

Languages – Arabic – Foundation to Year 10 Sequence – Sequence of achievement

Achievement Standard	Foundation to Year 2	Years 3 and 4
	<p>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، and initiate interactions by asking and responding to questions. They use repetitive language when participating in shared activities and transactions and responding 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 in simple texts, and share information in different formats, using illustrations and gestures to support meaning, for example, هل عندك أصدقاء؟. They make simple statements about favourite elements in response to imaginative experiences, and create own representations of imagined 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 and phrases, for example, المعلمة، الأصدقاء؛ الصنف؛ البيت أسكن مع عائلتي؛ أحب؛ أ 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 صديقك في، إرفع يديك؛ هل بيتك كبير؟ ما هي لعبتك المفضلة؟ أجلس هنا من فضلك؛ تكلم الآن؛ إرفع يديك؛ and use vocabulary and simple sentences to communicate information about themselves, their family and classroom, such as ذهبت لينا إلى، applying basic rules of word order and gender. Students translate frequently used words and simple phrases using visual cues, and create word lists, labels and captions in both Arabic and English for their immediate environment, for example, البيت؛ الغرفة؛ الحديقة؛ المدرسة؛ الصف؛ المعلمة؛ المدرس؛ المدير؛ الشارع؛ الباص؛ الملعب؛ الدكان هذا أبي. إسمه عادل؛ هذه معلمتي؛ إسمها أنس؛ 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</p> <p>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 spoken by different Arabic speakers in different situations, such as at home with family or at school with the teacher, for example, هل أقدر أن...؛ لوسمحت من فضلك، ه. 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 reflect where and how they live and what is important to them.</p>	<p>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, أسرتاليا إلى أتيت أستراليا؛ في مولود أنا سنوات؛ تسع عمري، مع أذهب... المساء في... المدرسة بعد... الساعة في أنام باكراً؛ أستيقظ الصباح في صغير وأنا القدم؛ كرة أحب المدرسة؛ بعد الرياضة لعب السوق؛ العامة؛ الحديقة البحر؛ المتحف؛ إلى عائلتي الباليه في دروساً أخذ. They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example, أن أستطيع هل الحمام؟؛ إلى أذهب أن المساعدة؛ أريد فضلك من، . They use features of Arabic pronunciation and intonation when speaking and reading aloud. Students locate and classify information relating 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, من يوم في، and modelled language to create short imaginative texts. They use vocabulary related to school, home and everyday routines, for example، التعليم؛ الدراسة؛ النوم؛ من أستيقظ العلوي الطابق المطبخ؛ أخي؛ غرفة /غرفتي النوم؛ غرفة المدرسة؛ مواد فروضي؛ الكتاب أقرأ التلفاز؛ أشاهد؛ المدرسة واجبات أكمل الباص؛ أستقل الفطور؛ أتناول. 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، أنت؛ أنت؛ أصدقاء؛ صديق صوف؛ /صف غرف؛ /غرفة كتب؛ /كتاب، and prepositions such as في، البيت؛ في، النوم قبل العشاء؛ بعد الدرس؛ أثناء والساحة؛ الملعب بين المدرسة؛ إلى familiar and frequently used language relating to familiar environments and create simple bilingual texts for the classroom and school community. They describe how language involves behaviours as well as words and share their own experience as background speakers as they interact with others.</p> <p>Students identify and use Arabic sound and writing patterns, for example، ء؛ ن؛ أ؛ including combining letters to form words, vocalisation, and features of individual syllable blocks such as التتوين؛ بيتي في كلبا؛ بيتا؛ رأيت أبي إشتري؛ التتوين؛ في الأدوار الحوار؛ أدوات القصيرة الجمل؛ الأمر؛ فعل القافية؛ النهاية الحكمة؛ العنوان؛. They identify similarities and differences between various Arabic dialects and explain how meaning can be influenced by gestures and tone. Students provide examples of how the Arabic language has changed over time and identify words and expressions in Arabic that have emerged from contact with other languages and vice versa. They compare language use and cultural practices in Arabic-speaking communities and in the wider Australian context, identifying culture-specific terms and expressions, particularly those related to special occasions, for example، الإحتفال كيفية؛ الميلاد بأعياد الإحتفال الأعياد؛ في الأهل زيارة المناسبات؛ في</p>

