# Arabic – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students interact with the teacher and peers to exchange information about themselves, their family and friends, for example, إسمي هاني؛ أنا ليلى؛ عمري ست سنوات؛ أمي سميرة؛ أبي خالد؛ عندي أخ وأخت؛ صديقي رامي؛ صديقتي رنا , 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, ما اسمك أين تسكن؛ كيف حالك؟ هل عندك أصدقاء؟ كم أخت عندك؟ ماذا يعمل أبوك؟ ما اسم مدرستك؟ من هي معلمتك؟ هل تحب المدرسة؟ . 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, المدرسة؛ العائلة؛ الأم؛ الأب؛ الأصدقاء؛الصف؛ المعلمة؛ البيت أسكن مع عائلتي؛ أحب؛ آكل؛ أذهب؛ ألعب؛ أغني؛ صغير/كبير؛ طويل/قصير؛ جميل؛ نظيف؛ المدرسة؛ بيتي؛ أختي؛ صديقي يوم السبت؛ في الصباح؛ الأمس؛ كل يوم and sentence patterns in simple texts, such as أحب أن آكل.../ لا أحب أن....؛ أذهب إلى؛ أذهب مع؛ . They recognise questions and commands, for example, ما أسمك؛ /اذا تحب أن تلعب؟ من صديقك في المدرسة؟ هل بيتك كبير؟ ما هي لعبتك المفضلة؟ أجلس هنا من فضلك؛ تكلم الآن؛ إرفع يدك؛ تعال إلى هنا , and use vocabulary and simple sentences to communicate information about themselves, their family and classroom, such as ذهب 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 word lists, labels and captions in both Arabic and English for their immediate environment, for example,البيت؛ الغرفة؛ الحديقة؛ المدرسة؛ الصف؛ المعلمة؛ الدرس؛ المدير؛ الشارع؛ الباص؛ الملعب؛ الدكان هذا أبي؛ .إسمه عادل؛ هذه معلمتي؛ إسمها آنسة هالة؛ أحب صديقتي كثيراً؛. 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 .أنا سعيد؛ أحب أن أتكلم مع أمي بالعربي لا أفهم العربي كثيرا؛ أنا في فريق كرة القدم؛  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, من فضلك؛ هل يمكن أن...؛ هل أقدر أن...؛ لوسمحت.... 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. | By the end of Level 2, students identify the different sounds and rhythms of the Arabic language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Arabic through play, first imitating sounds and patterns, and then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Arabic sounds are represented by letters of the Arabic alphabet that have vowel marks, and they can match these with words, copying and combining them in increasingly complex ways. They understand that Arabic is written from right to left. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Arabic. They expand their repertoire of Arabic words and phrases through listening, viewing and reading, and then progress to creating simple sentences and responses using modelled language.  Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Arabic using simple metalanguage. They start to develop written competence by copying and then joining Arabic letters to form words, simple phrases and sentences with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the spoken and written Arabic language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.  Students explore and recognise the influence of culture on language and identity. They recognise that Arabic is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s). | Refined to make the learning trajectory more evident. Ideas have been sequenced to broadly align with the strands and sub-strands. To make the achievement standard more manageable to use for assessing, it now focuses on skill development rather than individual Arabic linguistic elements, which have been moved to elaborations. Adaptations made to support learning progression with links to the Victorian Early Years Learning and Development Framework (VEYLDF) |

### Content descriptions

#### VC2 strand: Engaging with Arabic Language and Culture

##### Sub-strand: Engaging with Arabic language

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | notice that Arabic looks and sounds different to other languages  VC2LA2E01 | Newly created for the Engaging with Arabic Language and Culture strand |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LA2E02 | Newly created for the Engaging with Arabic Language and Culture strand to show progression from VC2LA2E01 |
|  | recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LA2E03 | Newly created for the Engaging with Arabic Language and Culture strand and to show progression with VC2LA2C01 |

##### Sub-strand: Engaging with Arabic culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | explore connections between language and culture through play and/or imagination  VC2LA2E04 | Newly created for the Engaging with Arabic Language and Culture strand |

