AUSTRALIAN ISLAMIC COLLEGE 2017

ARABIC LANGUAGE :اللغة العربية

CURRICULUM PLAN

Years 7 – 12

Rationale

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Arabic develops students' ability to understand and use a language which has both economic and political significance and which is associated with major intellectual, artistic and scientific achievements. The influence of Arabic goes far beyond the confines of modern Arab countries. Arabic is the language of a great number of Australians from various Arabic-speaking backgrounds and is the first language of people inhabiting a vast area of West Asia and North Africa.

The ability of communicate in Arabic, in conjunction with other skills, may provide opportunities for employment in the fields of translation, interpreting, banking and social services, ethnic affairs, the tourist and hospitality industries, international relations, the arts and education.

Guidelines for the Delivery of the curriculum:

1. Teaching and Learning Programs:

All teachers should distribute a copy of teaching program, assessment policy. All year 7-12 programs must be strictly followed. Any part of the program must not be changed without prior permission or consultation with the HOLA. All assessment tasks mentioned in this program must be administered all the time unless otherwise discussed with the HOLA. Any modification /change in the program/ assessments tasks must be discussed in the general departmental meeting.

2. Assessments Year 7 - 10:

a) All formal assessments must be carried out on the same week for respective year levels. Teachers are given responsibility for writing some part of the tests; answer keys for marking and the final test are compiled by HOLA. Feedback must be given to students as soon as possible and students should do the correction in their own time and must understand their mistakes for that particular test.

b) The Arabic Dept. policy is to have a grade at the end of each term.

3. Reporting and Marks Analysis:

Reports for every year group need to be submitted electronically on the Iwise data base. Names of all the students at risk from year 12 should be given to the HOLA as well to the Deputy Principal (Sr. Islam) fortnightly.

Once the marks are entered by the teachers, teachers send their analysis to the HOLA.

Then HOLA analyses the results and send the report to the principal and to the Deputy Principal with the board report.

4. Teacher's resource files:

All teachers must keep a resource file for each Year group containing:

a) Programs/syllabuses.

b) Assessment tasks with marking keys.

c) Worksheets.

d) Hard copy of the students' marks.

5. Students' portfolios/files:

a) Marked assessment tasks need to be put in students' portfolios.

b) The Head of Learning Area is required to evaluate student's work to make sure that programs are followed and assessment items are marked properly.

6. File inspections:

With prior notification, the HOLA will be checking student' files. All teachers will be given a checklist prior to the file inspection date.

7. Teaching Year 11 & 12 subjects:

The programs, tasks and exams for the year 11 and 12 courses are managed by the teacher teaching that course. The teachers have to follow all the programs designed by curriculum council and follow the guidelines mentioned by Curriculum council.

All teachers teaching Year 12 subjects must provide students sufficient study materials and past WACE examination papers and must ensure that students practice. Fortnightly feedback about the students' performance should be given to HOLA and Deputy Principal.

8. External Moderation for year 12 subjects:

It takes place at the end of the year with other states.

9. Internal Moderation: Internal moderation is done once a semester.

10. Students' work samples: Teachers must give Head of learning area the work samples of their students every term.

11. Relief work: Teachers must provide relief work in the central office if they are not coming to school.

13. Professional Development: Teachers must get their P.D approve from the HOLA before they register for the P.D. The HOLA has to get the approval from the Principal.

14. Dept. Meetings: All the teachers must attend dept. meetings organised by HOLA from time to time.

16. Resources and other issues: Teachers need to ask the Head of the Department if resources are not available in the classrooms.

Lower School Years 7 - 10 (Beginner, Intermediate, Advance)

The Arabic Department offers the following disciplines for all levels (year 7 - 10) Students.

Subject	Year Group	No of Hours per week
Arabic Language (writing, reading, Listening, viewing & responding)	7-10	2

Years 7 and 8 plan — Australian Curriculum: Arabic Language

Year level description

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 إلكوينزلاند في عطلة المدرسة, exchanging and clarifying their views ما رأيك؛ سامي أعطنا رأيك, describing and explaining their actions and responses تأخرت في الصباح لأنني إستيقضت متأخر ا, 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.

