsletters, identifying cultural terms in either language to assist meaning | Create bilingual texts on particular themes or events in different modes, such as menus, brochures, cartoons or video clips, explaining cultural words and expressions, for example, by using captions and descriptions | Create bilingual texts that reflect aspects of culture for Arabic-speaking and English-speaking audiences in the school and wider community, for example, pamphlets, travel brochure, road directories |
| Reflecting | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity | Reflecting on the experience of intercultural communication | Share their feelings and ways of behaving as they use Arabic in home and school contexts | Reflect on their experiences as Arabic background speakers when interacting in English and Arabic, identifying differences in language use and behaviours | Reflect on their experiences of interacting in Arabic and English-speaking contexts, discussing adjustments made when moving from English to Arabic and vice versa | Reflect on cultural differences between Arabic and English communicative styles, discussing how and why they modify language for different cultural perspectives | Reflect on how meanings vary according to cultural assumptions that Arabic and English speakers bring to interactions, and take responsibility for contributing to mutual understanding |
| | | Reflecting on self as language user and how identity is shaped by interaction | Identify themselves as members of different groups, including the Arabic class, the school, their family and community, describing their roles within these different groups | Explore their own sense of identity, including elements such as family, background and experiences and ways of using language in Arabic and English-speaking contexts | Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication | Reflect on how and why being a speaker of Arabic contributes to their sense of identity and is important to their Arabic cultural heritage | Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving |

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
|---------------------|---|---------------------------|---|---|--|---|---|
| Systems of language | Understanding the language system, including sound, writing, grammar and text | Sound and writing systems | Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified to connect with other letters | Recognise and reproduce Arabic pronunciation and intonation patterns using vocalisation and features of individual syllable blocks and understand that in Arabic script, most letters change appearance depending on their position | Understand patterns of intonation and pronunciation including the way vowels soften and extend sounds and apply appropriate conventions to their writing | Understand rules for intonation and pronunciation and apply writing conventions with increased accuracy in spoken and written texts | Understand how rules of Arabic pronunciation, including patterns of stress and rules of pause, and writing conventions enhance meaning and aesthetic effect |

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
|------------|-------------|--------------------------------------|---|---|---|--|---|
| | | Grammatical and vocabulary knowledge | Recognise parts of speech and frequently used words in familiar contexts, and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence, the masculine and feminine forms of nouns, verbs and adjectives, and simple possessive forms | Understand and use key grammatical forms and structures, such as basic pronouns and possessive pronouns, singular/plural forms of regular nouns and adjectives, and prepositions | Develop and apply understanding of verb conjugation, suffixes, basic conjunctions and a range of adjectives and adverbs to construct simple sentences | Understand and use grammatical forms and structures, such as adjective-noun agreement, adverbial phrases (time, place and manner), irregular plural, imperative and auxiliary verbs, to expand on spoken and written ideas | Analyse how the use of grammatical elements, such as indirect object, passive voice, dual form, and tense and word order impact on tone, speech level and formality, and on meaning-making |
| | | Text structure and organisation | Recognise that language is organised as text and that texts such as songs, stories and labels have different features | Understand that familiar spoken and written Arabic texts, such as stories and conversations, have particular features and structures relating to different purposes and audiences | Explore the structure and language features of spoken and written Arabic texts, such as news reports and conversations, recognising that language choices and the form of Arabic used depend on purpose, context and audience | Expand understanding of how the structure and language features of personal, informative and imaginative Arabic texts suit diverse audiences, contexts and purposes | Understand the relationship between purpose, audience, context, linguistic features, and the textual and cultural elements associated with different types of text such as persuasive, argumentative and expository texts |

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
|-------------------------------|---|--|---|---|---|---|---|
| Language variation and change | Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place | Variation of language in use | Recognise that there are variations in the language used by Arabic speakers in different situations, such as at home with family, and that the language used varies between different Arabic speakers | Understand that Arabic as a spoken language varies according to region and country and that meaning can be influenced by gestures, tone and purpose | Explore how language use differs between spoken and written Arabic texts, and depends on the relationship between participants and the context of the situation | Explain how elements of communication and choice of language and register, vary according to the context of the situation and the context of culture | Analyse and explain how variations in Arabic language use relate to roles, relationships and context of interactions, considering how and why these would differ from interactions in English or other languages represented in the classroom |
| | | The dynamic and influential nature of language | Recognise that Australia has speakers of many different languages, including Arabic, and that languages borrow words from each other | Recognise that languages change over time and influence each other | Explore the origins of Arabic and how it has been influenced by and influences other languages | Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts | Reflect on the dynamic nature of language, relating it to constantly changing environments and cultural conditions such as contact with other languages and cultures and changing circumstances in local and global contexts |

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

| Sub Strand | Description | Thread | Foundation to Year 2 | Years 3 and 4 | Years 5 and 6 | Years 7 and 8 | Years 9 and 10 |
|------------------------------|---|--------------------------------------|--|--|--|---|---|
| Role of language and culture | Analysing and understanding the role of language and culture in the exchange of meaning | The relationship of language culture | Understand that the languages people use and the way they use them relate to who they are, where and how they live and what is important to them | Compare and reflect on cultural practices relating to ways in which language is used in various Arabic-speaking communities and the wider Australian context | Explore how language use reflects particular value systems, attitudes and patterns of behaviour by comparing ways of communicating across cultures | Understand and reflect on language choices made in order to express ideas and perspectives that relate to cultural elements in everyday communication | Explore how language both shapes and reflects thoughts and world views encourages action and reaction, and is shaped by community and individual cultural experiences |

AUSTRALIAN CURRICULUM: LANGUAGES

ARABIC YEARS 7 TO 10 (Year 7 Entry) SEQUENCE

Arabic Years 7 to 10 (Year 7 Entry) Sequence Curriculum

Years 7 and 8

Band description

The nature of the learners

Students who enter the background language learner pathway in Arabic in Year 7 may have strong connections to Arabic language and culture through family and community and varying degrees of oracy in Arabic. Their textual knowledge developed through English literacy supports the development of literacy in Arabic. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

Arabic language learning and use

Learners use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They interact in class routines and activities, expressing their ideas and feelings أحب جدي كثيراً, exchanging opinions الإمتحان طويل, هذا الواجب صعب, and managing shared tasks أؤلا؛ نختار أفراد الفريق؛ ثانيا نوزع الأدوار. They listen to, read and view texts about people and events from a range of sources, and create spoken and written texts to present ideas and information to a variety of audiences in different contexts. Learners work collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They explore and discuss themes, characters and events in Arabic folk tales, fables and films, and plan, draft and present imaginative texts, such as stories, plays, cartoons and comics. They make cross-curricular connections and explore intercultural perspectives and experiences through interaction with an increasing range of Arabic speakers.

Contexts of interaction

Learners come to the classroom understanding and using Arabic within the world of their experience, which is likely to be the home and community domains. At this level, possible contexts of interaction could include the world of learning, for example, discussing the shift from primary to secondary school, the concepts of home and friendship, family, shared events and leisure activities. Learners contextualise and use their background language and culture as much as possible while socialising and exchanging information. They pool language knowledge and resources to plan, problem-solve, monitor and reflect. This will not necessarily be characterised by the fluent use of Arabic, but rather by the way they use their background knowledge of Arabic language and culture in communication. Interactions are authentic in relating to the world of teenage experience, and performance based. Additional opportunities for interaction are provided through purposeful and integrated use of information and communications technologies (ICT), for example, videoconferencing and online activities such as e-learning.

Texts and resources

Learners work with a range of texts designed for language learning, such as textbooks, audio recordings, teacher-generated materials and online resources. They also use materials such as blogs, newsletters, advertisements, magazines, video clips and apps. Their knowledge is extended through exploration of Arabic texts on the internet, and audio-visual materials, cultural performances, and community events and activities, such as the Arabic film festival. As background language learners, they are also likely to engage with bilingual, sub-titled and captioned texts.

Features of Arabic language use

Learners understand and use features of the Arabic sound and writing systems, and make connections between spoken and written texts. They use appropriate pronunciation and intonation when communicating and interacting in a range of contexts, and apply spelling rules when writing in Arabic script. They explore Arabic syntax and linguistic structures and begin to use metalanguage by identifying grammatical terms. They apply elements of Arabic grammar to the production of texts, such as articles, nouns, adjectives, personal pronouns, verb tenses, conjunctions, adverbs, statements, negation and questions, to describe people, actions and events , أستيقظ في , الصباح , discuss preferences أحب طعام أمي؛ لا أحب الأكل السريع , expand on expression في الطريق إلى المدرسة and link ideas and information كذلك أيضا؛ أو. They understand ways in which the English language works as a system and how English is similar to and different from Arabic. They discuss the influence of other languages and cultures on Arabic language, and recognise variations in language use across Arabic-speaking countries, regions and communities. They make connections between texts and cultural contexts, identifying how cultural values and perspectives are embedded in language and how language choices determine ways in which people, issues and circumstances are represented.

Level of support

Learners have varying degrees of Arabic oracy and literacy competence and are supported through multilevel and differentiated tasks. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new language, and the use of gesture and movement. Students are supported to develop autonomy as language learners and users, and to self-monitor and adjust their language use in response to their experience in diverse contexts. Opportunities to review and consolidate are an important component of learning at this level.

The role of English

Arabic is the main language of instruction and interaction. Arabic and English may be used when discussing concepts, functions and structures relating to language use, and when exchanging and comparing experiences in learning Arabic and English. English may be used for conceptually demanding explanations and discussions, particularly when making connections between Arabic and other languages and cultures, and discussing how language and culture connect to make meaning. Learners are encouraged to reflect on how they interact in Arabic and English, and their own sense of identity from a bilingual perspective.