#### VC2 strand: Communicating Meaning in Arabic

##### Sub-strand: Interacting in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school (VCARC103)  Participate in classroom activities and routines, such as opening and closing of lessons, responding to instructions and taking turns (VCARC105) | communicate using formulaic and modelled language relating to aspects of their personal world  VC2LA2C01 | Combined and refined to broaden context. Specific examples moved to elaborations |
| 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 (VCARC104)  Participate in classroom activities and routines, such as opening and closing of lessons, responding to instructions and taking turns (VCARC105) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LA2C02 | Combined and refined for clarity. Specific activities and examples moved to elaborations to be more concise |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate and organise information from simple spoken, written and visual texts to identify details about people and objects (VCARC106)  Share information obtained from different sources, including online and digital sources, by listing, tabulating or sequencing information and using illustrations and gestures to support meaning (VCARC107)  Listen to, view and read simple imaginative texts, including digital and multimodal texts, and respond by making simple statements about favourite elements and through action, mime, dance, drawing and other forms of expression (VCARC108) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LA2C03 | Combined and refined to broaden context and improve clarity. Specific activities and examples moved to elaborations |
| Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words (VCARU114) | explore and make meaning from sounds, words and phrases for familiar objects or terms in Arabic through play, and discover how languages influence each other  VC2LA2C04 | Adapted with elements from VCARU114. Explicit reference to ‘sounds, words and phrases’ added to highlight progression from VC2LA2E02. Reference to ‘explore’ and ‘play’ incorporated to reflect the nature of early language learning and to connect to VEYLDF |
| Translate familiar Arabic and English words, phrases and expressions, using visual cues and word lists, and explain the meaning of particular words and verbal and non-verbal expressions (VCARC110) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘translating’ has been removed. Specific activities have been moved to the elaborations |

##### Sub-strand: Creating text in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression (VCARC109) | create spoken and written texts, copying letters of the alphabet with vowel marks as appropriate, and using words, familiar phrases and modelled language  VC2LA2C05 | Refined for clarity. Context broadened by removing the word ‘imaginative’ and moving specific examples to elaborations |
| Create simple print or digital bilingual texts in Arabic and English, such as word lists, labels and captions, for their class, school and family (VCARC111) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words (VCARU114) | imitate the pronunciation and intonation of spoken Arabic, and understand how sounds are produced  VC2LA2U01 | Refined to focus on oral and aural language skills to reflect the nature of language learning. Reference to reading and writing moved to VC2LA2U03 and VC2LA2U04 |
| Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words (VCARU114) | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LA2U02 | New with elements of VCARU114 included to reflect learning progression, and oral and aural language development |
| Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words (VCARU114)  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 (VCARU115) | recognise and explore how the Arabic alphabet and features of language are used to construct meaning in Arabic  VC2LA2U03 | Combined and refined, with specific language examples moved to elaborations |
| Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words (VCARU114)  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 (VCARU115)  Recognise that language is organised as text, and that texts such as songs, stories and labels have different features (VCARU116) | identify that written and spoken Arabic has grammatical structures and other language features that may be similar to or different from English and/or other languages  VC2LA2U04 | Combined and refined for clarity. Specific text types and language elements moved to elaborations |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Describe the experience of using Arabic at home or at school, such as how it feels and the particular behaviours they associate with speaking Arabic (VCARC112)  Identify themselves as members of different groups, including the Arabic class, the school, and their family and community, describing their roles within these different groups (VCARC113)  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 (VCARU117)  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 (VCARU119) | reflect on how language, culture and identity are interconnected and discuss how Arabic-speaking communities are similar to or different from others  VC2LA2U05 | Combined and refined, with specific topics and examples moved to elaborations. Reference to identity and broader language communities added, and the interconnectedness of language and culture emphasised to support intercultural capability |
| Recognise that Australia has speakers of many different languages, including Arabic, and that languages borrow words from one another (VCARU118) | identify where Arabic is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LA2U06 | Revised to broaden context and focus on language communities |

## Levels 3 and 4

### Achievement standard

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| By the end of Level 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, عمري تسع سنوات؛ أنا مولود في أستراليا؛ أتيت إلى أستراليا وأنا صغير في الصباح أستيقظ باكراً؛ أنام في الساعة...؛ بعد المدرسة... في المساء... أذهب مع عائلتي إلى المتحف؛ البحر؛ الحديقة العامة؛ السوق؛ ألعب الرياضة بعد المدرسة؛ أحب كرة القدم؛ آخذ دروساً في الباليه. They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example, من فضلك أريد المساعدة؛ أن أذهب إلى الحمام؟؛ هل أستطيع أن؛ من فضلك هل يمكن أن تعيد الكلمة؟ الجملة؟ ؛ . 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, في يوم من الأيام؛ كان هناك , and modelled language to create short imaginative texts. They use vocabulary related to school, home and everyday routines, for example, الدراسة؛ التعليم؛ فروضي؛ مواد المدرسة؛ غرفة النوم؛ غرفتي/ غرفة أخي؛ المطبخ؛ الطابق العلوي أستيقظ من النوم؛ أتناول الفطور؛ أستقل الباص؛ أكمل واجبات المدرسة؛ أشاهد التلفاز؛ أقرأ الكتاب. Students use key grammatical forms and structures in simple spοken and written texts, such as word order, singular and plural forms of regular nouns and adjectives, personal and possessive pronouns, for example, كتاب/كتب؛ غرفة/غرف؛ صف/ صفوف؛ صديق/أصدقاء,أنتَ/أنتِ؛ هو/هي/هم؛ كتابي/ كتبي؛ غرفتي/غرفة أخي؛ مدرستي؛ مدرستنا , and prepositions such as في البيت؛ إلى المدرسة؛ بين الملعب والسّاحة؛ أثناء الدرس؛ بعد العشاء؛ قبل النوم. Students translate 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 learners as they interact with others.  Students identify and use Arabic sound and writing patterns, for example أ؛ ئـ؛ ء؛ ؤ؛ والياء؛الألف المقصورة ى , including combining letters to form words, vocalisation, and features of individual syllable blocks such as التنوين: إشترى أبي بيتاً؛رأيت كلباً؛ في بيتي غرفٌ . آكل؛ آمل؛ آسف؛ They identify the features and structure of different types of texts, for example, العنوان؛ الحبكة؛ النهاية القافية؛ فعل الأمر؛ الجمل؛ القصيرة أدوات الحوار؛ الأدوار في الحوار؛ . 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, كيفية الإحتفال في المناسبات؛ زيارة الأهل في الأعياد؛ الإحتفال بأعياد الميلاد | By the end of Level 4, students use Arabic to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts, using the Arabic alphabet as appropriate.  Students imitate the sound combinations and rhythms of spoken Arabic. They demonstrate their understanding that Arabic has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Arabic and make comparisons between Arabic and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ cultural identity. | Refined to reflect a developmental progression of language learning and for clarity. Arabic language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Arabic