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 أن السفر مفيد المفضلة؛ عندما أعزف الموسيقى أشعر بالفرح؛ بالسعادة عندما ألعب رياضت and express feelings such as جدا الترقيم /الوقف والإملاء والقواعد ال التعريف؛الفواصل والنقط في They use language conventions such as أنا آسف؛ أعتذر عن ....نهاية الجمل, vocabulary and sentence structures to apologise, for example, رأيي ... and offer praise such as أدعوك لحفل عيد ميلادي...؛ أرجو أن تحضر ... invite, for example, ... أعتقد أن ؛ 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 القصة؛ هيام أذكى من عبير ؛ 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, adverbial phrases to indicate time, place and manner such as في الصباح الباكر؛ في منتصف الطريق, and irregular, plural, imperative and auxiliary verbs, for example, جمع التكسير, 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 المبطنة.. They analyze 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 globalization 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 دلائل دينية؛ العناوين الذكورية مثل رئيس للمذكر والمؤنث

Years 9 and 10 plan — Australian Curriculum: Arabic Language

Year level description

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 لأنك تحب الرياضة؛ أنصحك بالسباحة لأنها مفيدة جدا discussing future plans and aspirations يزداد الفقر في المجتمع, and justifying their ideas and opinions أنا أحترم رأيك كثيرا ؛ لا أتفق معك and ويجب على الجميع أن يحاربه إطلاقا . 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.

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,....... عندي أصدقاء كثر؛ علاقتي بعائلتي describe relationships, for example, كيف أستطيع أن...... ؛ أعتقد أن discuss aspirations, for example, أريد أن أعمل في مكدونالدز في ,وطيدة؛ أحب معلمتي كثيرا لأنها حنونة and future plans, for example, العطلة؛ أريد أن اصبح طبيبا؛ أحلم أن أكون رائد فضاء في المستقبل؛ أريد أن compare experiences, for example, أسافر إلى أوروبا؛ عندما أكبر؛ أريد أن أدخل الجامعة بيتي القديم كان and justify opinions such as أجمل من بيتي الحالي ....بسبب ؛...لأن on social issues of interest. They manage 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 analyze, interpret and evaluate information on topical issues of interest to young people, making connections with 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 analyzing themes, for example, الفكرة الأساسية في النص؛ هدف النص؛ الموضوع techniques, for example, الكناية والاستعارة والتشبيه and values and identify ways that aspects of language and culture create particular effects such as المشاعر التي يؤججها النص. 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, ليس عندي وقت؛ لا يوجد وقت؛ لن أجد الوقت tense and word order, such and time and place clauses such as الجملة الاسمية والجملة الفعلية؛ ظرف الزمان أو المكان في بداية الجملةas Students translate and analyze texts from في وقت من الأوقات؛ في المجتمع الأسترالي؛ في الشارع العام.

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 behaviors 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 analyze 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 التحية 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 analyze 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

Upper School - Years 11 & 12 Curriculum plan: Arabic Language

Year 11: ATAR, Units 1 and 2 / AEARA
Year 12: ATAR, Units 3 and 4 / ATARA

Pathway

The Arabic *Continuers level* syllabus and external examination is accessed from Victoria. The syllabus content is the equivalent of two years of study, one at Stage 2 (typically year 11) and the other at Stage 3 (typically Year 12). Each stage is equivalent to two units for WACE requirements. The national hours for each unit are 55 contact hours.

The Language

The language to be studied and assessed is modern standard Arabic, which is used throughout Arabic-speaking countries and Arabic communities in Australia, in the language of modern writers, and in the press and news broadcasts on the radio and television. Dialects of Arabic will be accepted in the oral examination.

Description of target group

The Arabic *Continuers level* syllabus is designed for students who, typically, will have studied Arabic for 400 to 500 hours by the time they have completed Year 12. Students with less formal experience will also be able to meet the requirements of the syllabus successfully.