Arabic Years 7–10 Sequence (Year 7 Entry) Communicating

| Years 7 and 8 content descriptions | Elaborations |
|---|---|
| <p>Socialising</p> <p>Interact with peers and teacher to exchange information about self, family and friends, routines, leisure activities, interests and special days, and express feelings, likes and dislikes</p> <p>[Key concepts: personal world, leisure; Key processes: interacting, describing, socialising]</p> | <ul style="list-style-type: none"> greeting teacher and peers, introducing themselves, family and friends using formulaic expressions and appropriate body language, for example, <p>مرحباً؛ صباح الخير؛ كيف حالك/حالك؟؛ بخير شكراً إسمي عادل؛ أنا مريم هذا صديقي علي؛ هذه صديقتي ريم؛ هذا أبي وهذه أمي؛ اسم أخي رامي؛ عمري ست سنوات؛ عمر أخي سنة</p> exchanging information about a range of topics, such as family, friends, routines, school and leisure activities, for example, <p>أنا طويل؛ أنا شاطر؛ بيتي صغير؛ غرفتي واسعة؛ صديقي علي ذكي؛ مدرستي كبيرة؛ معلمتي طيبة أستيقظ باكراً؛ أكل الفطور؛ ألبس ثيابي؛ أشاهد التلفاز؛ أكمل فروض المدرسة؛ أرتب سريري؛ أنظف غرفتي؛ أذهب إلى المسبح بعد المدرسة أذهب إلى الساعة الثامنة أذهب إلى النوم يوم السبت أذهب مع أبي؛ في عطلة نهاية الأسبوع أذهب مع عائلتي إلى المطعم؛ أحضر حصة الموسيقى يوم الجمعة؛ أشعر بالسعادة في حصة الموسيقى؛ أحب العزف على البيانو كثيراً؛ أتعلم اللغة العربية يوم السبت صباحاً</p> asking about and expressing likes and dislikes using simple language such as <p>من تحب في العائلة؟ ماذا تحب في المدرسة؟ هل تحب المدرسة؟ أحب جدّي كثيراً؛ لا أحب الرياضة في المدرسة</p> asking and answering questions relating to personal experiences in relation to self, peers, friends and family members, for example <p>أين ولدت؟ أي لغة تتكلم في البيت؟ ماذا يعمل أبوك؟ أين تذهب يوم السبت؟ من هي صديقتك؟ لماذا تحب جدتك؟ ماذا تفعل بعد المدرسة؟ أي رياضة تلعب؟ ولدت في العراق؛ أتكلم العربية في البيت؛ أحب الحلوى كثيراً؛ أحب أبي وأمي جداً؛ أبي يعمل في المستشفى؛ أمي طبيبة؛ أخي يدرس في المدرسة؛ أختي في الجامعة؛ يوم السبت أذهب إلى بيت جدّي؛ يوم الأحد أذهب إلى المطعم</p> exchanging correspondence such as notes, invitations or birthday cards in print or digital forms <p>هل تحب أن تأتي إلى حفل عيد ميلادي؟ سمي؛ أدعوك إلى بيتي يوم السبت. تعال نلعب معاً. عيد ميلاد سعيد؛ كل عام وأنت بخير؛ أتمنى لك عيداً سعيداً</p> exchanging experiences with family and friends both orally and in writing, for example, by recounting events such as special celebrations in conversations and through social media <p>ذهبت البارحة مع عائلتي إلى المتحف؛ شاهدت مع أخي فيلماً جديداً في السينما؛ كانت لعبة الركبي ممتعة؛ كانت الرحلة المدرسية إلى حديقة الحيوان ممتعة</p> |

| Years 7 and 8 content descriptions | Elaborations |
|---|--|
| <p>Participate in presentations and performances that involve collaborative planning, deciding, making arrangements and shared transactions, using different modes of communication</p> <p>[Key concepts: collaborative learning, performance, presentation; Key processes: planning, listening, deciding, transacting]</p> | <ul style="list-style-type: none"> making decisions about roles using simple expressions, such as ماذا عن دور الأب؟ أنت لا تقدر ان تكتب كل القصة؛ أنا اكتب النصف الأول وأنت النصف الآخر؛ ليكن دوري المشتري وأنت دورك البائع؛ هل تحب أن تكون البائع؟ planning, rehearsing and presenting a group activity for class or school about a familiar situation or event such as Mother's Day using expressions such as اليوم سوف نقدم لكم عرضا عن عيد الأم؛ شكرا لاستماعكم؛ أنا كامل وهذه لدينا وهذا محمود؛ نرجو أن تستمتعوا بالعرض. making collaborative decisions and arrangements using expressions of counting, ordering and organising ideas, for example, أولا؛ نختار أفراد الفريق؛ ثانيا نوزع الأدوار؛ ثالثا؛ نعرض الأفكار؛ أخيرا نقوم بدورنا في البداية أنا سوف أجمع الصور ؛ وأنت تبحث عن المعلومات في الإنترنت وفي النهاية سنجمعها making transactions by asking for and providing information, such as giving prices and asking for goods and services, for example, ما سعر ...؟ بكم هذه اللعبة؟ ما سعر كيلو البرتقال؟ بكم كيس الخبز؟ كيس الخبز دولار ونصف؛ سعر كيلو التفاح ثلاثة دولارات أحتاج مساعدة من فضلك. هل تستطيع أن تساعدني؟ أبحث عن خوذة لقيادة الدراجة أين أجدها؟ هل عندكم الفيلم الكرتوني الجديد؟ |

| Years 7 and 8 content descriptions | Elaborations |
|---|---|
| <p>Interact in classroom routines and activities, developing language for a range of classroom functions and processes, such as following instructions, asking and answering questions, requesting support by asking for repetition, permission and help</p> <p>[Key concepts: roles, routines; Key processes: listening, responding, contributing]</p> | <ul style="list-style-type: none"> participating in everyday classroom routines such as during roll call, taking turns, giving and following classroom instructions, and asking questions and responding to teacher and peers for example, نعم؛ أنا هنا؛ حاضر؛ ممكن أن أتكلم؛ ممكن أن أقول شيئاً؟ أكتب التاريخ هنا؛ أرسم خطأ على الورقة؛ أكتب العنوان فوق؛ أغلق الباب؛ اجلس في مكانك؛ افتح الدفتر؛ ضع الحقيبة على الأرض؛ ارفع يدك؛ إنتظر دورك متى يدق الجرس؛ كيف أكتب...؟ ما معنى...؟ making polite requests such as attracting attention and asking for help in classroom situations, requesting repetition, asking for and providing clarification, asking permission and responding appropriately, for example, عندي فكرة رائعة! ممكن أن أتكلم؟ ممكن أن تعيدي السؤال؟ لم أفهم السؤال؟ من فضلك عيّد السؤال. ما معنى...؟ أين أضع الصورة؟ أين أكتب الجملة التالية؟ ماذا تقصد؟ أقصد ضع الصورة تحت الكتابة. أكتب الجملة بجانب الصورة هل يمكنني الذهاب إلى الحمام؟ هل يمكنني أن آخذ الكتاب؟ شكراً يا معلمة! مع السلامة؛ إلى اللقاء responding to teacher's questions, taking turns, praising and encouraging peers, and using formulaic expressions and interjections that can be used in conversation لماذا تأخرت عن المدرسة؟ نمت كثيراً؛ أمي تأخرت في البيت؛ توقفت سيارة أبي في الطريق؛ أخي سبب لنا التأخير contributing to class activities, for example, by developing classroom rules, expressing opinions about procedures and tasks, and giving advice and sharing ideas with peers إستمع للمعلمة؛ إحترم الجميع؛ إنتظر دورك؛ إذهب إلى الحمام في الفرصة؛ أكمل كل دروسك في الصف؛ كن مؤدباً؛ لطيفاً؛ هادئاً؛ عادلاً؛ ودوداً؛ كوني هادئة؛ لطيفة؛ صادقة هذا الواجب صعب؛ الإمتحان طويل؛ ما عندي وقت؛ لم تصحح المعلمة إمتحان الإملاء بعد؛ الأفضل أن نوضح العنوان؛ هذا الخط أفضل من الآخر؛ أقترح استعمال الألوان في الرسم |

| Years 7 and 8 content descriptions | Elaborations |
|--|---|
| <p>Informing</p> <p>Listen to, read and view texts from a range of spoken, written and multimodal sources, identifying, sequencing and classifying key points of information such as details about people and events, and use the information in new ways</p> <p>[Key concepts: information, text; Key processes: listening, reading, viewing, locating, transposing]</p> | <ul style="list-style-type: none"> listening to and viewing texts such as stories, songs, notices or video clips and identifying key points of information using intonation and visual cues, for example, gestures and facial expressions to assist understanding recognising letters, words and phrases in written Arabic, for example titles, labels and captions participating in shared reading of print and digital texts such as a short story or other texts relating to familiar events and contexts, using pictures, intonation and contextual cues to predict meaning and identify key information locating and sequencing information used to describe people and events, as in <p>البنات تدرس؛ الولد يساعد أمه؛ الأب ينظف الحديقة؛ في الصباح أمي تحضر الفطور؛ في المساء أبي ينظف السيارة</p> responding to questions that elicit details such as colour, quantity and place about participants and objects, for example, <p>ما لون الفستان؟ لون الفستان أحمر؛ ما لون المقلمة؟ لون المقلمة أحمر. كم عدد الأقلام؟ كم كتاب يوجد هنا؟ يوجد أربعة كتب أين تعمل أمك؟ تعمل أمي في المستشفى؛ يدرس أخي في المدرسة</p> classifying and categorising information gained from others such as about favourite foods and places to visit, for example, <p>سالم يحب التبول؛ عادل يحب الدجاج؛ سعاد تفضل الخضار؛ علي يحب كرة القدم؛ ماجد يفضل السباحة؛ ورامي يفضل العزف على الغيتار تحب البنات الموسيقى بينما الأولاد يحبون الرياضة</p> listening to short spoken texts with new vocabulary and unfamiliar language, identifying specific details, for example, the name and the number on a recorded voice message <p>مرحباً إسمي سهام أود التكلّم مع سامر بخصوص الإمتحان أرجو الإتصال بي على الرقم 0456566777</p> gathering information about other people's activities through conducting interviews about weekend activities and selecting specific information to use in a short report |