##### Sub-strand: Interacting in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Socialise and build relationships with the teacher, peers and friends through the exchange of personal information relating to home and school environment, such as everyday routines (VCARC120)  Participate in everyday classroom activities, such as giving and following instructions, attracting the teacher’s attention and asking for repetition (VCARC122) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LA4C01 | Combined and refined to be more concise. Specific examples and activities moved to elaborations |
| Participate in collaborative tasks and shared experiences that involve planning and simple transactional exchanges, such as playing games, role-playing dialogues, and preparing and presenting group work (VCARC121) | participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structures  VC2LA4C02 | Context broadened and specific examples and activities moved to elaborations for clarity |

##### Sub-strand: Mediating meaning in and between languages

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Locate and classify information relating to familiar contexts, routines and interests from spoken, written and visual texts (VCARC123)  Respond to imaginative texts, such as interactive stories and performances, identifying and describing characters, events, ideas and favourite elements (VCARC125) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LA4C03 | Combined and refined to specify macro skills more explicitly, including viewing. Specific examples and text types moved to elaborations to broaden the context and make it more concise |
|  | develop strategies to comprehend and produce Arabic, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LA4C04 | New |
| Translate and interpret words, expressions and sentences in simple English and Arabic texts, noticing similarities and differences or non-equivalence (VCARC127) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘translating’ has been removed. Specific activities have been moved to the elaborations |

##### Sub-strand: Creating text in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Present information relating to home, school, neighbourhood and leisure in a range of spoken, written and digital modes (VCARC124)  Create and perform short imaginative texts, such as dialogues or collaborative stories based on Arabic fables, using formulaic expressions and modelled language (VCARC126) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, modelled textual conventions, and the Arabic alphabet  VC2LA4C05 | Combined and refined to be more concise. Activities and topics moved to the elaborations |
| Produce bilingual texts and resources, including digital and online resources such as digital picture dictionaries, posters and signs, for their class and school community (VCARC128) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCARU131) | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LA4U01 | Refined for clarity with specific language examples moved to elaborations. Progression articulated by adding ‘words, phrases and simple sentences’ |
| 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 (VCARU131)  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 (VCARU132) | recognise and use the Arabic alphabet, as well as modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LA4U02 | Combined and refined. Progression articulated and specific examples and grammar references moved to elaborations to be more concise |
|  | recognise and compare familiar Arabic language structures and features with those of English and/or other languages, using simple metalanguage  VC2LA4U03 | New |
| Understand that familiar spoken and written Arabic texts, such as conversations and stories, have particular features and structures relating to different purposes and audiences (VCARU133) |  | Removed. Specific text types and language features have been moved to the elaborations |
| Recognise that languages change over time and influence one another (VCARU135) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

