Arabic  
(F–10 Sequence and  
7–10 Sequence)

Victorian Curriculum F–10  
Version 2.0

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# Introduction

## Rationale

Communication is a human imperative. Communication in Arabic involves interaction to convey meaning, as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and to reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning Arabic broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning Arabic develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and openness to different experiences and perspectives
* understanding and appreciation of how culture shapes worldviews, and extends their understanding of themselves, and their own heritage, values, culture and identity
* critical and creative thinking.

Modern Standard Arabic is an official language common to countries in the Middle East, North Africa and the Gulf States, where it is the language of media and official events. Modern Standard Arabic is one of the 6 official languages of the United Nations and its agencies, such as UNESCO and the World Health Organization. It is also the language of the Arab world, and is used in religious texts across the Islamic world.

Arabic comprises a number of dialects that reflect the cultural diversity of Arabic-speaking countries, regions and communities. Colloquial Arabic varies according to geographical location.

Arabic speakers have made a significant contribution in shaping multicultural Australia. Arabic has been taught in some Victorian schools since the 1970s and tertiary institutions since the 1980s. The influence of Arabic-speaking communities is evident in areas such as commerce, cuisine, education, industry, journalism, music and religion.

The Arabic language has evolved and flourished over time, as evidenced by its abundant literature. The Arabic-speaking world has a rich cultural heritage and history. It has influenced architecture, calligraphy, literature, mathematics and science, and it continues to have global economic, cultural and political significance. Learning Arabic provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, technology, science, law, education, tourism, diplomacy, international relations, health and communications.

## Aims

The 4 interrelated aims of the Arabic curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in Arabic
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

The Arabic curriculum has been developed to cater for learners with different linguistic experiences, including those with a background in Arabic and those learning Arabic as a second or additional language.

### Sequences

The Arabic curriculum is presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

In Arabic, students progress along a curriculum continuum. The F–10 Sequence is presented in 5 bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

### Strands and sub-strands

Content in the Arabic curriculum is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

re

| Strand | **Engaging with Arabic Language and Culture  (F–2 only)** | **Communicating Meaning in Arabic** | **Understanding Language and Culture** |
| --- | --- | --- | --- |
| Sub-strands | Engaging with Arabic language  Engaging with Arabic culture | Interacting in Arabic  Mediating meaning in and between languages  Creating text in Arabic | Understanding systems of language  Understanding the interrelationship of language and culture |

#### Engaging with Arabic Language and Culture

This entry-level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with Arabic language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with Arabic culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in Arabic

This strand involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

##### Interacting in Arabic

Communicating and exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

##### Mediating meaning in and between languages

Locating, obtaining, interpreting and conveying information through a range of spoken, written, viewed and multimodal texts; moving between languages and cultures non-verbally, orally and in writing; recognising different interpretations.

##### Creating text in Arabic

Creating a range of spoken and written texts for specific contexts, purposes and audiences.

#### Understanding Language and Culture

This strand involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

##### Understanding systems of language

Understanding the linguistic features of the language, including sound, writing, and grammatical and textual conventions.

##### Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In the Arabic curriculum, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In the Arabic curriculum, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Arabic

Students acquire communication skills in Arabic. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Language learning also promotes an appreciation of diverse attitudes, beliefs and values.

Students of Arabic in Victorian schools come from a wide range of backgrounds. Some students will be learning Arabic for the first time, while others may have existing connections to Arabic as background speakers or through early learning experiences. Students who bring prior knowledge of Arabic to the classroom may have experience of regional variations of Arabic or may speak several languages at home.

### Arabic language

Arabic (اللغة العربية) is a Semitic language and shares linguistic and phonological similarities with other Semitic languages such as Syriac, Aramaic and Hebrew. Classical Arabic and its successor, Modern Standard Arabic, have been and continue to be the language of religious texts as well as the basis for a rich heritage of classical poetry and literary prose.