School-based assessment

The types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student	• All tasks should take onto account teaching, learning and assessment principles from the Curriculum framework.
Achievement if the outcomes in the Arabic course. The table provides details of the assessment types, including suggestions of texts types to be used and the weighting for each assessment type.	• There is flexibility within the assessment framework for teachers to design school-based assessment tasks to meet the learning needs of students.
Teachers are to use the assessment table to develop their own assessment outlines.	• Student's responses may be communicated in any appropriate form e.g. written, oral, graphical, and multimedia or various combinations of these.
An assessment outline needs to be developed for each class group enrolled in each unit of the course. This outline includes a range of assessment tasks that cover all assessment types and course outcomes with specific weightings.	• Students work submitted to demonstrate achievement of outcomes should only be accepted if the teacher can attest that, to the best of her/his knowledge, all incited work is the candidate's own.
In developing assessment outlines and teaching programs the following guidelines should be taken into account.	• Evidence collected should include tasks conducted under test conditions.

Weightings For types	Assessment table
	Type of assessment
20%	**Oral** This assessment type involves participation in oral activities to establish and maintain a spoken exchange related to personal areas of experience; to exchange information and opinions; to discuss aspects of the language and culture of Arabic-speaking communities and to give expression to real or imaginary experiences in Arabic. Text types include interviews (formal& informal), conversations, role-plays, oral presentations and discussions.
30%	**Listening and responding** This assessment type requires comprehension and interpretation skills to respond to a range of spoken and/or audiovisual texts. It also involves analyzing and using the obtained information to respond critically to spoken texts which reflect aspects of the language and culture of Arabic-speaking communities. Text types include conversations, interviews and broadcasts to complete notes, charts or tables in Arabic or English.
30%	**Reading and responding** This assessment types involves reading, extracting, analyzing and using information and ideas from written texts and may require recognizing information in a different text type. It also comprises responding critically, on English and Arabic, to written texts which reflects aspects of the language and culture of Arabic-speaking communities. Text types include articles, extracts, reviews, advertisements and letters.
15%	**Writing in Arabic** This assessment types involves the production of original written responses to texts, focusing on giving expression to real or imaginary experiences and ideas, as well as responding to critically to written texts which reflect aspects of the language and culture of Arabic-speaking communities. Text types include: emails, letters, invitations, journal/diary entries, personal accounts, reviews, reports and narratives.

Grades

Schools report student achievement in terms of grades (A to E). The grade assigned describes the overall achievement of a student for the completed Stage (i.e. pair of units).

The following grades are used:

Grade Interpretation

A	Excellent achievement	75 – 100%
B	High achievement	65 - 74%
C	Satisfactory achievement	50 – 64%
D	Limited achievement	35 – 49%
E	Inadequate achievement	0 – 34%

Students who enrol to sit a WACE examination as a private candidate are not assigned a grade.

Assessment tasks

This syllabus recognises the importance of school-based assessment tasks as an organising principle in structuring a program that allows students to work towards meeting the outcomes of the course.

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills, and understanding at increasingly complex levels.

Tasks can be described as having four elements:
- A purpose (a reason for undertaking the task that goes beyond the practice of the language for its own shake)
- A context (this may be real, simulated or imaginary, and include aspects such as where, when, who is involved)
- A process (thinking, problem-solving, creating)
- A product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively.

Students are **not** permitted to use a dictionary for the external oral examination. Students are allowed to use monolingual and/or bilingual printed dictionaries in the external written examination.

Detailed study

Students are required to undertake a detailed study during Stage 3 (typically, Year 12). Students will be expected to discuss their detailed study in Section 2, Discussion, of the external oral examination.

Over the course of Stage 3, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics. The sub-topic may be drawn from the prescribed 'Themes and topics, and suggested sub-topics' table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the school-based assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one assessment tasks should focus on the detailed study. The detailed study assessment task(s) should be designed to assess students' understanding of the language and culture of the Arabic-speaking community.

Language and culture through texts.

The detailed study should enable the students to explore and compare aspects of the language and culture of the Arabic-speaking community through a range of oral and written texts in Arabic related to the selected sub-topic. This will enable students to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronics texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for students to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Suggested sub-topics for detailed study

The following topics and sub-topics have been broken to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

External examination

The external examination consists of:
- **An oral examination**
- **A written examination.**

Oral examination (approximately 15 minutes)
- Candidates are not permitted to use a dictionary for the oral examination

Purpose:

The oral examination is designed primarily to assess the candidate's knowledge and skill in using spoken Arabic.

Specifications: The oral examination has two sections.

Section 1: conversation (approximately 7 minutes)

The examination will begin with a conversation between the candidate and the marker(s). It will consist of a general conversation about the candidate's personal world (e.g. school and home life, family and friends, interests and aspirations).