##### Sub-strand: Understanding the interrelationship of language and culture

|  |  |  |
| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| 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 (VCARC130)  Compare and reflect on cultural practices relating to ways in which language is used in various Arabic-speaking communities and in the wider Australian context (VCARU136) | identify connections between personal identity, language and aspects of culture  VC2LA4U04 | Combined and refined to be more concise. Reference to identity retained |
| Reflect on their experiences when interacting in English and Arabic, observing differences in language use and behaviours (VCARC129) |  | Removed. The sub strand ‘Reflecting’ has been removed |
| Understand that Arabic as a spoken language varies according to region and country and that meaning can be influenced by gestures, tone and purpose (VCARU134) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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, أألعب رياضتي المفضلة مع أصدقائي بعد المدرسة في الحديقة العامة and other interests such as أشاهد أفلام الكارتون مع عائلتي في السينما؛ ألعب ألعاب إلكترونية. They make shared decisions, for example, أريد أن... , provide suggestions such as 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, حسنا؛ 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 القصة نتعلم ال..., characters for example, أحب علاء الدين لأنه...؛ لا أحب الملك في الفيلم لأنه and actions for example, يجب على نيمو أن يسمع كلام أبيه, and making connections with own experience, for example 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, الأفعال الماضية والمضارعة and apply verb conjugation for example,أكلتُ/أكلَ/أكلت, suffixes for example, أذهب/ يذهب/تذهب, basic conjunctions for example,و؛ أو and a range of adjectives for example, الصفة للمذكر والصفة للمؤنث للأشياء والأشخاص and adverbs for example, سريعاً؛ ليلاً؛ صباحاً؛ يوميًّا to construct sentences and to produce short texts. Students translate texts from Arabic into English and vice versa, identifying words that are not easily translated, such as أيفون؛ تلفاز؛ كومبيوتر , and create bilingual 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 والإجتماعية and beliefs for example, المعتقدات الخاصة impact on their identity and influence the ways in which 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 الجمل: الإسمية والفعلية؛ الترداد 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 Arabic on Arabic, for example الأبجدية؛ المفردات المستعارة؛ أصل الكلمات. They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures. | By the end of Level 6, students initiate and use strategies to maintain interactions in Arabic that are related to their personal worlds and school environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share and discuss information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Arabic or English, adjusting their response to suit purpose.  Students use modelled structures when creating and responding in Arabic. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts, and using conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Arabic and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. | Refined for clarity and to reflect a developmental progression of language learning. Arabic language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Arabic

##### Sub-strand: Interacting in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Socialise and maintain relationships with peers and the teacher by sharing information about their personal experiences and social activities (VCARC137)  Interact in classroom activities, such as creating and following shared rules and procedures, expressing opinions, and asking for and providing clarification (VCARC139) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LA6C01 | Combined and refined. Specific examples and activities moved to elaborations for consistency |
| Collaborate in group tasks and organise shared experiences that involve making suggestions and decisions and engaging in transactions (VCARC138) | participate in activities that involve discussion and planning with others, using language that expresses information, preferences and ideas  VC2LA6C02 | Refined for clarity |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds (VCARC140)  Convey ideas and information on topics of interest and aspects of culture in different formats for particular audiences (VCARC141)  Share responses to a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, fables and films, by expressing opinions on key ideas, characters and actions, and making connections with own experiences and feelings (VCARC142) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LA6C03 | Combined and refined to more explicitly articulate the macro skills, including viewing. Specific text types and activities moved to elaborations to be more concise |
|  | apply strategies to interpret and convey meaning and/or intercultural understanding in Arabic in familiar non-verbal, spoken and written contexts  VC2LA6C04 | New |
| Translate and interpret texts from Arabic into English and vice versa for peers, family and community, and identify words and expressions that may not readily correspond across the two languages (VCARC144) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |

##### Sub-strand: Creating text in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and perform imaginative texts in print, digital or online formats, such as songs, stories, video clips or short plays, based on a stimulus, concept or theme (VCARC143) | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LA6C05 | Refined. Reference to specific writing styles and text types moved to elaborations to be more concise |
| Produce bilingual texts and resources such as displays, instructions and newsletters for own learning and for the school community, identifying cultural terms in either language to assist meaning (VCARC145) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing (VCARU148) | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentences  VC2LA6U01 | Refined to focus on oral language skills |
| Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing (VCARU148)  Develop and apply understanding of verb conjugation, suffixes, basic conjunctions and a range of adjectives and adverbs to construct simple sentences (VCARU149) | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LA6U02 | Combined and refined. Specific language examples moved to elaborations to be more concise |
| 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 (VCARU150) |  | Removed. Specific text types and language features have been moved to the elaborations |
| Explore how language use differs between spoken and written Arabic texts, and depends on the relationship between participants and on the context of the situation (VCARU151) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |
|  | compare Arabic language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LA6U03 | New |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication (VCARC147)  Explore how language use reflects particular value systems, attitudes and patterns of behaviour by comparing ways of communicating across cultures (VCARU153)  Reflect on their experiences of interacting in Arabic- and English-speaking contexts, discussing adjustments made when moving between languages (VCARC146) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communication  VC2LA6U04 | Combined and refined. Topics and activities moved to elaborations to be more concise |
| Explore the origins of Arabic and how it has been influenced by and influences other languages (VCARU152) |  | Removed. The sub-strand ‘Language variation and change’ has been removed. |