Modern Standard Arabic (اللغة العربية الفصحى) and colloquial Arabic (اللغة العربية العامية) are both used in all countries of the Arabic-speaking world. Modern Standard Arabic is used in formal situations such as at school and university and in mosques, churches and official media. It is also the form of the Arabic language that is taught around the world. Colloquial Arabic is used in everyday situations, such as at home and in the marketplace, at community events and gatherings, in restaurants and cafes, and in popular and social media. There are many dialects, or varieties, of colloquial Arabic, which vary according to geographical location, such as Egyptian Arabic, Gulf Arabic, Maghrebi Arabic and Levantine Arabic. Some of these dialects are so different that speakers of other dialects have difficulty understanding them. The use of Modern Standard Arabic enables people from different countries and communities in the Arabic-speaking world to have access to a common language.

Arabic is written from right to Ieft. The Arabic alphabet, or abjad, consists of 28 letters, primarily representing consonants. There are also short and long vowels. The short vowels in Arabic are indicated by diacritical marks, which help identify pronunciation and differentiate the meanings of words. In Modern Standard Arabic, some diacritical marks may be omitted, but they may be included in more specialised, literary or religious texts to aid pronunciation and comprehension.

Arabic is a highly inflectional language. Words are formed according to a root system. Typically, most verbs and nouns consist of a 3-consonant root that conveys general semantic fields, though 4-consonant roots also exist. Various vowels, prefixes, infixes and suffixes are added to these roots to create specific inflections of meaning and grammatical forms.

Many English words have been borrowed directly or indirectly from Arabic. Many other languages have also borrowed words from Arabic because of its historical importance.

Language is an inseparable part of our identity and the way we view ourselves and the world around us. Arabic speakers come from a variety of social, cultural and religious backgrounds. Their diverse views, cultures, beliefs and identities are reflected in the formal and informal uses of the Arabic language in private and public realms.

Learning Arabic develops students’ understanding of the language and cultures of Arabic-speaking communities. It also enhances students’ awareness of the nature of language learning and promotes an appreciation of diverse attitudes, beliefs and values. Knowledge of the language and cultures of the Arabic-speaking world enriches travel experiences and increases employment opportunities.

### Macro skills

The macro skills of listening, speaking, reading, writing and viewing – also known as language modes – are interrelated. The learning of one skill often supports and extends the learning of others. To acknowledge these interrelationships, content in the Languages curriculums incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, written, viewed and multimodal texts.

The macro skills are strongly aligned to all 3 strands in the Arabic curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and the strands within the Arabic curriculum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strand | Macro skills | | | | |
| Listening | Speaking | Reading | Writing | Viewing |
| Engaging with Arabic Language and Culture | ü | ü |  |  | ü |
| Communicating Meaning in Arabic | ü | ü | ü | ü | ü |
| Understanding Language and Culture | ü | ü | ü | ü | ü |

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic Arabic texts, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [[Department of Education social media use policy](https://www2.education.vic.gov.au/pal/social-media/policy)](https://www2.education.vic.gov.au/pal/social-media/policy) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

### Intercultural understanding

In the Languages curriculum area, the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, as well as different contexts. This process involves reflection and analysis, as students move between Arabic, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of Arabic and English

Students should use Arabic to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and to use metalanguage to talk about and compare languages and cultures.

# Curriculum – F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, Arabic language learning builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, viewing, speaking and action-related learning activities, stimulating their curiosity, and then strengthen and extend their skills by interacting with others in Arabic.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes and patterns of spoken Arabic, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Background language learners may interact in Arabic within their family and/or the Arabic-speaking community, and may bring prior knowledge of the language and culture to the classroom.

Through engaging with texts of increasing depth and complexity, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary, and identify and explain their understanding of the language and grammatical features using simple metalanguage. They explore similarities and differences between Arabic, English and/or other languages. They explore the written language, beginning with reading a variety of texts and progressing to creating their own texts about their personal world as they develop their linguistic skills. Background language learners may bring examples of known Arabic contexts or texts to the classroom.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

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).