| Years 7 and 8 content descriptions | Elaborations |
|---|--|
| <p>Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests</p> <p>[Key concepts: information, text, personal world; Key processes: presenting, conveying, reporting]</p> | <ul style="list-style-type: none"> describing personal possessions and classroom items using simple sentences, for example, حقيبتني كبيرة وثقيلة؛ صفي صغير وجميل؛ طاولة المعلمة غير مرتبة؛ النافذة في الصف مكسورة؛ عندنا لوح ذكي جديد في الصف؛ صديقي وليد يجلس معي reporting on information gathered from friends using simple structures such as وليد لا يحب الرياضيات ولا القراءة؛ عند فادية أخ صغير في المدرسة؛ فاطمة تسكن في شقة؛ مازن يحب الديناصورات contributing to a class photo story, for example, writing and reading aloud captions to own photos and aspects of personal information هذه أنا عندما كان عمري أربع سنوات؛ كان شعري طويلاً؛ هذا مازن؛ كان يبكي في الصباح؛ صورة حقيبتني عليها صورة أميرة؛ هاني يحب أفلام الحركة؛ هذه أنا أكتب الحروف؛ هذا شادي يشاهد التلفاز؛ هذه عبيد تشرب العصير using simple sentence structures, familiar vocabulary and supporting resources to describe immediate environment, family members ,friends and discussing relationships and personal information relating to their background and experiences, for example وليد عنده ثلاث أخوات وأخ صغير؛ يسكن وليد في منطقة ريفية في بيت كبير مع عائلته. جاء وليد من مصر عندما كان عمره أربع سنوات. يحب وليد بيته وعائلته كثيراً creating a class book, visual/digital display or collection related to a school excursion to places such as the school camp presenting information in spoken or written forms about leisure activities relating to self and peers and describing experiences and expressing feelings, for example, ألعب كرة القدم جيداً؛ أصبح بمهارة؛ اقرأ بطلاقة؛ ألعب الألعاب الإلكترونية كثيراً؛ سميح يلعب التنس عندما أعزف الموسيقى أشعر بالفرح؛ بالحنن؛ بالملل؛ بالنشاط؛ بالسعادة؛ أحب الرسم |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Creating</p> <p>Participate in imaginative experience by listening to, viewing and reading texts, such as songs, cartoons, folk tales and other stories, sharing feelings, ideas and responses about characters, settings and events</p> <p>[Key concepts: imagination, plot, tradition, character, message; Key processes: identifying, relating, describing]</p> | <ul style="list-style-type: none"> participating in shared reading of imaginative texts, sharing opinions and responding to questions responding to imaginative texts such as stories, rhymes, and songs through play-acting, or using illustrations, captions and movement, or playing miming games of favourite characters listening to, reading and viewing a range of texts in print, digital and oral formats through shared and guided participation, for example by responding to questions about characters, ideas and events discussing imaginative experiences in short statements about aspects such as characters, settings or events listening to and viewing imaginative texts such as folk tales and fables and sharing opinions or feelings about them using expressions such as <p>أحبّ قصة علاء الدين لأنها مسلية؛ قصة علاء الدين مملّة لأنها قديمة</p> describing characters, events or contexts in different types of imaginative texts such as films and cartoons and listing words or expressions associated with their personality and explaining how they can relate to them, for example <p>أنا أحبّ دور الولد في الفيلم لأنّه شقيّ مثلي؛ البنت غيورة جداً؛ الأب في الفيلم حنون مثل أبي</p> comparing favourite characters or events in imaginative texts such as cartoons, stories or digital games using expressions such as <p>البنت في القصة أفضل من أخيها لأنها صادقة ولا تكذب؛ عادل صديق مخلص أكثر من سمير</p> |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Create and adapt texts with imaginary scenarios, characters and events, using modelled language and different modes of presentation</p> <p>[Key concepts: imagination, genre, performance; Key processes: creating, experimenting, presenting]</p> | <ul style="list-style-type: none"> creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example, في النهاية عاد إلى ... استيقظ سامر صباحاً؛ غسل وجهه؛ بعدها ذهب إلى...؛ في طريقه شاهد ... creating and presenting own story and texts in digital form based on imaginary scenarios using familiar contexts and modelled language, for example في يوم من الأيام؛ كان هناك...؛ كان يوجد مرة... producing and presenting picture/digital books or short plays or animations that use familiar Arabic words and familiar expressions creating and performing alternative versions of stories or endings of known stories, using voice, rhythm and gestures to animate characters, and known songs or raps by creating lyrics to their tunes and using new voices to convey moods composing, performing or filming texts for own and others' enjoyment and interest, for example, a description of an imaginary character, animal or a commercial for a new product, a short film, or a poster for an even |
| <p>Translating</p> <p>Translate and interpret short spoken and written texts, such as dialogues, speeches, labels, signs and messages, from Arabic into English and vice versa, using contextual cues and textual features, recognising aspects that are similar and different</p> <p>[Key concepts: equivalence, difference, context; Key processes: translating, interpreting, comparing, explaining]</p> | <ul style="list-style-type: none"> demonstrating and explaining hand gestures, intonation patterns and facial expressions that can be used without language to convey meaning using a picture or digital dictionary to find the meanings of words and expressions used in class, comparing English and Arabic versions of each word comparing Arabic expressions used in everyday interactions such as greetings and other experiences with equivalent English expressions, identifying differences and similarities that reflect cultural associations or nuances, for example مرحباً؛ كيف حالك؟ السلام عليكم؛ سلام ونعمة؛ صباح الخير؛ صباح النور interpreting Arabic expressions in dialogues, speeches how these expressions reflect aspects of Arabic language and culture, for example لا؛ حقاً؟ يا إلهي! كلامك عجيب! لا لا قل لي الحقيقة؛ صدقني يا سامي!؛ مع السلامة؛ الله معك؛ الرب معك |

| Years 7 and 8 content descriptions | Elaborations |
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| | <ul style="list-style-type: none"> translating texts such as labels, public signs and messages to identify differences in elements of language structure and vocabulary use, for example, no parking, no dogs, no smoking zone, 'insert card' create Arabic versions of school signs, notices, timetables and class rules considering why some words and expressions would require flexibility in translation, for example, the oval, the office, the canteen, out of bounds, 'no hat, no play' |
| <p>Create bilingual texts such as posters, games and signs for the classroom and school community making decisions about words and expressions that do not readily translate</p> <p>[Key concepts: bilingualism, audience, meaning; Key processes: translating, reasoning, explaining]</p> | <ul style="list-style-type: none"> creating a digital bilingual dictionary for classroom use making bilingual greeting cards for family celebrations such as Mother's Day, using greetings in Arabic alongside English ones, for example, <ul style="list-style-type: none"> عيد أم سعيد؛ عيد أم مبارك؛ كل عام وأنت بخير؛ كل عام وأنت بألف خير؛ دمت لي سالمة designing captions in Arabic and in English for a display of a class event or experience such as a sport day or school concert producing a parallel bilingual word list by identifying known Arabic words or expressions and relating them to English equivalents, and vice versa, noticing that direct translation is sometimes inappropriate designing bilingual texts such as posters or signs for class or school assembly performances, a sports carnival, displays or events creating parallel lists of informal Arabic and English expressions for own use in everyday interactions with friends and family, drawn from various Arabic dialects existing within the classroom, for example, 'see you later', 'no worries' composing bilingual texts such as a board game or an instruction manual for a game, that involves both English and Arabic |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Reflecting</p> <p>Reflect on personal responses and reactions during interactions in Arabic, recognising how interaction involves culture as well as language</p> <p>[Key concepts: intercultural exchange, language, culture, response; Key processes: identifying, reflecting, explaining]</p> | <ul style="list-style-type: none"> discussing their own level of comfort with using gestures when interacting across cultures, for example, making or not making eye contact when talking to older people, kissing on the cheek, and hugging or non-hugging when greeting someone sharing with peers how it feels to use Arabic and English in different contexts, for example at home, at school and in the Arabic community, reflecting on instances when these interactions have felt comfortable, awkward or difficult and explaining why this might be the case developing language for personal reactions/feelings of intercultural experiences across cultural contexts, for example, <p>أشعر بالراحة عندما...؛ لا أشعر بالراحة عندما...؛ أشعر بالخجل حين...؛ أشعر بالحزن...؛ أشعر بالتعب...</p> noticing how their Arabic/Lebanese/Egyptian/Iraqi culture influences their linguistic choices in cross-cultural interactions, for example, changing terms of address and level of formality depending on the context of interaction and the relationships between participants, such as, the use of 'عم؛ خالة' or title plus the first name, for example, سيدة هناء؛ عم كريم؛ إستاذ هاني, when addressing people formally discussing how language reflects cultural concepts and values, for example, the importance of seeking agreement and compromise as reflected in the way Arabic people express disagreement بالرغم من, the importance of respect as seen in the way Arabic people greet each other or when showing emotion by hugging and tapping on shoulders. <p>إحترامي لك؛ لا اتفق معك</p> |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Reflect on own identity, including aspects that relate to personal observations, experiences and feelings, and recognising how identity, such as family background, school and interests, impacts on intercultural exchange</p> <p>[Key concepts: self, profile, identity; Key processes: recognising, relating, discussing]</p> | <ul style="list-style-type: none"> mapping their own linguistic and cultural profiles, for example, by creating a timeline or web profile to highlight formative elements such as family languages, traditions and beliefs, key relationships and intercultural experiences identifying events, relationships and experiences which have contributed to building a personal and/or collective sense of identity, for example, <ul style="list-style-type: none"> مكان الولادة؛ جنسية الأهل؛ أسس القيم التي تربي عليها؛ المجموعات أو الفرق التي ينتمي إليها مثل فريق كرة القدم؛ فرقة الرقص؛ فريق التمثيل المدرسي؛ فريق المناظرات identifying aspects of personal identity such as age, gender and social status that are important when interacting in Arabic and in how they may be perceived, for example, using the correct personal pronouns to address elderly people, أنت/أنتِ/أنتِ حضرتك and shaking or not shaking hands depending on gender, and the number of the kisses on the cheek comparing cultural and intercultural experiences and language capabilities with peers, exchanging views on the benefits of being bilingual |