## Levels 7 and 8

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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 جدا , and express feelings such as أشعر بالفرح؛ بالسعادة عندما ألعب رياضت المفضلة؛ عندما أعزف الموسيقى . They use language conventions, such as الترقيم/الوقف والإملاء والقواعد ال التعريف؛ الفواصل والنقط في نهاية الجمل, vocabulary and sentence structures to apologise (for example, أنا آسف؛ أعتذر عن..., invite (for example, أدعوك لحفل عيد ميلادي...؛ أرجو أن تحضر ..., and offer praise, for example, رأيي أن ...؛ أعتقد أن... . They clarify meaning, explain actions and responses, and complete transactions by negotiating, making arrangements and solving problems, for example, ماذا لو أكملنا البحث مع؟؛ هل تريد أن أساعدك؟ , سوف أتصل بك بعد المدرسة؛ أراك غدا صباحا؛ سوف أرسل البحث 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, في القصة؛ هيام أذكى من عبير ؛ في النص الأول... بينما في النص الثاني ... . Students create texts with imagined 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 for example, في الصباح الباكر؛ في منتصف الطريق, and irregular, plural, imperative and auxiliary verbs for example, كان وأخواتها ,فعل الأمر جمع التكسير, 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.  Students 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 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 دلائل دينية؛ العناوين الذكورية مثل رئيس للمذكر والمؤنث | 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. | Refined for clarity and to reflect a developmental progression of language learning. Arabic language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Arabic

##### Sub-strand: Interacting in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain interactions with others by expressing and exchanging opinions on topics of interest, and maintain relationships through apologising, inviting or praising (VCARC154)  Engage in classroom interactions and exchanges, clarifying meaning, and describing and explaining actions and responses (VCARC156) | 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 | Combined and refined to be more concise. Specific activities moved to elaborations |
| Take action in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and shared transactions (VCARC155) | use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LA8C02 | Refined to place greater emphasis on language use |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate, interpret and compare information and ideas from a variety of texts relating to topics of interest such as leisure, entertainment and special occasions (VCARC157)  Present information to describe, compare and report on ideas and experiences in print, digital and multimodal formats selected to suit audience and purpose (VCARC158) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LA8C03 | Combined and refined to be more concise. Reference to the skill of viewing added. References to topics moved to elaborations |
| 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 (VCARC159) |  | Removed. Specific activities have been moved to the elaborations |
|  | 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 | New |
| Translate and interpret texts from Arabic into English and vice versa, compare own translations with others’, discuss differences and possible reasons and alternatives, and make language choices that best convey equivalent meaning (VCARC161) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘translating’ has been removed. Specific activities have been moved to the elaborations |

##### Sub-strand: Creating text in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and present imaginative texts, including multimodal and digital texts, such as songs, poems, plays, stories or video clips, involving fictional characters, events and contexts, to entertain different audiences (VCARC160) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LA8C05 | Refined. Context broadened by moving references to specific writing styles and text types to elaborations |
| Create bilingual texts on particular themes or events in different modes, including multimodal and digital modes, such as menus, brochures, cartoons or video clips, explaining culture-specific words and expressions, for example, by using captions and descriptions (VCARC162) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand and apply rules of intonation and pronunciation in spoken texts, and apply writing conventions with increased accuracy in written texts (VCARU165) | apply conventions of spoken Arabic to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LA8U01 | Refined to focus on oral language skills. Reference to ‘writing’ moved to VC2LA8U02 for clarity |
| Understand and apply rules of intonation and pronunciation in spoken texts, and apply writing conventions with increased accuracy in written texts (VCARU165)  Understand and use grammatical forms and structures, such as adjective–noun agreement, adverbial phrases (time, place and manner), and irregular plural, imperative and auxiliary verbs, to expand on spoken and written ideas (VCARU166) | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LA8U02 | Combined and refined. Specific grammatical language elements moved to elaborations to be more concise |
|  | reflect on the structures and features of Arabic, and compare them with English and/or other languages, using some metalanguage  VC2LA8U03 | New |
| Expand understanding of how the structure and language features of personal, informative and imaginative Arabic texts suit diverse audiences, contexts and purposes (VCARU167) |  | Removed. Specific text types and language features have been moved to the elaborations |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Reflect on cultural differences between Arabic and English communicative styles, and discuss how and why they modify language for different cultural perspectives (VCARC163)  Reflect on how and why being a speaker of Arabic contributes to their sense of identity and, for a background speakers, is an important part of their Arabic cultural heritage (VCARC164)  Explain how elements of communication and choice of language and register vary according to the cultural context and situation (VCARU168)  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 (VCARU169)  Understand and reflect on language choices made in everyday communication in order to express ideas and perspectives that relate to cultural elements (VCARU170) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LA8U04 | Combined and refined. Prescriptive elements removed and specific examples moved to elaborations to be more concise |