Section 2: Discussion (approximately 8 minutes)

After the conversation, the candidate will indicate to the marker(s) the subject of the detailed study chosen for the discussion and, in no more than one minute, briefly introduce the main focus of their subject, alerting the marker(s) to any object brought to support the discussion. In the discussion, the candidate will be expected to explore with the marker(s) the subject of the detailed study, and refer to the texts studied. The candidate may also wish to refer to personal experiences related to the subject of the detailed study.

Notes and cue cards are not permitted in either section of the oral examination.

> **NOTE:** Western Australian Candidates will undertake the oral examination via telephone with the marker(s) in Victoria. Candidates may support the conversation and discussion with objects such as photographs, pictures and maps.

Written examination (2 hours plus 15 minutes reading time)

Candidates are allowed to use monolingual and/or bilingual printed dictionaries in the written examination. The written examination has three sections:

Section 1: Listening and responding

Purpose:

Section 1 of the written examination is designed primarily to assess the candidate's knowledge and skill in analysing information from spoken texts.

- The candidate will be expected to demonstrate understanding of general and specific information from spoken texts and to respond, in English in Part A and Arabic in Part B, to questions on this information. The questions may require the candidate to identify information related to:
- The context, purpose, and audience of the text

- Aspects of the language of the text (e.g. tone, register, knowledge of language structures).

Specifications:

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The candidate will hear five to seven texts in Arabic covering a number of text types. The total listening time, for one reading of the texts without pause, will be approximately 4.5-5 minutes. The length of the individual texts will not be specified but one text will be longer than the others.

Each text will be heard twice. There will be an announcement at the start of the first reading and a sound to alert students just before the commencement of the second reading. There will be a pause between the first and second readings in which the candidate may take notes. The candidate will be given sufficient time after the second reading to complete answers.

The candidate will be expected to respond to a range of question types, such as completing a table, chart, list, or form, or responding to a message, open-ended questions, or multiple-choice items.

Section 2: Reading and responding

Purpose:

Section 2 of the written examination is designed primarily to assess the candidate's knowledge and skill in analysing information from written texts.

In part A. the candidate will be required to demonstrate understanding of written texts. The candidate may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the candidate may be required to compare and/or contrast aspects of both.

Part B, the candidate will be expected to demonstrate understanding of a written text by responding in Arabic to information provided in the text.

Specifications:

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes. The overall length of texts will be 350-450 words and there will two to three texts in total over Parts A and B.

Section 3: Writing in Arabic

Purpose:

Section 3 of the written examination is designed primarily to assess the candidate's ability to express ideas through the creation of original text in Arabic.

Specifications:

The candidate will be required to write a text involving the presentation of ideas and/or information and/or opinions. There will be a choice of five tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the candidate is given opportunities to produce different kinds of writing (e.g. informative, imaginative, persuasive, or descriptive) by, for example:

- Having different purposes, audiences, and contexts
- Requiring different text types (see the list of text types for productive use)

The candidate will be expected to write a response of 200 to 300 words in Arabic. The tasks will be phrased in English and Arabic for a response in Arabic.

Text types

Students will be expected to be familiar with the text types listed below. Text type indicated with an asterisk (*) are those that students may be expected to produce in the external.
In their teaching and learning program, teachers may introduce students to a wider range of text types than are presented here. Students should be provided with opportunity to study a range of spoken, written, visual and multimodal texts related to the themes, topics and sub-topics covered:

Advertisement	Interview (script)	Presentation
Announcement	Invitation	Proverb
Article	Journal entry	Recipe
Chart	Leaflet	Report
Conversation	Map	Resume
Discussion	Menu	review
Documentary	Message	Song
Editorial	News item	Speech/talk (script)
Email	Note	Story
Film	Personal account	Summary
Folk tale	Play	Survey
Formal letter	Poem	Table
Informal letter	Postcard	Timetable

Students should be familiar with and able to produce the following kinds of writing:

- Descriptive
- Narrative
- Personal
- informative

- Persuasive
- Evaluative
- Imaginative.

Vocabulary

Although there is no prescribed as the organisation, and relationship, of all the elements that constitute a language as it functions.