Arabic (7–10 Sequence) Understanding

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Systems of language</p> <p>Understand features of the Arabic sound system, including intonation and pronunciation and how these are represented in the written form and apply writing conventions to form letters, words and texts</p> <p>[Key concepts: alphabetical systems, writing conventions, sound and letter differentiation; Key processes: distinguishing, relating, applying]</p> | <ul style="list-style-type: none"> exploring the Arabic alphabet and script, noticing that sounds differ in both systems , for example, خ؛ ح؛ ط؛ ظ؛ ع؛ غ؛ ص؛ ض؛ ق؛ باب؛ خال؛ حال؛ هذا؛ هي؛ discriminating between simple vowels, for example, ت، ث، ئ، long vowels such as تو and تاء؛ تي؛ تو and consonant letters in a syllable block recognising that letters change form depending on their place in the word, for example, ح: حصان؛ محب؛ سامح؛ ي: يد؛ لين؛ سامي inferring from familiar sounds and contexts how to spell new words, for example, predicting how to spell فادي having learnt how to spell هادي؛ وادي؛ شادي noticing that vocalisation such as ة may change the function of the word depending where it is placed, for example, كُتِبَ؛ لُعِبَ؛ لَعِبَ comparing the different writings of the letter (أ), for example أ؛ آ؛ إ؛ ي؛ و؛ ئ؛ أ pronouncing words following basic pronunciation rules recognising the different ways of sounding the long vowel (إ), for example, فدى؛ متى؛ فتى and writing the ء, for example, قراءه؛ مسؤول recognising variations in forms of spoken Arabic associated with particular regions, such as the pronunciation of رز and سكر in the Levant compared with سُكْر and رُز in other Arabic-speaking regions |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Understand and use aspects of key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs, statements, negation and questions and using vocabulary that relates to familiar environment and activities</p> <p>[Key concepts: grammar, functions, syntactic relationship; Key processes: understanding, applying, comparing]</p> | <ul style="list-style-type: none"> learning frequently used words related to the home and school environment, for example, بيت؛ عائلة؛ أب؛ أم؛ إخوة؛ معلمة؛ مدرسة؛ حصة؛ صف؛ كتاب؛ دراسة؛ فرصة؛ وقت فراغ؛ أيام الأسبوع learning the order of words in phrases and sentences, for example الجملة الفعلية: كتب الولد القصة؛ جاءت البنت إلى المدرسة؛ يعمل أبي في المطار recognising the different parts of speech and categorising words into groups, for example, الاسم؛ الفعل؛ الصفة؛ الحرف recognising definite and indefinite articles with nouns and knowing that nouns have a gender, for example, تلميذ/التلميذة؛ مُعلِّمة العلوم؛ المعلمة understanding that adjectives have a gender and that they follow the noun and its gender, for example, الأب حنون؛ الأم جميلة؛ الكرسي كبير؛ الطاولة صغيرة understanding and describing aspects of own daily activities, using simple present tense verbs, for example, أستيقظ في الصباح؛ أتناول الفطور؛ أستقلّ الباص؛ أدخل الصف؛ أكمل الواجب؛ ألبس ثيابي؛ understanding and using simple verbs to express likes and dislikes, for example, أحب طعام أمي؛ لا أحب الأكل السريع؛ أحب الرياضة ولا أحب الرسم using demonstrative pronouns to identify people, objects or animals, for examples, هذا كتاب؛ هذه مسطرة using singular possessive pronouns, for example, بيتي؛ سريري؛ معلمتي؛ غرفتك؛ كتابك؛ حقيبتها؛ دفتره using singular personal pronouns, both masculine and feminine with appropriate simple present tense verbs to describe aspects of home or school life, for example, تحبّ أمي العمل؛ هي نشيطة؛ يحبّ أبي الطبخ؛ هو ماهر understanding and responding to basic familiar instruction and imperatives, for example, افتح الباب؛ اجلس في مكانك؛ لا تتكلم دون إذن؛ نظّف غرفتك؛ اكمل عملك exploring the use of simple conjunctions such as و؛ أو؛ أيضاً؛ كذلك using adverbs of place and time to expand on their expressions, for example, باكراً؛ صباحاً؛ بعيداً؛ قريباً؛ شرقاً؛ غرباً understanding and applying singular nouns and regular plural noun endings in masculine and feminine forms, for example, معلم/معلمون؛ معلمة/معلمات؛ expressing negation in simple sentences, for example, لا أحب السفر؛ ليس لدي إخوة |

| Years 7 and 8 content descriptions | Elaborations |
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| | <ul style="list-style-type: none"> using a range of adjectives in singular to describe appearances, feelings and personalities, for example أمي طويلة وأبي وسيم؛ صديقي سعيد ومعلمتي حزينة؛ أخي ظريف وأختي مزعجة using past tense verbs to recount events related to home and school contexts, for example, قدمت فرضي للمعلمة؛ تأخرت عن الدرس؛ نمت متأخراً؛ نسيت كتيبي في البيت understanding and using simple question words to use in their interactions with peers, for example, متى أتيت إلى البيت؟ من أعد لك الفطور؟ ماذا احضرت للغداء؟ كيف أتيت إلى المدرسة؟ developing knowledge of cardinal numbers and ordinal numbers to describe time and date, for example, الساعة الواحدة ظهراً؛ اليوم السادس من إبريل (نيسان)/اليوم أربعة مارس (آذار)، applying rules of present tense verb conjugation when speaking to peers and teacher, for example, أنتَ تدرس كثيراً؛ أنتِ تلعبين مع غيري؛ أنتم تلاميذ مجتهدون building a metalanguage to describe grammatical concepts and develop learning resources for example, verb charts, vocabulary lists, groups of pronouns, adverbs or adjectives |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Identify textual structures and features of a range of personal, informative and imaginative texts, recognising how these contribute to meaning</p> <p>[Key concepts: meaning, genre, structure; Key processes: identifying, sequencing, organising]</p> | <ul style="list-style-type: none"> • understanding that texts in Arabic can be short or long, spoken, written, digital, visual or multimodal, for example, labels stories, signs, songs, and captions • understanding that texts have a purpose, for example, train timetables indicate the time the train arrives or departs the station, recounts describe past events and experiences, greeting cards convey feelings and labels tell us information about an item • recognising how elements of texts such as the title, the layout, the size of the script all combine to make meaning • identifying and comparing the features of different types of texts, observing similar patterns and identifying differences, for example, the opening and the signature of an email and a letter, the description in a recount and in a diary entry • identifying the purpose, context and the audience of a range of familiar texts, for example, songs, poems, short plays and video clips • comparing texts with common topic, for example, a print report on an accident with a television report and an internet announcement and discuss how features of texts assist in making meaning • describing key features of different types of text and discussing audience and purpose, for example, a shopping list serves as a reminder to self about the items needed to be purchased, a permission note seeks to receive permission to do or have something • analysing how different types of text in Arabic create specific effects by using particular aspects of language, for example, superlatives in advertisements designed to persuade, use of repetition for emphasis |

| Years 7 and 8 content descriptions | Elaborations |
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| <p>Language variation and change</p> <p>Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships</p> <p>[Key concepts: variation, dialect, context; Key processes: identifying, distinguishing, relating, analysing]</p> | <ul style="list-style-type: none"> recognising that forms of address and greetings sometimes vary according to time of the day, gender, a person's background and the social status of the participants, for example مرحباً أهلاً؛ صباح الخير / مساء الخير؛ سلام ونعمة؛ السلام عليكم ورحمة الله وبركاته؛ سلام الرب معك سيد أمين؛ الأنسة هالة؛ الأستاذ فارس recognising that informal forms of address are commonly used and are accepted as the norm in various Arabic-speaking communities, for example عم جوزيف؛ عمه سناء؛ خالة عبير؛ ست صباح؛ عم سليم identifying how they communicate with their family and friends and with the people less close to them, noticing differences in word choice and language use and communicative behaviour explaining how their spoken language at home may vary to the spoken language in class and understanding similarities and differences between various dialects within the classroom understanding that Arabic as a language has a standard form called Al Fusha, اللغة العربية الفصحى which is mainly used in writing and a range of oral dialects that differ greatly from region to region, for example, the Lebanese dialect, the Iraqi and the Gulf regional dialects, the Egyptian and the Sudanese dialects understanding how differences in gestures and tone are used to change the meaning of speech and how the purpose of interactions such as to command or invite, would change the emphasis on words being used, for example زينب؛ تعالي! تعالي يا زينب. ضع الكتاب على الطاولة؛ الكتاب؛ ضعه على الطاولة الآن! |
| <p>Understand that Arabic as a language has changed and continues to change through interaction with other languages and cultures</p> <p>[Key concepts: change, language contact, intercultural contact; Key processes: observing, identifying, classifying]</p> | <ul style="list-style-type: none"> recognising that Arabic has borrowed many words from English, for example, إنترنت؛ كومبيوتر؛ تلفاز؛ بريد إلكتروني and English has borrowed words from Arabic such as coffee, genie, admiral, sultan, algebra, alcohol, hazard recognise that Arabic as a language has experienced many changes overtime and that classical Arabic is only used in ancient literature and religious texts understanding that Arabic, like all languages, is constantly expanding to include new words and expressions in response to changing intercultural experiences, for example, التواصل الاجتماعي؛ دردشة على الإنترنت؛ |

| Years 7 and 8 content descriptions | Elaborations |
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| | <ul style="list-style-type: none"> recognising that the Arabic alphabet shares similarities with the Aramaic alphabet system (alpha being the first letter, and bet being the second letter) and that the Arabic ordering system أ، ب، ج is based on the Aramaic alphabet recognising that many words in Arabic are borrowed from indigenous languages of the Arabic-speaking world such as Aramaic, for example, أب، رأس، دم، أخ، أخت، شمس، لسان، أنا، أنت، هو، نحن، كلب، بيت، سمع، and many colloquial words, for example, بوظة، دولا، دولمة، بسطرمة، كتاب, are borrowed from regional languages such as Persian and Turkish |
| <p>Role of language and culture</p> <p>Explore how language use reflects one's thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making</p> <p>[Key concepts: perception, making meaning, influence; Key processes: reflecting, discussing, questioning]</p> | <ul style="list-style-type: none"> exploring the meaning of culture and understanding that it involves visible elements such as ways of eating and behaving, and invisible aspects such as how people live, what they value and how they think of themselves and others noticing similarities and differences between naming systems across languages represented in the classroom, and noticing that Arabic-speaking students may have names from other cultures and languages understanding that particular Australian-English terms and expressions have no equivalent in Arabic, for example, billabong, 'the bush' and that expressions such as 'the movies, footy, backyard' reflect aspects of Australian lifestyle recognising and explaining to others the significance of some common Arabic cultural practices and events, such as offering visitors food and drink, تفضل صحة وهنا؛ بالهناء والشفاء experiencing the importance of music and traditional dance in some Arabic cultures, as an expression of identity and emotions such as, الدبكة الفلسطينية والعراقية؛ والرقص الفلكلوري exploring words or expressions commonly used in informal Australian interactions, deciding how to interpret or explain them to young Arabic speakers, for example, mate, fair dinkum, put a shrimp on the barbie |

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Arabic to exchange information about their personal worlds and to express feelings, likes and dislikes. They use formulaic language for a range of classroom functions and processes such as asking and responding to questions, following instructions, requesting repetition and asking for permission and assistance, such as متى أكملت البحث؟ من ساعدك في إكمال الواجب المدرسي؟ هل يمكن أن تعيد السؤال؟ لو سمحت؛ ممكن أن أستخدم الهاتف؟ من فضلك ممكن أن تساعدني في حمل صندوق الكتب؟ Students use rehearsed and some spontaneous language to engage in planning, transacting, making arrangements and negotiating. They apply features of pronunciation and rhythm in spoken Arabic to a range of sentence types. They locate, classify and sequence key points of information from a range of sources and communicate information and ideas related to home, school leisure and interests using different modes of presentation. They share their responses to different imaginative texts by expressing feelings and ideas about the ways characters, settings and events are represented. Students use modelled language to create imaginative texts or alternative versions of texts they have listened to, read, or viewed. They use aspects of key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronoun, verbs and verb tenses, conjunction, adverbs, for example كبير/كبيرة؛ طويل/طويلة؛ ممتع/ممتعة؛ مفيد/مفيدة؛ مدرستي كبيرة؛ عائلتي البيت؛ المدرسة؛ الدراسة؛ العائلة؛ المواد الدراسية؛ الهوايات ال التعريف يوما؛ غالبا؛ أحيانا؛ بكيث بشدة؛ تكلمت بحماس؛ استيقضت و؛ أو؛ كذلك؛ أيضاً؛ لأن أذهب إلى المدرسة؛ نذهب إلى السينما؛ ذهبنا إلى السينما؛ ذهبنا إلى زيارة الأقارب أنت؛ أنت؛ أنتم؛ هو؛ هي؛ هم؛ صغيرة؛ بيتي واسع؛ شارعنا ضيق؛ لا أستطيع أن أكمل البحث؛ لم أستطع أن أجيب على They use contextual cues and textual features to translate and interpret texts everyday texts from Arabic to English and vice versa and identify similarities and differences in translation. They create texts and in Arabic and English, identifying words and expressions that do not readily translate such as بالهناء والشفاء؛ والله ولي التوفيق. They compare ways of communicating in Arabic and English and explain how their own biography influences their cultural identity and ways of communicating.