## Levels 9 and 10

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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, كيف أستطيع أن ...؛ أعتقد أ..., describe relationships for example, عندي أصدقاء كثر؛ علاقتي بعائلتي وطيدة؛ أحب معلمتي كثيرا لأنها حنونة, discuss aspirations for example, أريد أن أعمل في مكدونالدز في العطلة؛ أريد أن اصبح طبيبا؛ أحلم أن أكون رائد فضاء and future plans (for example, في المستقبل؛ أريد أن أسافر إلى أوروبا؛ عندما أكبر؛ أريد أن أدخل الجامعة, compare experiences for example, بيتي القديم كان أجمل من بيتي الحالي , and justify opinions for example, لأن...؛ بسبب... ) 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, الفكرة الأساسية في النص؛ هدف النص؛ الموضوع , techniques for example, الكناية والاستعارة والتشبيه and values, and identify ways in which 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, verb tense and word order for example, الجملة الاسمية والجملة الفعلية؛ ظرف الزمان أو المكان في بداية الجملة, and time and place clauses such as في وقت من الأوقات؛ في المجتمع الأسترالي؛ في الشارع العام . 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.  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 التحية والتوقيع في بداية الرسائل والتمني بالتوفيق والصحة. 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. | 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. | Refined to reflect a developmental progression of language learning and to be more concise. Arabic language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Arabic

##### Sub-strand: Interacting in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate, sustain and extend interactions with others through seeking and giving advice, and discussing future plans, aspirations, relationships and social issues (VCARC171)  Engage in language learning tasks and experiences, discussing and justifying ideas and opinions (VCARC173) | 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 | Combined and refined. Specific topics and example activities moved to elaborations to be more concise |
| Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks, transactions and problem-solving, managing different views and perspectives (VCARC172) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LA10C02 | Refined. specific examples moved to elaborations to be more concise |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate, analyse, interpret and evaluate information from online and digital sources on issues of interest to young people, making connections with own experiences and considering various perspectives (VCARC174)  Understand the relationship between purpose, audience, context, linguistic features, and the textual and cultural elements associated with different types of texts, such as persuasive, argumentative and expository texts (VCARU184) | 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 | Combined and refined to be more concise. Reworded to articulate macro skills, including the skill of viewing, to align with VCE. Specific examples moved to elaborations for consistency |
|  | 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 | New |
| Explore a range of imaginative texts, analysing themes, values and techniques, and discussing how aspects of language and culture help create particular effects (VCARC176) |  | Removed. Specific text types, language features, and activities have been moved to the elaborations |
| Translate and interpret texts from Arabic into English and vice versa for different audiences and contexts, and reflect on how cultural values, attitudes and perspectives are represented in each language (VCARC178) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘translating’ has been removed. Specific activities have been moved to the elaborations |

##### Sub-strand: Creating text in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCARC175)  Create and present imaginative texts to express ideas, attitudes and values through characters, events and settings for a range of audiences, contexts and purposes (VCARC177) | 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 | Combined and refined. Specific writing styles moved to elaborations to broaden context |
| 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 or road directories (VCARC179) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand how rules of Arabic pronunciation, including patterns of stress and rules of pause, and writing conventions enhance meaning and aesthetic effect (VCARU182) | 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 | Refined. Prescriptive elements removed to improve teachability |
| Understand how rules of Arabic pronunciation, including patterns of stress and rules of pause, and writing conventions enhance meaning and aesthetic effect (VCARU182)  Analyse how the use of grammatical elements such as indirect object, passive voice, dual form, verb tense and word order impact on tone, speech level and formality, and on meaning-making (VCARU183) | 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 | Combined and refined. Prescriptive language elements moved to elaborations to be more concise. The word ‘respond’ added to support students to demonstrate their understanding, and to improve clarity |
| Analyse and explain how variations in Arabic language use relate to roles, relationships and the context of interactions, and consider how and why these would differ from interactions in English or other languages represented in the classroom (VCARU185) | reflect on and evaluate Arabic texts, using metalanguage to analyse language structures and features  VC2LA10U03 | Refined to be more concise. Examples moved to elaborations. Explicit reference to metalanguage added to support literacy development more broadly |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 (VCARC180)  Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving (VCARC181)  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 (VCARU187) | 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 | Combined and refined for clarity. Specific examples moved to elaborations for consistency |
| 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 (VCARU186) |  | Removed. The sub-strand ‘Reflecting’ has been removed |

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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 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 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 التعريف البيت؛ المدرسة؛ الدراسة؛ العائلة؛ المواد الدراسية؛الهوايات كبير/كبيرة؛ طويل/طويلة؛ ممتع/ممتعة؛ مفيد/مفيدة؛ مدرستي كبيرة؛ عائلتي صغيرة؛ بيتي واسع؛ شارعنا ضيق؛, أنتَ؛ أنتِ؛ أنتم؛ هو؛ هي؛ هم؛ أذهب إلى المدرسة؛ نذهب إلى السينما؛ ذهبت إلى السينما؛ ذهبنا إلى زيارة الأقارب و؛ أو؛ كذلك؛ أيضاً؛ لأنّ يوميا؛ غالبا؛ أحيانا؛ بكيت بشدّة؛ تكلمت بحماسٍ؛ إستيقضت متأخراً؛ وصلت إلى المسرح باكراً ),They apply writing conventions to written texts, such as 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 شخص يوجد في عائلتك؟ إستخدام العنوان؛ الفقرات؛ الفواصل؛ أدوات الترقيم؛ التوقيع في خاتمة الرسالة. 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.  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, أنتَ/حضرتكَ/حضرتكم, according to context, situation and the relationship between participants. They identify ways in which language use reflects cultural ideas, thoughts and perceptions. | By the end of Level 8, students use Arabic to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Arabic or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences, grammatical structures and some textual conventions to create Arabic texts appropriate to audience.  Students begin to use pronunciation, intonation and rhythm in spoken Arabic to develop fluency. They demonstrate understanding that Arabic has conventions for non-verbal, spoken and written communication. They comment on aspects of Arabic and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | Refined to reflect a developmental progression of language learning for clarity and teachability. Arabic language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Arabic