Grammar

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used in this section are not intended to promote or favour any particular theory of grammar or to favour one methodology over another.

Students will already have a reasonable understanding of the function of grammar in Arabic through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Arabic are expected to recognise and use the grammatical items listed on the following pages. These grammatical items apply to both Stage 2 (typically, Year 11) and Stage 3 (typically, Year 12). While it is expected that over stages 2 and 3 students will cover all of these items the exact sequencing and timing of delivery is a school decision.

Grammatical Item	Sub-elements	Example(s)
Preposition and Conjunctions	Prepositions	في، من، بِ، لِ، مع ...
	Conjunctions	و ، ف، ثم، أو، أم، بل، لكن، لأن، غير أن، إلا أن
	Verb preposition idioms	حصل على، كتب بِ، إستمع إلى
Numerals	Cardinal, ordinal, gender	واحد، إثنان، ثلاث ... أول، ثاني، ثالث... ثلاثة أولاد، ثلاث بنات ...
Sentence types	Verbal, nominal	الطقسُ جميلٌ أُحبّث الطقسَ الجميلَ
	Inna and her sisters	إنَّ الطقسَ جميلٌ...
	Kana and her sisters	كانَ الطقسُ جميلاً
Gender	Masculine, feminine with nouns,	معلّمٌ ناجحٌ معلمةٌ ناجحةٌ
	Adjectives and pronouns	هو، هي، أنا، أنتَ، أنتِ
Dual	With nouns, adjectives and pronouns	هذان الشابان الوسيمان ... سلمت على الشابين الوسيمين. هما، أنتما...

Plural	Sound masculine and feminine, broken	المسافرون، المسافرين المسافراتُ، المسافراتِ أبواب، شيوخ، غرف، مقاعد...
Verbal	Tense (present, Past, futures) Mode (indicative, subjunctive, Jussive, imperative) Voice (active, passive) Subject and object of verb Indirect object	درسَ، يدرسُ، سيدرسُ يدرسُ، أن يدرسَ، لم يدرسْ، أدرس درسَ التلميذُ الدرسَ، دُرسَ الدرسُ أكلَ الولدُ البرتقالةَ أُكِلتِ البرتقالةُ
Adverbs	Types: time and place	نهاراً، ليلاً غداً، يوماً شمالاً، يميناً، بحراً جواً، تحت، بين ، أمام
Adjective	Agreement	السيارة جميلة البنتان مجتهدتان الكتب جديدة
Pronouns	Personal pronouns, suffixes, demonstratives, interrogatives, relative	مررنا في شارعٍ جديدٍ. هل كتب هذا التلميذ بالقلمِ الجديدِ.
Nouns	Case: nominative, accusative, genitive Nunation Diptotest	سافرَ المسافرُ، حيَّيتُ المسافرَ، سلمتُ على المسافرِ. عاد مهاجرٌ إلى القرية، التقيت مهاجراً في القرية، سلمت على مهاجرٍ في القرية. ركبت في سيارةٍ حمراءَ.

Summary of examination specifications

1) **Oral examination: time allocation – 15 minutes**   *Weighting: 25%*
a) Section 1: Conversation   **approximately(7) minutes**   **b) Section 2: Discussion**   **approximately (8) minutes**
2) **Written examination: time allocation–2 hours, including 10 minutes reading time.**   *Weighting: 75%*
a) Section 1: Listening and Responding
Part A: *15%*   Response in English   Part B: *15%*   Response in Arabic
b) Section 2: Reading and Responding
Part A: *20%*   Response in English   Part B: *10%*   Response in Arabic
c) Section 3: Writing in Arabic
Weighting: *15%*   Writing in Arabic

Lateness in Submission of an Assessment

Penalty	No of Days Late
10%	1
20%	2
30%	3
40%	4
50%	5
100%	After That

A Penalty of 10% for each day late and no mark or grade will be awarded after 5 days not including Saturday and Sunday.

Absentee from an assessment

1. Student must write the test first day back

2. The test will be marked and recorded if MC is sighted the next day.

3. The test will be marked but not recorded if MC is not sighted.

4. Strike policies:

   A medical report stating that the student has a chronic condition must be ascertained. This student will be given an opportunity to complete the assessments and his/her situation will be mentioned by the year Coordinator.