They identify and apply the writing conventions of the Arabic alphabet and script, making connections between spoken and written Arabic in texts. They identify the structure and features of different personal, informative and imaginative texts and provide simple explanations on how they contribute to meaning. They identify ways that spoken Arabic varies according to regions and countries and provide examples of how Arabic has changed over time due to influences from other languages and cultures. Students identify how written Arabic varies in the use of formal and informal forms أنت/حضرتك/حضرتكم and style according to context, situations and the relationship between participants. They identify ways that language use reflects cultural ideas, thoughts and perceptions.

Years 9 and 10

Band description

The nature of the learners

Learners increasingly communicate in Arabic in everyday interactions and in domains that are beyond their home. They continue to be immersed in Arabic language and culture, making connections and comparisons with other languages and cultures. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They begin to consider their role as a bilingual, intercultural communicator in the Australian context. They are considering future pathways and prospects, including how Arabic may feature in these.

Arabic language learning and use

This is a period of language exploration and vocabulary expansion and experimentation with different modes of communication. Learners use Arabic to communicate and interact, exchange information, express and justify opinions *ماذا لو أردت ركوب العجلة ولكن ليس عندي خوذّة* and plan, negotiate and solve problems in shared tasks and transactions. They access and evaluate information from a range of sources, and present ideas and views from a range of perspectives for various audiences in different formats and contexts. They use their imagination to create a range of texts, such as stories, plays and video clips, about past events and experiences and future possibilities, using a range of techniques to entertain different audiences. There is a balance between activities which focus on language forms and structures and those which emphasise communicative tasks and performance. Learners recognise that moving between Arabic and English involves interpretation and personal response as well as literal translation and factual reporting. Task characteristics and conditions at this level are more complex and challenging, providing opportunities for collaborative as well as independent language planning and performance, and development and strategic use of language and cultural resources. They discuss the relationship between language, culture and identity, exploring in more depth the concept of being bilingual and bicultural.

Contexts of interaction

Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts beyond the home. Contexts of interaction in Arabic move beyond the immediate world of teenage experience to more active participation in the local community, for example, by engaging in local community events or celebrations. Learners participate in discussions and presentations on topics of interest and on life experiences in different contexts and cultures, and view television programs, documentaries, music performances and films to further explore Arabic language and culture. Additional opportunities for interaction are provided by purposeful and integrated use of information and communication technologies (ICT), for example, videoconferencing and e-learning.

Texts and resources

Learners read, view and interact with a broad range of texts and resources specifically designed for learning Arabic in school contexts, such as textbooks, readers, videos and online materials, including those developed for computer-supported collaborative learning. They also access authentic materials created for Arabic-speaking communities, such as films, literature, websites and magazines. They use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

Features of Arabic language use

Learners use appropriate pronunciation, rhythm and intonation in communication and interaction, and apply accurate spelling and punctuation in a range of written texts. They gain greater control of grammatical elements, such as word order, a range of tenses, conditional and subjunctive moods, embedded clauses, imperative forms, and vocative case, to elaborate on ideas and information about people and events. سوف أذهب إلى الجامعة؛ سوف أسافر , discuss future plans and aspirations أخي يلعب كثيرا لكن أختي تدرس دائما , persuade audiences مع أهلي؛ سوف أشتري سيارة , express doubt, uncertainty or emotion لنذهب إلى المعلم ونسأله؛ هيا حاول مرة ثانية؛ ممتاز! أحسنت؛ تكلم مع سامر , and link and extend ideas and information بداية؛ بعد ذلك؛ أخيراً . They analyse text more critically, identifying how language choices reflect perspectives and meaning in a range of texts, and developing their understanding of the relationship between context, purpose and audience. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, popular culture, migration and globalisation influence forms of communication.

Level of support

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are required to support these challenges. A range of resources are provided and processes modelled for the development of more autonomous self-monitoring and reflecting strategies, such as online journaling, video documenting and discussion forums. Continued focused attention on grammatical and textual features supports learners in the production of texts.

The role of English

The classroom is increasingly characterised by bilinguality, with Arabic being the principal language of communication. Arabic and English continue to be used as the medium for substantive discussion, comparison, analysis and reflection, although learners at this level are able to discuss some abstract and complex views and ideas about language, culture and intercultural experience in Arabic. They explore the interrelationship between language, culture and identity, and reflect in more depth on the concept of being bilingual. They discuss the influence of Arabic and English on their ways of communicating, thinking and behaving, how living and moving between cultures has impacted on their own bilingual identity, and how successful communication requires flexibility, awareness and openness to alternative ways.

Arabic Years 7–10 Sequence (Year 7 Entry) Communicating

| Years 9 and 10 content descriptions | Elaborations |
|---|--|
| <p>Socialising</p> <p>Initiate and sustain interactions to develop relationships with peers and adults, exchange ideas, opinions and feelings, compare experiences and discuss future plans</p> <p>[Key concepts: relationships, opinion, experiences, future; Key processes: exchanging, comparing, discussing]</p> | <ul style="list-style-type: none"> initiating and sustaining conversations on topics of interest by using expressions such as <p>هل تحب المأكولات العربية؟ ما هي أكلتك المفضلة؟ أنا أيضا أحب الوجبات السريعة؟ هل تريد أن تأتي معي إلى الحديقة بعد المدرسة؟ أمي طبخة ماهرة. تعال إلى بيتنا يوم السبت. هل تحب الذهاب معنا إلى المنتزه/الحديقة؟ أنا أسف؛ أمي لا تسمح لي. أعذر ليس لدي وقت؛ سوف أسأل أبي. نعم؛ طبعاً؛ سوف أتصل بأبي أولاً. هل شاهدت مباراة كرة القدم أمس؟ برأيك من سيفوز بالكأس؟ من هو لاعبك المفضل؟ هل نزلت اللعبة الإلكترونية إلى الأسواق؟ إنها لعبة ممتعة. هل أكملت واجب المدرسة؟ أحتاج إلى مساعدة؛ إن الواجب صعب</p> exchanging information and opinions about a range of topics such as home, school, leisure, travelling, for example <p>هل تحب المنطقة التي تسكن فيها؟ لماذا؟ منطقتي جميلة وشارع بيتي هادئ؛ أبي يريد أن يشتري بيتاً جديداً وأنا لا أريد أن أترك بيتنا؛ أنا أحب بيتنا كثيراً؛ أريد ركوب الدراجة ولكن ليس عندي خوذة. ما رأيك بلعبة كرة القدم؟ أنا أحب القراءة كثيراً؛ وأنت؟</p> expressing wishes and feelings, describing personal plans for school holidays, weekend, for example, <p>في عطلة نهاية الأسبوع أحب أن أذهب إلى البحر؛ لأن الطقس سيكون حاراً؛ أتمنى أن نسافر في العطلة المدرسية. أنا سعيد لأننا سوف نسافر في العطلة؛ في عطلة المدرسة سوف ألعب التنس كل يوم؛ يوم السبت القادم سأذهب إلى السينما مع إخوتي؛ يوم الأحد القادم سأذهب إلى السوق مع أمي لأشتري حذاءً جديداً للرياضة.</p> elaborating on other's responses by providing suggestions and giving advice, for example <p>لأنك تحب الرياضة؛ أنصحك بالسباحة لأنها مفيدة جداً؛ لماذا لا تقرأ هذا الكتاب؟ جرب هذا القلم الجديد. ضع الصورة هنا؛ هذا مكان مناسب لها</p> comparing own and others' experiences and future aspirations by sharing ideas and making suggestions, for example, <p>أنا أيضا مثلك أحب السباحة؛ أمي أيضا لا تسمح لي باللعب على الحاسوب أيام الأسبوع؛ إذا أردت سأرسل لك رسالة إلكترونية فيها كل شيء؛ أتمنى أن ألتحق بفريق التنس؛ أتمنى أن أتعلم الموسيقى</p> |

| Years 9 and 10 content descriptions | Elaborations |
|---|--|
| <p>Participate in collaborative projects providing ideas and suggestions, negotiating options, justifying, solving problems and completing transactions</p> <p>[Key concepts: participation, contribution, prioritisation; Key processes: suggesting, justifying, discussing, negotiating, transacting]</p> | <ul style="list-style-type: none"> expressing preferences for plans, comparing and contrasting alternatives using أفضل من...؛ الأفضل...؛ الأحسن... أفضل ان نشترى هذه اللعبة لأنها حديثة؛ لا أتفق على الذهاب إلى السينما في المساء؛ ماذا لو نذهب في عطلة نهاية الأسبوع؟ في المساء تكون السينما مزدحمة أما أثناء النهار فتكون هادئة. سأصل بك في عطلة نهاية الأسبوع؛ هذا أفضل من أيام الأسبوع. providing ideas and making suggestions, for example, when arranging a day out or a birthday party هل تحب أن نذهب إلى البولنغ يوم السبت؟ أبي سوف يوصلني إلى هناك الساعة العاشرة صباحاً؛ هناك نلتقي؛ نلتقي بعد المدرسة؛ حفل عيد ميلاد قيس يوم الأحد. سأتي لأخذك معي إلى بيته. الحفلة ستبدأ الساعة السادسة responding to invitations by accepting, declining and providing justifications, for example, شكراً جزيلاً على الدعوة؛ سأحضر الحفلة. آسف لا أقدر أن آتي إلى السينما لأن أمي لا تسمح. أنا مدعوة لحفل زواج ابن عمتي ولا أقدر أن آتي معكم إلى البولنغ collaborating with peers to organise class displays and events, such as Arabic Music Day, designing a poster and agreeing and disagreeing with a suggestion, for example, فكرة رائعة؛ أنت عبقرى completing tasks involving authentic or simulated transactions, such as asking for, giving and following directions to real locations, for example, كيف أذهب إلى محطة القطار؟ أين البنك؟ أرجوك أرشدني إلى المكتبة discussing and solving problems, for example, with a sibling, parent or classmate such as having to share a computer or room, or to make a complaint about unsatisfactory goods or services |