### Content descriptions and elaborations

#### Strand: Engaging with Arabic Language and Culture

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| notice that Arabic looks and sounds different to other languages  VC2LA2E01 | * noticing when Arabic or English is being spoken in the classroom, and comparing some familiar words, greetings or expressions, for example,   مرحبا، كيف حالكم اليوم؟ نحن بخير، بخير الحمد لله.  ازّيكم؟ / كيفكن؟ بخير.   * sharing the word for ‘hello’ in different languages known to students, such as مرحبا (Arabic), bonjour (French), hola (Spanish), merhaba (Turkish) or salaam (Persian and Muslim culture), noticing similarities and differences in pronunciation and what the words look like in these languages * observing that some sounds in Arabic do not exist in English, for example,   خ، ح، ع، غ، ض   * tracing and practising writing Arabic letters and numbers, starting from the right side of the page, and exploring differences with English and/or other languages through play, digital resources and discussions, for example,   ٠، ١، ٢، ٣، ٤، ٥، ٦، ٧، ٨، ٩؛ أ، ب، ت، ث… ن، م، ه، و، ي   * making or drawing pictures to represent Arabic letter shapes, using tactile materials such as modelling clay or pipe cleaners, for example, the letter س looks like a boat on the sea with waves beside it * describing in their own words, using pictures and gestures as support, observable differences between Arabic and English, such as letters, text direction, diacritical marks and letter shapes, with the teacher recording findings on a poster or the whiteboard, for example,   س – s   * participating in shared reading of familiar stories, such as ليلى والذئب، سندباد, or sensory books in Arabic, and noticing that an Arabic book is read from right to left, similar to other languages that may be known to students, such as Persian (Farsi), Urdu, Pashto, Kurdish (Sorani) and Uyghur, and comparing these with equivalent texts in English, French and other languages that are written from left to right, or other languages that sometimes use a vertical writing style (e.g. Chinese or Japanese) * learning some basic differences in word order in simple sentences and phrases, such as the ‘noun + adjective’ word order, for example,   عيد ميلاد سعيد؛ قلم أحمر؛ يوم مشمس   * looking at examples of Arabic calligraphy, street signs, or other authentic Arabic texts and making observations about the similarities and differences between Arabic script and other forms of written expression that use the same letters * experimenting with sounds used in Arabic (e.g. animal noises), such as عوعو، بقبق بقيق، ماء ماء, and comparing these with sounds in English and other languages represented in the class |
| develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LA2E02 | * imitating Arabic pronunciation and copying the teacher’s gestures, body language, mouth shape and tongue position, for example, mimicking the 28 letter sounds of the Arabic alphabet and the 3 short and long vowels, such as جَ، جُ، جِ، جا، جو، جي, observing the mouth and tongue position when forming the sounds of the letters, or mimicking words, such asث – ثعلب؛ ذ – ذئب * imitating Arabic pronunciation and copying gestures and body language while participating in a range of songs and rhymes, using musical instruments and clapping to chant Arabic letters and words, for example,   أنشودة الحروف العربية؛ أغنية الأرقام؛ أغنية الألوان؛ أنشودة الفواكه   * experimenting with onomatopoeic words, such as those related to animal sounds, and comparing them with the pronunciation of equivalent animal sounds in English, for example,   كوكوك (صياح الديك)؛ مياو مياو (مواء القط)؛ موو (صوت البقرة)؛ هو هو (نباح الكلب)؛ تويت تويت (صوت العصفور)   * repeating the names of letters and reproducing their sounds with the short vowel ‘a’, the fat-ḥa (الفتحة), for example,   ضاد – ضَ؛ صاد – صَ؛ قاف – قَ   * developing pronunciation, phrasing and intonation skills by singing, reciting and repeating frequently used words and phrases, noticing that statements and questions have different intonation, for example,   غناء الحروف؛ غناء الأرقام؛ أنـشودة الـتّـعـارف   * engaging with traditional nursery rhymes through listening, singing and recording, for example,   رأس كتف ركبة قدم؛ عيدك يا ماما   * listening to stories, texts or multimodal presentations, for example, listening to an audio recording of a story while following along with a slide-show presentation that highlights key vocabulary * imitating the pronunciation of Arabic words and phrases, dialogues or greetings, and then recording their own voice on a digital device and listening to their recording * engaging with new sets of vocabulary by making concrete associations with them, such as touching and identifying colours in the classroom, or touching and identifying soft-toy animals and naming them * imitating Arabic pronunciation, intonation, rhythm and stress, by putting 2 fingers on the throat to help produce the sound of letters, for example,   أ، ه، ع، ح، غ، خ |
| 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 | * using puppets or gestures to greet others, introduce themselves or share simple information, for example,   أنا اسمي ليلى؛ أنا اسمي عادل؛ أنا في الصّـف الأوّل؛ أنا تـلـمـيـذ/تـلـمـيـذة؛ سلام؛ صباح الخير؛ مساء الخير؛ مرحبا   * singing along with familiar children’s songs about greetings in Arabic, for example, while viewing video clips, such as أهلا مرحبا, from the cartoon آدم ومشمش * greeting and farewelling others at home, school and/or in the community, using appropriate expressions and body language, for example,   مرحبا؛ أهلا؛ سـلام؛ كيف حالكَ / كيف حالكِ؟؛ أنا بخير؛ إلى اللّقاء  صباح الخير / مساء الخير، أستاذ يوسف؛ أستاذة ليلى؛ أراك غداً   * seeking permission and responding appropriately, or asking to borrow items and expressing simple possession, for example,   من فضلك؛ لو سمحت؛ أريد الحمّام لـو سـمـحـت؛ أريد القلم؛ أريد الكتاب؛ شـكـرا؛ عـفوا   * using formulaic Arabic phrases for everyday interactions such as thanking or apologising and for special occasions, for example,   أنا آسف؛ عيد ميلاد سعيد؛ سـنـة حـلـوة؛ كـلّ عـام وأنـتم بخـيـر؛ يـوم سـعـيـد؛ شكرا   * introducing themselves and practising simple question-and-answer routines, where students ask each other questions such as اسمك؟ ما, and respond accordingly using formulaic expressions, for example,   مرحباً، اسمي عادل؛ اسمي ليلى  أنا تـلـمـيـذ في الصف الأول؛ أنا تـلـمـيـذة في الصف الثاني  كم عمركَ؟ / كم عمركِ؟ عمري ستّ سنوات.   * using picture flashcards, puppets and picture books to playfully practise and imitate vocabulary, enhancing language retention through repetition and visual aids for sharing simple information about the school or home environment, for example,   مدرستي كبيرة؛ صفي جميل؛ بيتي صغير؛ كـتـابـي نـظـيـف  أسـتـيـقـظ فِي الـصّـبـاح؛ أفرشي/أنظف أسناني؛ ألبس ثياب/مـلابـس المدرسة؛ أذهب إلى مدرستي مع أمي؛ أعود إلى البيت فـي الـمسـاء   * developing non-verbal and spoken communication skills, and some spontaneous language, through activities such as charades, roll the ball, musical statues, guessing games and Simon says, for example,   هـذه طـائـرة؛ هـذا عـصـفـور؛ هـذا قـط؛ هـذه زرافـة  قـال سـيـمـون: تـعـال إلـى هـنـا؛ اركـض إلـى الـبـاب؛ عـدّ إلـى الـعـشـرة   * exchanging