Languages – Arabic scope and sequence: F–10 Sequence, Levels 7 to 10

| **Levels 7 and 8** | **Levels 9 and 10** |
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| Achievement standard | |
| By the end of Level 8, students initiate and maintain Arabic-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Arabic to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.  Students apply the conventions of spoken Arabic and continue to enhance fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Arabic text, using some metalanguage. They reflect on how the Arabic language(s), culture(s) and identity are interconnected and compare this with their own language(s), culture(s) and identity. | By the end of Level 10, students contribute to and extend interactions in Arabic in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and evaluate information, ideas and perspectives in texts. They contribute to discussions involving diverse views, negotiate outcomes and compare experiences. They demonstrate understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language features to enhance meaning and cohesion.  Students incorporate features and conventions of spoken Arabic to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language, structures and features to make and predict meaning. They analyse Arabic texts using metalanguage. They reflect on their own cultural perspectives and identify and draw on their experience of learning Arabic, to evaluate how this learning influences their ideas and ways of communicating. |
| Content descriptions | |
| Strand: Communicating Meaning in Arabic | |
| Sub-strand: Interacting in Arabic | |
| *Students learn to:* | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LA8C01 | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LA10C01 |
| use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LA8C02 | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LA10C02 |
| Sub-strand: Mediating meaning in and between languages | |
| *Students learn to:* | |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LA8C03 | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LA10C03 |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LA8C04 | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LA10C04 |
| Sub-strand: Creating text in Arabic | |
| *Students learn to:* | |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LA8C05 | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LA10C05 |

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| Strand: Understanding Language and Culture | |
| Sub-strand: Understanding systems of language | |
| *Students learn to:* | |
| apply conventions of spoken Arabic to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LA8U01 | apply features and conventions of spoken Arabic to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LA10U01 |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LA8U02 | apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas, and conventions appropriate to formality and text type  VC2LA10U02 |
| reflect on the structures and features of Arabic, and compare them with English and/or other languages, using some metalanguage  VC2LA8U03 | reflect on and evaluate Arabic texts, using metalanguage to analyse language structures and features  VC2LA10U03 |
| Sub-strand: Understanding the interrelationship of language and culture | |
| *Students learn to:* | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LA8U04 | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LA10U04 |