| Years 9 and 10 content descriptions | Elaborations |
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| <p>Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding, elaborating on opinions and expressing agreement or disagreement.</p> <p>[Key concepts: discussion, opinion; Key processes: discussing, clarifying, expressing]</p> | <ul style="list-style-type: none"> using appropriate procedures during discussions such as inviting peers to make suggestions, clarifying meaning and giving examples, expressing agreement or disagreement, and praising, complementing and encouraging ideas and peers, for example <p>ماذا تقترح؟ ما رأيك؛ سامي أعطنا رأيك؛ كيف يمكن أن ننظم الأدوار بيننا؟ ما رأيكم؟ أقصد أن كل واحد منا يكتب صفحة؛ قصدي؛ أنا وهناء نبحث عن الصور؛ وعادل ووفاء وسمر يكتبون المقاطع مثلاً؛ مثل؛ على سبيل المثال أتفق معك جداً؛ اتفق على ما تقول؛ أنا أحترم رأيك كثيراً لا أتفق معك إطلاقاً؛ لا أتفق معك في رأيك. أنا لا أوافقك الرأي ممتاز! رائع! فكرة رائعة! واصل مجهودك. أنت ذكي جداً!</p> expressing own opinions, and eliciting and reflecting on the opinions of others, for example <p>لو كان لدينا وقتاً أطول؛ لوضعنا موسيقى في البحث؛ كان الإمتحان صعباً وطويلاً؛ أصبحت القراءة سهلة ما رأيك في هذه الجملة؟ هل تتفق معي؟ هل توافقتني على كلامي؟ وأنت يا سعيد؛ ماذا تعتقد؟ سميرة؛ ما رأيك في الموضوع؟ كلامك صحيح مئة بالمئة؛ أنت على حق؛ كلامك ليس صحيحاً؛ أسفة لا أتفق معك</p> explaining actions and responses, for example, <p>وضعت الصورة هنا لأنها صغيرة ومناسبة؛ تأخرت في الصباح كثيراً؛ أنا متعب اليوم لأنني نمت الساعة العاشرة ليلاً. إن ساعدتني في البحث؛ سنحصل على درجة عالية</p> giving reasons and making connections between ideas and consequences, for example, <p>وصلت إلى المدرسة متأخراً لأنّ سيارة أمي تعطلت في الطريق؛ لم أكمل الدرس بالأمس لأنّ بيتنا كان مليئاً بالزوار؛ لم أكمل واجب العلوم لأنني لم أفهم السؤال عاقبني الأستاذ في الفرصة لأنني تأخرت عن الصف؛ اتصلت المعلمة بأمي لأنني أتكلم كثيراً في الصف</p> |

| Years 9 and 10 content descriptions | Elaborations |
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| <p>Informing</p> <p>Extract, organise and evaluate information and ideas from a range of texts, analysing meaning, gist and purpose</p> <p>[Key concepts: meaning, purpose, audience; Key processes: extracting, organising, analysing]</p> | <ul style="list-style-type: none"> identifying context, purpose and audience in texts such as advertisements, messages and announcements gathering facts independently and collaboratively about events or people and comparing how various sources, such as texts from magazines, newspapers and websites use language to convey meaning summarising and evaluating information from spoken, written and visual texts that reflect different aspects of Arabic culture related to topics such as entertainment and special occasions, for example <ul style="list-style-type: none"> حفلات المطربين؛ البرامج الترفيهية؛ برامج المسابقات الأعياد الدينية المختلفة وطرق الإحتفال فيها؛ عيد الأم؛ عيد الأب؛ أعياد الميلاد الخاصة؛ مناسبات الخطوبة والزواج analysing and summarising information about famous personalities or a recent film or music hit from texts such as television programs, reports and documentaries <ul style="list-style-type: none"> الأفلام العربية الحديثة؛ البرامج النقدية الساخرة؛ البرامج الحوارية؛ البرامج الوثائقية reading texts and extracting key points and ideas about an issue or a topic such as the weather and leisure activities for young people, and discussing information with peers using expressions such as <ul style="list-style-type: none"> الطقس هذه الأيام بارد جداً؛ الصيف هذا العام سيكون حاراً يحب الشباب رياضة كمال الأجسام ويذهبون إلى النادي الرياضي؛ تحب البنات رقص الزومبا؛ هل تحبين الرقص أيضاً؟ collecting information about topics such as travelling, history and famous personalities from a variety of spoken, written and visual texts analysing and comparing perspectives represented in spoken and written texts, for example, <ul style="list-style-type: none"> الجريدة المحلية تقول أن أغاني العصرية تافهة ؛ ولكن الجميع يحبها |

| Years 9 and 10 content descriptions | Elaborations |
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| <p>Convey ideas and viewpoints from a range of perspectives to various audiences in familiar contexts using different modes of presentation</p> <p>[Key concepts: content, audience, perspective; Key processes: selecting, conveying, constructing, presenting]</p> | <ul style="list-style-type: none"> informing others about an issue of interest and upcoming events in texts such as notices and newspaper announcements , for example, إعلان هام؛ تحتفل الجالية العربية بعيد الأم في إحتفال كبير في الحديقة العامة يوم السبت القادم؛ الدكتورة ريم ستلقي محاضرة عن الشباب والمستقبل في الجامعة producing texts such as letters, emails and speeches to convey information for particular purposes and audiences, relating to personal viewpoints on topics connected to personal experiences organising information for an Arabic speaking audience, for example, creating a presentation on issues comparing cultural aspects or a video recording of a cooking demonstration reporting on own and others' experiences such as holiday trips or school camp and comparing own experiences with others using expressions such as بالنسبة لي الرحلة كانت ممتعة بينما أغلبية التلاميذ شعروا بالملل؛ بالرغم من الساعات الطويلة التي قضيناها في الطريق؛ إلا أنني لم أشعر بالتعب لكن أصدقائي كانوا متعبين creating a video clip to present information or ideas to a particular audience, such as a virtual tour of the school or the neighbourhood for prospective new students and parents creating a performance or an interactive display to inform young children of the benefits of maintaining Arabic conveying information relating to significant people, places or events in different formats such as a poster for a musical concert, a profile of a famous Arabic actor/actress or a digital guide to a place of interest creating a group presentation of ideas and words and expressions relating to aspects of lifestyle, for example الرياضة ضرورية للصحة؛ المأكولات السريعة وأضرارها؛ الألعاب الإلكترونية وتأثيرها السلبي على العائلة |

| Years 9 and 10 content descriptions | Elaborations |
|--|---|
| <p>Creating</p> <p>Respond to imaginative texts such as poems and films, explaining messages and key ideas, stating views on themes, events and values and making connections with own experiences</p> <p>[Key concepts: genre, theme, values, connection; Key processes: comparing, explaining, analysing]</p> | <ul style="list-style-type: none"> responding to ideas presented in various texts such as poems, films, songs or video clips, by expressing personal opinions for example الشعر جميل ؛ القصيدة مؤثرة؛ الفيلم غير واقعي؛ يعرض الفيلم مشاكل الشباب مع الأهل؛ الأغنية تعبر عن الصداقة stating and explaining personal preferences about characters, attitudes and events in texts using expressions such as أفضل شخصية في الفيلم هي سميرة لأنها تعرف ما تريد؛ يحاول الفيلم تشجيع الشباب على الدراسة وهذا ممتاز analysing how people, places, experiences are expressed in imaginative texts and comparing how key messages and beliefs are communicated in a variety of texts such as fables exchanging and expressing opinions about typical features and expressions of contemporary songs, films or video clips from the Arabic-speaking world and comparing them to those in English-speaking contexts identifying emotional aspects of the texts and analysing elements of language that convey emotions and values reading texts such as biographies and critically reflecting on others' experiences and relating them to their own analysing and evaluating lyrics of contemporary Arabic songs, identifying themes, messages and cultural aspects expressed through language discussing how social issues, for example, relationships, wealth and poverty and change, and values such as honesty are portrayed in imaginative texts, such as films, songs and poems |
| <p>Create imaginative texts in multimodal forms, including digital, that draw on past experiences or future possibilities, experimenting with different techniques</p> <p>[Key concepts: culture, narrative, creativity; Key processes: creating, imagining, entertaining, relating]</p> | <ul style="list-style-type: none"> creating cartoons, plays or short stories to share in class about a past event in their own life or a dream for the future illustrating imaginative stories in visual forms such as cartoons or captioned photo stories composing and performing imaginative experiences through role plays, raps and video clips using expressive language and movement creating alternative versions of traditional Arabic stories and films by introducing new characters, contexts and alternative endings expressing imaginative experiences in a range of texts such as poems and video clips that relate to significant celebrations or events in both Australia and the Arabic-speaking world, for example, عيد الأم؛ عيد الأناذك؛ العيد الوطني الأسترالي ؛ الأعياد الدينية مثل عيد الميلاد وعيد القيامة وعيد الفطر وعيد الأضحى |

| Years 9 and 10 content descriptions | Elaborations |
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| <p>Translating</p> <p>Translate and interpret texts, from Arabic into English and vice versa, comparing translations and interpretations with others and discussing reasons for differences</p> <p>[Key concepts: representation, perspectives, interpretation; Key processes: translating, interpreting, comparing, critical and cultural understanding]</p> | <ul style="list-style-type: none"> translating existing texts and experimenting with unknown words or expressions reflecting on challenges associated with transferring meaning from one language into another comparing each other's' translations of the same text, commenting on differences and similarities between versions, considering possible reasons for these translating texts, identifying cultural specific vocabulary and expressions, such as والله ولي التوفيق؛ تقبل فائق الإحترام , discussing the translation process relating to choice of words that best reflect the meaning. and equivalence and contextual appropriateness paraphrasing words or expressions that have no specific equivalent and annotating them in order to convey their intended meaning, for example, mufti day, fundraiser reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems, songs and film clips , identifying words and phrases which require particular elaboration or explanation experimenting with and interpreting popular expressions, proverbs, or idioms in Arabic and reflecting on the social and cultural values which may be embedded in them analysing existing translations of texts such as film subtitles and comparing them with own translation, and reflecting on why translations may vary |
| <p>Create bilingual texts for the wider community, such as notices, promotional material, instructions or announcements, interpreting cultural and linguistic aspects</p> <p>[Key concepts: culture, interpretation, equivalence; Key processes: interpreting, composing, selecting, explaining]</p> | <ul style="list-style-type: none"> creating subtitles, captions or commentaries for texts such as brochures, a slide show presentation or video clips that inform the school community of aspects of the Arabic- speaking cultures existing within the Arabic speaking world producing texts in both Arabic and English for community events such as posters or advertisements in print or multimedia format, for example, to promote a concert or advertise an interview with a celebrity for a community radio station designing menus or programs for Arabic-themed events, with key items/information in Arabic and explanatory notes in English creating a short film of Arabic-language social interactions amongst different speakers of Arabic, providing English explanations of elements that may be different in different parts of the Arabic speaking world and may be unfamiliar to Australian viewers considering how to maintain the integrity of original texts when translating, for example, explaining culture-specific concepts such as 'the bush' or 'the outback', and representing original ideas and meanings bilingually producing bilingual texts such as video clips with subtitles explaining Australian cultural practices for Arabic speaking viewers, for example, bushwalking, Anzac celebrations, the Melbourne Cup |