##### Sub-strand: Interacting in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and the teacher to exchange information about self, family and friends, routines, leisure activities, interests and special days, and express feelings, likes and dislikes (VCARC001) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LA8CM01 | Refined. Specific topics moved to elaborations to broaden contexts and to be more concise |
| Interact in classroom routines and activities, developing language for a range of classroom functions and processes, such as following instructions, asking and answering questions, and requesting support by asking for repetition, permission and help (VCARC003) | develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LA8CM02 | Refined. Example activities moved to elaborations for clarity and to be more concise |
| Participate in collaborative planning, decision making and shared transactions, using different modes of communication (VCARC002) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LA8CM03 | Refined for clarity |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Listen to, read and view a range of spoken, written and multimodal texts; identify, sequence and classify key points of information such as details about people and events; and use the information in new ways (VCARC004)  Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests (VCARC005)  Participate in imaginative experience by listening to, viewing and reading texts, such as songs, cartoons, folk tales and other stories, and sharing opinions, ideas and responses relating to characters, settings and events (VCARC006) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LA8CM04 | Combined and refined. The macro skill of viewing articulated. Specific topics, activities and text types moved to elaborations to be more concise |
| Identify the structure and textual features of a range of personal, informative and imaginative texts, and recognise how these contribute to meaning (VCARU014) | develop and apply strategies to interpret and respond to Arabic texts, and to convey meaning and intercultural understanding in Arabic in familiar contexts  VC2LA8CM05 | Refined. The words ‘develop and apply strategies’ added to reflect learning progression. References to specific writing styles moved to elaborations to be more concise |
| 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, and recognising aspects that are similar or different in each language (VCARC008) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |

##### Sub-strand: Creating text in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and adapt texts with imaginary scenarios, characters and events, using modelled language and different modes of presentation (VCARC007) | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions, using the Arabic alphabet  VC2LA8CM06 | Pedagogical elements moved to elaborations and context broadened |
| 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 (VCARC009) |  | Removed. Specific activities have been moved to the elaborations |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand features of the Arabic sound system, including intonation and pronunciation, and how these are represented in written form, and apply writing conventions to form letters, words and texts (VCARU012) | recognise and apply the sounds and conventions of spoken Arabic to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LA8UL01 | Refined. Reference to fluency added to reflect the learning progression. References to writing moved to VC2LA8UL02 and specific language elements moved to elaborations to be more concise |
| Understand features of the Arabic sound system, including intonation and pronunciation, and how these are represented in written form, and apply writing conventions to form letters, words and texts (VCARU012)  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 use vocabulary that relates to familiar environments and activities (VCARU013) | apply understanding of the Arabic alphabet and grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LA8UL02 | Combined and refined. References to language features and grammatical structures moved to elaborations to broaden context. Reference to audience and text type added, supporting students to create texts for specific purposes |
|  | compare the structures and features of Arabic with English and/or other languages using some metalanguage  VC2LA8UL03 | New |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships (VCARU015)  Reflect on personal responses and reactions during interactions in Arabic, recognising how interaction involves culture as well as language (VCARC010)  Reflect on own identity, including aspects that relate to personal observations, experiences and feelings, and recognise how elements of identity such as family background, school and interests impact on intercultural exchange (VCARC011)  Explore how language use reflects one’s thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making (VCARU017) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LA8UL04 | Combined and refined to remove duplication and to be more concise. Specific topics and examples moved to elaborations for consistency |
| Understand that the Arabic language has changed and continues to change through interaction with other languages and cultures (VCARU016) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 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, هل تعني....؟ ما قصدك؟), elaborating on opinions, and expressing agreement or disagreement, for example, على أتفق؟ لا أتفق؛ أعترض. 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 التلاعب بالألفاظ بواسطة إستخدام المفردات ذات المعاني المزدوجة؛ إستخدام عبارات مثل ليتني كنت...؛ فرحت فرحاً عظيماً؛ لو ربحت المسابقة. When creating texts, students use a variety of grammatical elements, such as conditional and subjunctive moods, embedded clauses and imperative forms (for example, لو سمح أبي لي ٍآتي معك ما نذهب إلى السينما يوم السبت ؛ قد أسافر في العطلة؛الكتاب المفضل لدي والذي أحبه كثيرا هو ... لنذهب إلى المعلم ونسأله؛ هيا حاول مرة ثانية؛ ممتاز! أحسنت؛ تكلم مع سامر ), future tense and vocative case to convey meaning. They use vocabulary and expressions that are culturally embedded, such as سوف أكتب رسالة إلى المدير أعبر فيها عن رأيي؛ يا سمير هل أشتريت الجيتار الذي رأيته في المحل؟ , and apply appropriate writing 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.  Students identify the meaning and emotions conveyed in spoken texts, such as .ها سمير ماذا قررت؟؛ لا لا ؛ لا أقصد هذا؛ كم مرة قلت لك .. , and apply their understanding of the Arabic 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. | By the end of Level 10, students initiate and sustain Arabic to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Arabic or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Arabic to create texts.  Students apply features and conventions of spoken Arabic to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Arabic texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Arabic, to discuss how this influences their ideas and ways of communicating. | Refined for clarity and to reflect a developmental progression of language learning. Arabic language examples moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Arabic