simple correspondence (e.g. greeting cards, notes) for celebrations and cultural events, using modelled language, for example,   رمضان مبارك؛ عيد سعيد؛ كل عام وأنتم بخير؛ أهلًا وسهلًا برمضان؛ ميلاد مجيد،؛ عيد فصح سعيد   * responding to basic classroom instructions using simple imperative verb forms (e.g. تعال هنا استمعوا؛ اكتب اسمك؛ اغلق الباب؛) * engaging in active instructional games, responding with words, phrases, actions or gestures to verbs or greeting in both English and Arabic, for example,   صباح الخير – صباح النور؛ السلام عليكم – وعليكم السلام؛ مرحبا – أهلا ومرحبا اجلسوا؛ اكتبوا؛ افتحوا الكتاب؛ أغلقوا الكتاب |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imagination  VC2LA2E04 | * participating in whole-class discussions about the meaning of ‘culture’ and ‘identity’, talking about their traditions and practices, and what is important to them and their way of life * watching simple clips showing famous sites, foods, dress, cultural activities, events and associated language in Arabic-speaking communities and using simple language to discuss observations and what was interesting, surprising, familiar, etc., for example,   ألبس العباءة؛ أحب البرياني / الفلافل والحمص العربي / التبولة من لبنان   * participating in a class or school event celebrating the Arabic language and culture(s), and trying some traditional foods, playing games, listening to a guest speaker, dancing to traditional music or singing a song about Arabic, such as بلاد العرب أوطاني * using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia, searching and identifying a few basic greetings or phrases from the languages spoken in their region * using their imagination to immerse themselves in a cultural experience, for example, pretending to travel to an Arabic-speaking country or region, and practising polite greetings in various situations * exploring the different languages, dialects and gestures used by class members and listening to the different sounds and ways of saying common words or expressions, for example,   صباح الفل / صباح النور/ صباح الخير، اسمي...؛ سـلام/ مـرحـبـا/أهـلـيـن؛ إلـى اللـقـاء   * observing, through a variety of authentic resources and materials, that members of various Arabic-speaking communities may say and do everyday things differently from each other, for example,   المصافحة؛ التقبيل على الخد؛ تـقـبـيـل الـيـد؛ بدء وجبة الطعام مع ذكر الله؛ مـاذا أفـعـل فـي الـعـيـد؟   * exchanging ideas, feelings and understandings of language and culture through play-based learning experiences such as playing dress-ups, making a pretend restaurant or market stands, with props, realia and puppets, for example,   ماذا لديك؟ طبق فتوش (لبنان)، كشري (مصر)، كبسة (الخليج).  ما هذا العلم؟   * recognising that music, dance, food, celebrations and games are connected to culture, such as events where community members gather to eat together or with other families, for example, celebrating with festive greetings, singing traditional songs, and creating festive cards * recognising the cultural significance of hand gestures and facial expressions in Arabic communication, and that meanings can be conveyed non-verbally, for example, greetings such as صباح الخير، مساء الخير، مرحبا, and expressions such as يا الله!؛ الحمد لله * noticing body language and tone when using Arabic words and comparing these with English * exploring words and phrases connected to Arabic festivals through songs, rhymes or craft activities, such as making a birthday card, a card for Eid with the phrase عيد مبارك, or watching a traditional dance and calling out encouraging phrases such as يا سـلام! يا عـيـني! |

