

Languages – Arabic – Year 7-10 (Year 7 Entry) Sequence – Sequence of achievement

Achievement Standard	Years 7 and 8	Years 9 and 10
	<p>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, for example, متى أكملت البحث؟؛ من ساعدك في إكمال الواجب المدرسي؟؛ هل يمكن أن تعيد السؤال؟؛ لو سمحت؛ ممكن أن أستخدم الهاتف؟؛ من فضلك ممكن أن ادني في حمل صندوق الكتب؟تساع. 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 in which 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 key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs (for example, ال تعريف البيت؛ المدرسة؛ الدراسة؛ العائلة؛ المواد الدراسية؛ الهوايات، يق؛ أنت؛ يل/طويلة؛ ممتع/ممتعة؛ مفيد/مفيدة؛ مدرستي كبيرة؛ عائلتي صغيرة؛ بيتي واسع؛ شارعنا ضكبير/كبيرة؛ طو؛ أنت؛ أنتم؛ هو؛ هي؛ هم؛ أذهب إلى المدرسة؛ نذهب إلى السينما؛ ذهبت إلى السينما؛ ذهبتنا إلى زيارة الأقارب؛ أو؛ كذلك؛ أنت؛ أنتم؛ هو؛ هي؛ هم؛ أذهب إلى المسرح باكراً أيضاً؛ لأنّ يومياً؛ غالباً؛ أحياناً؛ بكت بشدة؛ تكلا لا أستطيع أن أكمل البحث؛ لم أستطع أن أجيب على جميع أسئلة الإمتحان أين تتمرن لكرة القدم؟ متى تلعب الرياضة؟ ما هي مادتك المفضلة؟ كم تك؟ استخدام العنوان؛ الفقرات؛ الفواصل؛ أدوات الترقيم؛ التوقيع في شخص يوجد في عائلته. They use contextual cues and textual features to translate and interpret everyday texts from Arabic into English and vice versa, and identify similarities and differences in translation. They create texts 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.</p> <p>Students 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 as to how these elements contribute to meaning. They identify ways in which 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 style and in the use of formal and informal forms, for example, أنت/حضرتك/حضرتكم, according to context, situation and the relationship between participants. They identify ways in which language use reflects cultural ideas, thoughts and perceptions.</p>	<p>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 sustain interactions by asking and responding to questions, requesting clarification (for example, ذات المفردات استخدام بواسطة بالالفصاحه المتلاعبة، elaborating on opinions, and expressing agreement or disagreement, for example, أعترض أتفق؛ لا أتفق؛ على. In classroom interactions, they share ideas and suggestions, negotiate options, solve problems and complete transactions. They apply pronunciation and intonation rules to convey emotions and enhance expression. They obtain information 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 المسابقة ربحت لو عظيماً؛ فرحاً فرحت؛...كنت ليطني مثل عبارات استخدام المزدوجة؛ المعاني. When creating texts, students use a variety of grammatical elements, such as conditional and subjunctive moods, embedded clauses and imperative forms (for example, سمح لو، لدي المفضل الكتاب العطلة؛ في أسافر قد؛ السبت يوم السبتنا إلى نذهب ما معك أتني أبي سامر مع تكلم أحسن؛ إمتاز ثابته؛ مرة حاول هيا ونسأله؛ المعلم إلى لنذهب... هو كثيراً أحبه والذي فيها أعبر المدير إلى رسالة أكتب سوف)، future tense and vocative case to convey meaning. They use vocabulary and expressions that are culturally embedded, such as المحل؛ في رأيت الذي الجيتار أشترت هل سمير يا رأيت؛ عن conventions to increase text cohesion and enhance expression. Students translate and interpret texts from Arabic into English and vice versa, comparing own 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, and question assumptions and describe adjustments they make when moving from Arabic to English and vice versa.</p> <p>Students identify the meaning and emotions conveyed in spoken texts, such as سمير ها.. لك قلت مرة كم هذا؛ أقصد لا؛ لا لا قررت؛ ماذا writing system to enhance meaning and aesthetic effect in written texts. They analyse the relationship between language choices and textual features, and the audience, purpose and context of 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.</p>