| Years 9 and 10 content descriptions | Elaborations |
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| <p>Reflecting</p> <p>Reflect on how conventions of speech and Arabic cultural concepts can influence own communication style when using both English and Arabic</p> <p>[Key concepts: cultural concept, norms, communication; Key processes: understanding, explaining, reflecting]</p> | <ul style="list-style-type: none"> • comparing the way they communicate in Arabic and non-Arabic contexts, for example, using different forms of address or different ways of showing politeness, and discussing why these choices are appropriate and how they enhance intercultural communication • reflecting on own language choices and communicative gestures in different cultural contexts, considering how ways of behaving and communicating might be perceived by people from different backgrounds, and making necessary adjustments to establish, maintain and improve relationships with immediate contacts such as family, teacher and peers • exploring the reciprocal nature of intercultural communication, the two-way process of noticing and responding to differences in perceptions, understandings and behaviours, for example, attitudes to directness, degrees of formality and politeness, use of personal space, and physical contact • identifying moments of embarrassment or communication breakdown in own intercultural interactions, exploring reasons why and suggesting adjustments that could be made to enhance mutual understanding • discussing elements of successful intercultural communication, for example, flexibility, awareness of differences in cultural and religious practices, respect for elderly people and other traditions, attitudes to privacy or different levels of directness in discussions |
| <p>Reflect on own sense of identity as an Arabic and English speaker, recognising how own cultural assumptions, practices and values influence ways of communicating, and considering reactions and adjustments</p> <p>[Key concepts: assumptions, values, impact, judgment, adjustments; Key processes: reflecting, connecting interculturally]</p> | <ul style="list-style-type: none"> • discussing how being bilingual allows them to present 'self' to others in particular ways, for example, as being Lebanese, Jordanian, Iraqi or Arab-Australian or Australian from a Syrian background • reflecting on the role of language in expressing identity, considering when, with whom and why different languages are used and reflecting on whether their own identity changes when they use different languages • noticing how they communicate with each other, their teachers and families, noticing if there are any changes in the way they see themselves in different contexts, for example, a typical or a typical Arabic speaking person, less traditional than parents • reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures, noticing differences in the way they communicate, think and behave in different contexts |

Arabic (7–10 Sequence) Understanding

| Years 9 and 10 content descriptions | Elaborations |
|--|---|
| <p>Systems of language</p> <p>Understand rules of pronunciation and intonation and writing conventions and apply these to own constructions to enhance meaning and aesthetic effect</p> <p>[Key concepts: sound and writing systems; Key processes: experimenting, speaking, writing, connecting, transposing]</p> | <ul style="list-style-type: none"> distinguishing and making nuances in pronunciation between (التنوين) and تَ (الشدة) using the rhythms of the Arabic language, including intonation, tone and stress, to increase fluency and to enhance expression recognising that certain letters in Arabic appear in different variations for example, تة, ة applying spacing rules between words and using their knowledge of sound and writing conventions to expand on ideas in written texts making choices in relation to the use of punctuation such as (،) and adjusting the flow of ideas, increasing text cohesion and expression recognising the need for pauses or changes of tone in complex sentences with embedded clauses understanding that there are variations in both oral and written Arabic across different countries, and regions within a country, and analysing the reasons for such differences and variations, سوريا/سورية، ناديا/نادية؛ فاديا/فادية noticing how tone can convey emotions and shade meaning, as in colloquial or formal language, for example, حقاً؟ يا إلهي! تعال إلى هنا حالاً! using Arabic pronunciation and spelling rules for listening to and reading authentic texts and evaluating their own spelling and pronunciation in relation to their understanding and expression |
| <p>Extend grammatical knowledge of Arabic to expand spoken and written expression, such as conditional, subjunctive, embedded clauses, imperative, future tense, vocative case and including vocabulary and expressions which are culturally embedded</p> <p>[Key concepts: grammatical structures, irregularity, expansion of ideas; Key processes: applying, analysing, selecting]</p> | <ul style="list-style-type: none"> using سوف in addition to the present tense to express future plans, for example, سوف أذهب إلى الجامعة، سوف أسافر مع أهلي؛ سوف أشتري سيارة؛ سوف أعمل في مطعم using the conditional mode as a formulaic expression, for example, لو: لو نجحت سوف يشتري لي أبي محملاً جديداً understanding and using the conjunctions لكن/لكن to compare people and actions, expanding on their expression, for example, خالي غني لكن عمي فقير؛ أخي يلعب كثيراً لكن أختي تدرس دائماً using interrogative pronouns and expressions such as لماذا؟ لم؟ هل؟ to ask questions and make requests, for example, لماذا أحضرت الكرة معك إلى الصف؟ هل تقدر أن تعطيني القلم؟ لم تحب الموسيقى؟ |

- expanding their knowledge of noun-adjective agreement through understanding and applying the irregular plural form, for example
بيت/بيوت كبيرة؛ كرسي/كراسي جديدة؛ كتاب/كتب قيمة؛ يوم/أيام جميلة؛ تلميذ/تلاميذ مجتهدون؛ معلمون ملتزمون
- using expressions to indicate preference and show comparison, for example,
هذا أقل من هذا؛ الكتاب أخف من الكرسي؛ العلوم أفضل عن الرياضة
- creating compound and complex sentences by using embedded clauses such as, والذي (والذي أحببه كثيراً) هو ...
- understanding that Arabic uses the dual form of nouns, verbs and adjectives, in both masculine and feminine forms, for example,
هذان كتابان جديدان؛ هاتان صديقتان وفيتان
- understand and apply indirect object and passive voice to express ideas subjectively, in texts such as articles and speeches, for example, أنهيت المباراة سريعاً، دُق الجرس متأخراً،
- using cohesive devices to sequence ideas, for example, في البداية؛ بعد ذلك؛ أخيراً
- extending use of negative forms, for examples ليس عندي وقت؛ لم أتأخر عن الدرس؛
- using إلا to express exceptions, for example, أحب كل المواد إلا الرياضيات
- describing people and objects using comparatives and superlatives, for example, رسمك جميل؛ رسم سامي أجمل من رسمي؛ رسم عدنان الأجمل
- using elements of exaggeration, and emphasis, for example,
للمرة المليون أكرر هذه العبارة
- using a range of irregular adjectives to describe number, shape and colour, for example, قميص أحمر؛ حقيبة حمراء؛ قلم أخضر؛ محاة خضراء؛ شكل مدور؛ مثلث؛ مربع؛ مستطيل
- describing a relationship using a possessive pronoun for singular and plural third person, for example كتابه؛ قلمها؛ أصدقائهم
- using adverbial phrases to expand on the ideas and provide further information related to feelings, attitudes and abilities, for example، متأخراً؛ باكراً؛ دائماً؛ مسرعاً،

| Years 9 and 10 content descriptions | Elaborations |
|-------------------------------------|--|
| | <ul style="list-style-type: none"> developing metalanguage to discuss grammatical features and explaining the impact of word order, use of tenses and moods, adjectives and adverbs on enhancing meaning and expanding expression using imperative verb forms to persuade, encourage and give advice, for example, لنذهب إلى المعلم ونسأله؛ هيا حاول مرة ثانية؛ ممتاز! أحسنت؛ تكلم مع سامر using subjunctive mood to express doubt, uncertainty or emotion, for example, ربما نذهب إلى السينما يوم السبت ؛ قد أسافر في العطلة |

| Years 9 and 10 content descriptions | Elaborations |
|---|---|
| <p>Analyse spoken and written texts in multimodal forms, considering the relationship between audience, purpose and context, and the use of textual conventions, features and cohesive devices</p> <p>[Key concepts: genre, purpose, audience, cohesion; Key processes: analysing, explaining, comparing]</p> | <ul style="list-style-type: none"> applying knowledge of particular types of texts and their purpose to identify the gist and predict the meaning of unfamiliar vocabulary and phrases in texts analysing different samples of a particular type of text such as a diary entry to analyse ideas and reflections through the language features used, for example, <div data-bbox="1456 343 2116 486" data-label="Text"> <p>ضمير المتكلم: أشعر بسعادة كبيرة؛ هذا عملي وأنا مسؤول عنه التعبير عن التعجب والدهشة: يا إلهي!؛ مستحيل! يا للكارثة! الصور البلاغية: كنت كالفراشة أطيّر من فرحتي؛ كلامه كالخنجر في صدري</p> </div> exploring a range of imaginative texts to compare the use of language features such imagery and exaggeration and discussing how these are used to convey meaning and appeal to the audience examining a variety of informative texts such as reports and articles and identify how the structure, and the features of each text reflect the intended purpose and how the choice of vocabulary reflects ideas and perspectives experimenting with language appropriate to particular types of texts such as descriptive language in documentaries, reflective language in diary or journal entries, and persuasive language in advertisement and speeches analysing a range of expository texts such as expositions and feature articles and analyse possible elements of bias and objectivity discussing and evaluating how language is used to express ideas and justify opinions on topical issues of interest to teenagers in debates or segments of a talk show identifying and discussing the level of formality and informality in spoken and written texts, considering what these reveal about social relationships and processes, for example, reflections of status, authority, concepts of respect and politeness |

| Years 9 and 10 content descriptions | Elaborations |
|---|--|
| <p>Language variation and change</p> <p>Explore how spoken and written forms of Arabic can be used for different purposes and audiences, in different contexts and situations, and with specific meanings and intentions</p> <p>[Key concepts: formality, register, intention; Key processes: analysing, explaining]</p> | <ul style="list-style-type: none"> understanding the importance of using appropriate forms of address when interacting with different people, for example, the use of سيد ماجد؛ أستاذ هاني؛ سيدة عبير؛ خالتي رانيا؛ عمي حبيب حضرتك؛ عم كريم؛ خالة سامية with both close adult relatives or unknown adults noticing that variation in language use often reflects the mood, feelings, attitudes or relationships of the people involved identifying how emotions and attitudes such as respect or embarrassment, and personal views are reflected in the choice of language in various social settings, such as public forums and school contexts investigating the nature and use of Arabic language in different contexts of interaction, for example, asking Arabic-speaking students in Australia when they use English and with whom and when they use Arabic and why, reflecting on similarities and differences to interactions in both languages exploring how various individual speakers' views on roles and relationships are reflected in Arabic texts such as traditional sayings, idioms, proverbs, poetry and song lyrics comparing a variety of texts from different Arabic-speaking regions and analysing how different aspects of the language used reflect certain values and world views |
| <p>Explore and reflect on how Arabic influences and is influenced by cultural, political and social change</p> <p>[Key concepts: globalisation, popular culture; Key processes: reflecting, discussing, examining]</p> | <ul style="list-style-type: none"> investigating and explaining the influence of globalisation and new technologies such as the internet on Arabic as a dynamic language, and the power and use of the regional dialects in both digital and social media researching and reporting on current influences of Arabic language and culture in the local and wider Australian community, for example, the food industry (Lebanese restaurants and bakeries), arts and entertainment (Arab Film Festival, SBS Arabic radio and SBS television channel Arabic films), and education (Arabic bilingual schools) reflecting on changes in their own language(s), identifying new terms and behaviours that they have adopted in line with changes in technology and social media, and how these changes have become part of their everyday language discussing how language changes overtime, for example, by viewing classical Arabic and contemporary films ,and comparing how certain ideas and concepts are represented through language examining how English is influencing and modifying Arabic language use in particular settings, for example, language used in the entertainment industry, films and television programs, or language used to express global concepts, such as الليبرالية |