Achievement Standard	Years 5 and 6	Years 7 and 8
	<p>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, اللعب رياضتي المفضلة مع أصدقائي, sport (for example, في الأعياد؛ في العطلة الأسبوعية أشاهد أفلام الكارتون مع عائلتي في and other interests such as في الحديقة العامة ...أريد أن, They make shared decisions, for example, ...يمكن 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, ... حسناً؛ نعم ولكن؛ أعتقد أن...؛ 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 on topics of interest and aspects of culture in different formats for particular audiences. They respond to a range of imaginative texts by expressing opinions on key elements for example, من أحب علاء الدين لأنه...؛ لا أحب الملك في الفيلم لأنه, ...القصة نتعلم ال and actions for example, يجب على نيمو أن يسمع كلام أبيه, and making connections with own experience, for example أنا مثل ... أنا أيضا يجب أن...؛ أنا مثل . They create and perform short imaginative texts based on a stimulus, concept or theme. They use a variety of tenses for example, أكلت/أكل/أكلت, and apply verb conjugation for example, أذهب/يذهب/تذهب, suffixes for example, أو, and a range of adjectives for example, الصفة للمذكر والصفة للمؤنث للأشياء والأشخاص, صباحاً؛ ليلاً؛ سريعاً؛ ليلاً؛ صباحاً؛ يومياً texts from Arabic into English and vice versa, identifying words that are not easily translated, such as أيفون؛ تلفاز؛ كومبيوتر as بilingual texts for their own learning and for the school community. They identify ways in which their own biography for example, السيرة الذاتية؛ الخبرات الخاصة, traditions for example, العادات العائلية and beliefs for example, المعتقدات الخاصة, impact on their identity and influence the ways in which they communicate in Arabic and English.</p> <p>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 الجمل: الإسمية والفعلية؛ الستراداد في بعض العبارات؛ طول الجمل والفواصل الشفهية فيها . They identify how languages influence one another, 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 المفردات الأبجدية؛ المستعارة؛ أصل الكلمات systems, attitudes and patterns of behaviour across cultures.</p>	<p>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, رياضة السباحة، أذهب عندما بالسعادة بالفرح؛ أشعر , and express feelings such as أعتقد They use language conventions, such as vocabulary and sentence structures to apologise (for example, أنا... عن عذراً أسف؛ أنا, invite (for example, أعتقد... أن رأيي, and offer praise, for example, ... تحضر أن أرجو؛ ...ميلادي عيد لحفل أدعوك ... أن البحث أكملنا لوماذا, and complete transactions by negotiating, making arrangements and solving problems, for example, البحث أرسل سوف صباحاً؛ غدا أراك المدرسة؛ بعد بك اتصل سوف , أساعدك؟ أن تريد هل مع؟؛ ... بالإيميل . 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 on the ways in which characters and events are represented in imaginative texts, and explain ideas, themes and messages, for example, من أذكى هيام القصة؛ في ... الثاني النص في بينما ... الأول النص في ؛ عبير 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, الجميلة الشابة/الوسيم الشاب, adverbial phrases to indicate time, place and manner for example, الطريق نتصم في الباكر؛ الصباح في, and irregular, plural, imperative and auxiliary verbs for example, وأخواتها كان, to elaborate their oral and written communication. They translate texts from Arabic into 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 that 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.</p> <p>Students apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts, for example, الإملائية وعلامات الفواصل . 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, والمؤنث للمذكر رئيس مثل الذكورية العناوين دينية؛ دلائل ذات مصطلحات الشعبية؛ العبارات</p>

Achievement Standard	Years 9 and 10
	<p>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, <i>دي أصدقاء عن، أريد أن اصبح طبييبا؛ أطم أن أكون رائد فضاءأريد أن أعمل في مكدونالدز في ا</i>, describe relationships for example, <i>دي أصدقاء عن، أريد أن اصبح طبييبا؛ أطم أن أكون رائد فضاءأريد أن أعمل في مكدونالدز في ا</i>, discuss aspirations for example, <i>كثير؛ علاقتي بعائلتي وطيدة؛ أحب معلمتي كثيرا لأنها حنونة</i> and future plans (for example, <i>أريد أن أدخل الجامعة،</i> compare experiences for example, <i>بيتي القديم كان أجمل من بيتي الحالي،</i> and justify opinions for example, <i>... لأن...؛ بسبب</i>) on social issues of interest to them. They listen to different views and perspectives when interacting with others, and take action, solve problems and contribute ideas, opinions and suggestions. They apply pronunciation rules and rhythm to complex sentences to enhance spoken interactions. They analyse, interpret and evaluate information on topical issues of interest to young people, making connections with their own experiences and considering various perspectives. They convey information and perspectives using different text types and modes of presentation to suit different contexts and audiences and to achieve different purposes. They share their response to different imaginative texts by analysing themes for example, <i>الموضوع الفكرة الأساسية،</i> and values, and identify ways in which aspects of language and culture create particular effects, such as <i>المشاعر التي يوجهها النص</i>. 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, <i>ليس عندي وقت؛ لا يوجد وقت؛ لن أجد الوقت،</i> verb tense and word order for example, <i>الجملة الاسمية والجملة ا</i>، <i>ظرف الجملة الاسمية والجملة ا</i>، <i>العام في وقت من الأوقات؛ في المجتمع الأسترالي؛ في الشارع</i> . Students translate and interpret texts from Arabic into 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.</p> <p>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 <i>التحية والتوقيع في بداية الرسائل والتمني بالتوفيق والصحة</i>. They explain how and why variations in Arabic language use relate to roles, relationships and contexts of interaction. Students analyse the ways in which languages change in response to changing environments. They explain how language use reflects thoughts and world views and is shaped by cultural experiences.</p>