##### Sub-strand: Interacting in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain interactions to develop relationships with peers and adults, exchanging ideas, opinions and feelings, comparing experiences and discussing future plans (VCARC018) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LA10CM01 | Refined for clarity |
| Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding, elaborating on opinions and expressing agreement or disagreement (VCARC020) | use Arabic language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LA10CM02 | Refined. Specific elements moved to elaborations to be more concise |
| Participate in collaborative projects, providing ideas and suggestions, negotiating and justifying options, solving problems and completing transactions (VCARC019) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LA10CM03 | Refined to focus on language use. Specific examples moved to elaborations to be more concise |

##### Sub-strand: Mediating meaning in and between languages

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Extract, organise and evaluate information and ideas from a range of texts, analysing meaning, gist and purpose (VCARC021)  Convey ideas and viewpoints from a range of perspectives to various audiences in familiar contexts using different modes of presentation (VCARC022)  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 (VCARC023)  Analyse different texts in a variety of forms, including digital, , considering the relationship between audience, purpose and context, and the use of textual conventions, features and cohesive devices (VCARU031) | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LA10CM04 | Combined and refined. Specific activities, text types and writing styles moved to elaborations to be more concise. Macro skills articulated, including the skill of viewing, to align with VCE |
|  | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LA10CM05 | New |
| Translate and interpret texts from Arabic into English and vice versa, compare own translations and interpretations with others’ and discuss reasons for differences (VCARC025) |  | Removed. Removed reference to the skill of translating as the sub-strand ‘Translating’ has been removed. Specific activities have been moved to the elaborations |
| Create bilingual texts for the wider community, such as notices, promotional material, instructions or announcements, interpreting cultural and linguistic aspects (VCARC026) |  | Removed. Specific activities have been moved to the elaborations |

##### Sub-strand: Creating text in Arabic

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create imaginative texts in multimodal forms, including digital, that draw on past experiences or future possibilities, experimenting with different techniques (VCARC024) | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LA10CM06 | Refined. Reference to specific writing styles moved to elaborations to broaden context |

#### VC2 strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand rules of pronunciation and intonation and writing conventions, and apply these to own constructions to enhance meaning and aesthetic effect (VCARU029) | apply features and conventions of spoken Arabic to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LA10UL01 | Refined for clarity. The words to ‘enhance and extend fluency’ added to reflect learning progression. References to writing moved to VC2LA10UL02 |
| Understand rules of pronunciation and intonation and writing conventions, and apply these to own constructions to enhance meaning and aesthetic effect (VCARU029)  Expand spoken and written expression by extending grammatical knowledge of Arabic, including features such as conditional and subjunctive moods, embedded clauses, imperative, future tense and vocative case, and acquisition of vocabulary and expressions that are culturally embedded (VCARU030) | apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LA10UL02 | Combined and refined. Specific language elements moved to elaborations and references to pronunciation and intonation moved to VC2LA10UL01 for clarity. The words ‘a range of texts’ added to reinforce the use of grammatical structures in communicative contexts |
|  | reflect on and evaluate Arabic texts, using metalanguage to discuss language structures and features  VC2LA10UL03 | New. Explicit reference to metalanguage included to support literacy development more broadly |
| 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 (VCARU032) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |

##### Sub-strand: Understanding the interrelationship of language and culture

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| 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 how they adjust behaviours and language in own interactions (VCARC028)  Reflect on how conventions of speech and Arabic cultural concepts can influence own communication style when using both English and Arabic (VCARC027)  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 (VCARU034) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LA10UL04 | Combined and refined for clarity. Specific examples moved to elaborations to be more concise |
| Explore and reflect on how the Arabic language influences and is influenced by cultural, political and social change (VCARU033) |  | Removed. The sub-strand ‘Language variation and change’ has been removed |