| Years 9 and 10 content descriptions | Elaborations |
|--|--|
| <p>Role of language and culture</p> <p>Understand the symbolic nature and influence of language in local and global contexts and how the use of language determines the nature of intercultural communication</p> <p>[Key concepts: symbolism, globalisation, new world terminology; Key processes: exploring, reflecting, evaluating, understanding]</p> | <ul style="list-style-type: none"> identifying how ways of communicating in Arabic and English differ and how people understand these differently, for example, attitudes to time reflected in language and social interactions; expressing thanks or appreciation more or less directly, attitudes to making an apology recognising that language and cultural practices are interconnected, for example, by identifying religious origins or connotations associated with language associated with places such as, كربلاء؛ مكة المكرمة؛ أورشلیم المقدسة؛ دير الزور comparing similarities and differences between own ways of communicating and characteristics observed in interactions between young Arabic speakers in different contexts and situations, for example, the expression of politeness or turn taking in conversations reflecting on personal encounters with cultural practices that have impacted on own thoughts and have helped shape attitudes and views of the world around them participating in discussion and reflection on how language use and terminology in texts impacts on society's way of thinking and mobilises actions and reactions, such as persuasive, motivational, and emotive language exploring a range of Arabic and English idioms and proverbs and analysing on how they reflect cultural values and perceptions, for example الجار قبل الدار؛ من جدّ وجد ومن زرع حصد؛ الوقت من ذهب؛ في التأني السلامة وفي العجلة الندامة |

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Arabic to initiate and sustain interactions with peers and adults. They use language spontaneously to exchange ideas, opinions and feelings, compare experiences and discuss future plans. They maintain interactions by asking and responding to questions, requesting clarification, for example, هل تعني...؟ ما قصدك؟, elaborating on opinions and expressing agreement or disagreement such as أنفق؟ لا أنفق؛ أعترض على. In classroom interactions, they share ideas and suggestions, negotiate options, solve problems and complete transactions. They apply pronunciation and intonation to convey emotions and enhance expression. They locate information obtained from multiple sources on a range of issues and analyse and evaluate meaning, gist and purpose. They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation selected to suit different audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing opinions on themes, events and values and explaining key ideas and messages. They manipulate language and use different techniques to produce imaginative texts in a range of forms that draw on past experiences or future possibilities such as, التلاعب بالألفاظ بواسطة استخدام المفردات ذات المعاني المزدوجة, as, لإستخدام عبارات مثل ليتني كنت...؛ فرحت فرحاً عظيماً؛ لو ربحت المسابقة لنذهب إلى المعلم ونسأله؛ هيا حاول مرة ثانية؛ ممتاز! أحسنت؛ ما نذهب إلى السينما يوم السبت؛ قد أسافر في العطلة؛ الكتاب المفضل لدي والذي أحبه كثيراً هو... لو سمح أبي لي، آتي معك سوف أكتب رسالة إلى المدير أعبر فيها عن رأيي، future tense, and vocative case to convey meaning, They use vocabulary and expressions that are culturally embedded such as يا سمير هل أشتريت الجيتار الذي رأيته في المحل؟ رأيي؛ and apply appropriate writing conventions to increase text cohesion and expression. Students translate and interpret texts from Arabic to English and vice versa, comparing interpretations with others and explaining reasons for differences in translations. Students create bilingual texts for the wider community, interpreting cultural and linguistic aspects of texts. They explain how cultural concepts, practices and values influence ways in which they communicate from a bilingual perspective, questioning assumptions and describing adjustments they make when moving from Arabic to English and vice versa.

Students identify the meaning and emotions conveyed in spoken texts such as, ها سمير ماذا قررت؟ لا لا لا؛ لا أقصد هذا؛ كم مرة قلت لك... and apply their understanding of the Arabic writing system to enhance meaning and aesthetic effect. They analyse the relationship between language choices and textual features, and the audience, purpose and context of texts in different spoken, written and multimodal texts. Students explain how spoken and written forms of Arabic vary according to context, purpose and audience, and identify ways in which the Arabic language influences and is influenced by cultural, political and social change. They explain the power of language in determining the nature of intercultural communication in local and global contexts.

Australian Curriculum: Languages - Arabic– Years 7 to 10 (Year 7 Entry)

Scope and Sequence

| Communicating Using language for communicative purposes in interpreting, creating and exchanging meaning | | | | |
|--|---|---|---|---|
| Sub Strand | Description | Thread | Years 7 and 8 | Years 9 and 10 |
| Socialising | Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action | Socialising and interacting | Interact with peers and teacher to exchange information about self, family and friends, routines, leisure activities, interests and special days, and express feelings, likes and dislikes | Initiate and sustain interactions to develop relationships with peers and adults, exchange ideas, opinions and feelings, compare experiences and discuss future plans |
| | | Taking action and transacting | Participate in presentations and performances that involve collaborative planning, deciding, making arrangements and shared transactions, using different modes of communication | Participate in collaborative projects providing ideas and suggestions, negotiating options, justifying, solving problems and completing transactions |
| | | Building language for classroom interaction | Interact in classroom routines and activities, developing language for a range of classroom functions and processes, such as following instructions, asking and answering questions, requesting support by asking for repetition, permission and help | Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding, elaborating on opinions and expressing agreement or disagreement. |
| Informing | Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge | Obtaining and using information | Listen to, read and view texts from a range of spoken, written and multimodal sources, identifying, sequencing and classifying key points of information such as details about people and events, and use the information in new ways | Extract, organise and evaluate information from a range of texts, analysing meaning, gist and purpose |
| | | Conveying and presenting information | Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests | Convey ideas and viewpoints from a range of perspectives to various audiences in familiar contexts using different modes of presentation |

| Communicating | | | | |
|--|---|---|--|--|
| Using language for communicative purposes in interpreting, creating and exchanging meaning | | | | |
| Sub Strand | Description | Thread | Years 7 and 8 | Years 9 and 10 |
| Creating | Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music | Participating in an responding to imaginative experience | Participate in imaginative experience by listening to, viewing and reading texts, such as songs, cartoons, folk tales and other stories, sharing feelings, ideas and responses about characters, settings and events | Respond to imaginative texts such as poems and films, explaining messages and key ideas, stating views on themes, events and values and making connections with own experiences |
| | | Creating and expressing imaginative experience | Create and adapt texts with imaginary scenarios, characters and events, using modelled language and different modes of presentation | Create imaginative texts in multimodal forms, including digital, that draw on past experiences or future possibilities, experimenting with different techniques |
| Translating | Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others | Translating and interpreting | Translate and interpret short spoken and written texts, such as dialogues, speeches, labels, signs and messages, from Arabic to English and vice versa, using contextual cues and textual features, recognising aspects that are similar and different | Translate and interpret texts from Arabic to English and vice versa, comparing translations and interpretations with others and discussing reasons for differences |
| | | Creating bilingual texts | Create bilingual texts such as posters, games and signs for the classroom and school community, making decisions about words and expressions that do not readily translate | Create bilingual texts for the wider community, such as notices, promotional material, instructions or announcements, interpreting cultural and linguistic aspects |
| Reflecting | Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity | Reflecting on the experience of intercultural communication | Reflect on personal responses and reactions during interactions in Arabic, recognising how interaction involves culture as well as language | Reflect on how conventions of speech and Arabic cultural concepts can influence own communication style when using both English and Arabic |
| | | Reflecting on self as language user and how identity is shaped by interaction | Reflect on own identity, including aspects that relate to personal observations, experiences and feelings, and recognising how identity, such as family background, school and interests, impacts on intercultural exchange | Reflect on own sense of identity as an Arabic and English speaker, recognising how own cultural assumptions, practices and values influence ways of communicating, and considering reactions and adjustments |

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

| Sub Strand | Description | Thread | Years 7 and 8 | Years 9 and 10 |
|-------------------------------|---|--|---|--|
| Systems of language | Understanding the language system, including sound, writing, grammar and text | Sound and writing systems | Understand features of the Arabic sound system, including intonation and pronunciation and how these are represented in the written form and apply writing conventions to form letters, words and texts | Understand rules of pronunciation and intonation and writing conventions and apply these to own constructions to enhance meaning and aesthetic effect |
| | | Grammatical and vocabulary knowledge | Understand and use aspects of key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs, statements, negation and questions and using vocabulary that relates to familiar environment and activities | Extend grammatical knowledge of Arabic to expand spoken and written expression, such as conditional, subjunctive, embedded clauses, imperative, future tense, vocative case and including vocabulary and expressions which are culturally embedded |
| | | Text structure and organisation | Identify textual structures and features of a range of personal, informative and imaginative texts, recognising how these contribute to meaning | Analyse spoken and written texts in multimodal forms, considering the relationship between audience, purpose and context, and the use of textual conventions, features and cohesive devices |
| Language variation and change | Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place | Variation of language in use | Understand that spoken and written Arabic varies according to regions and countries, and recognise that written Arabic varies according to context, situations and relationships | Explore how spoken and written forms of Arabic can be used for different purposes and audiences, in different contexts and situations, and with specific meanings and intentions |
| | | The dynamic and influential nature of language | Understand that Arabic as a language has changed and continues to change through interaction with other languages and cultures | Explore and reflect on how Arabic influences and is influenced by cultural, political and social change |

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

| Sub Strand | Description | Thread | Years 7 and 8 | Years 9 and 10 |
|------------------------------|---|--------------------------------------|--|--|
| Role of language and culture | Analysing and understanding the role of language and culture in the exchange of meaning | The relationship of language culture | Explore how language use reflects one's thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making | Understand the symbolic nature and influence of language in local and global contexts and how the use of language determines the nature of intercultural communication |



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