#### Strand: Communicating Meaning in Arabic

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| communicate using formulaic and modelled language relating to aspects of their personal world  VC2LA2C01 | * asking and responding to questions about likes and dislikes, using simple language such as   أنا أحب أمي وأبي؛ أنا لا أحب اللون الأسود؛ أنا لا أحب القطة   * responding to and following classroom instructions, such as roll call, or when distributing work, preparing for activities, or packing up, for example,   نعم؛ أنا هنا؛ لا؛ ليس هنا؛ حاضر  افتحوا الكتاب؛ اغلقوا الباب،؛ قفوا؛ اجلسوا على الأرض؛ اجلسوا على الكراسي؛ تعال، انظر إلى الشاشة؛ ارفع يدك؛ اكتبوا؛ افتحوا الكتاب؛ اسكتوا؛ اسمعوا   * responding to descriptive prompts to identify concealed items in a bag (e.g. pencils, fruit, ball) using Arabic phrases such asقلم صغير/كبير كرة كبيرة/صغيرة؛ كتاب ناعم/خشن؛, and engaging in play with blocks, props and/or toys to construct items, using simple Arabic to talk about number, size, colour and shape, for example,   صغير؛ كبير؛ أحمر؛ أخضر؛ مكعّب   * listening to simple instructions and keywords in Arabic to build or draw an object, such as adding shapes, colours or body parts to a drawing or sculpture, for example,   ارسم دائرة؛ لوّن الدائرة بالأحمر؛ ارسم مربَّعا ولوّن المربَّع بالأخضر   * repeating keywords and simple descriptions or re-enacting stories using puppets, props or actions, and sharing thoughts about characters and events, for example,   أنا أقرأ قصة السلحفاة والأرنب. الأرنب سريع ومغرور. السلحفاة بطيئة وذكية.   * identifying familiar objects in the classroom by labelling, naming, pointing, matching, clicking and dragging, drawing, and tracing, for example,   قلم، دفتر، كتاب، مسطرة، ممحاة، ورقة، طاولة، كرسي، لوح، شاشة   * revising familiar vocabulary by playing digital games to count, sort, order, match and imitate language, for example,   واحد، اثنان، ثلاثة؛ في الأول، في الآخر |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LA2C02 | * practising affirmative and negative versions of verbs to show agreement or disagreement, for example, forming a circle and asking questions such as هل عندكَ/عندكِ قطّة؟ نعم/لا, and practising question words such as كيف، من، أين، ما، ماذا، أيّ, for example,   ما اسمكَ/اسمكِ؟ كم عمركَ/عمركِ؟ في أي صف أنتَ/أنتِ؟ من أين أنتَ/أنتِ؟   * performing and presenting Arabic texts at a school assembly, such as songs, raps, rhymes and action stories, using simple language and non-verbal forms of expression (e.g. clapping, gestures and facial expressions) to support meaning, for example,   غناء أغنية الحروف؛ غناء أغنية الأرقام؛ أغـنـيـة «لـغـتـي لـغـتـي لـغـتـي الـعـربـيّـة»   * using some modelled phrases and exclamations such as رائع، ممتاز, and non-verbal cues such as pointing, clapping and hand gestures to aid comprehension, for example,   الإشارة بإصبع الإبهام؛ الإشارة باليد للانتظار   * following directions and commands when playing Arabic versions of games that involve movement, such as ‘fruit salad’, ‘Simon says’, ‘All over red rover’, ‘What’s the time, Mr Wolf?’, for example,   ارفعي يدك؛ انظر إليّ؛ اغمض عينيك؛ ضع يدك على رأسك؛ أيـدي علـى الـرّأس؛ أيـدي لـلأعـلى؛ أيـدي عـلى الـكـتـف   * engaging in a range of secure, teacher-moderated online games or using digital tools and applications to play games such as matching pairs, filling in gaps, dragging and dropping, memory or bingo, to reinforce vocabulary using visual or spoken cues and formulaic expressions, for example,   املأ الفراغ؛ ضع الصورة في المكان المناسب؛ اضغط هنا   * participating in class activities or projects in Arabic, for example, making a birthday calendar, weather chart or class pet-care roster, using familiar vocabulary, for example,   اليوم هو عيد ميلاد يوسف، سـنـة حـلـوة يـا يـوسـف؛ عيد ميلاد ساميا يوم الـثّلاثاء  ما تاريخ اليوم؟ تاريخ اليوم هو ...  كيف الطقس اليوم؟ بارد، حار، معتدل  تـطـعـم سـاميا السلحفاة يوم الاثنين ويوم الأربعاء   * participating in collaborative tasks such as role-plays or solving a puzzle, and using modelled language to express taking turns such as دورك الآن؛ دوري الآن؛ دوركم الآن; counting such as كم عدد الأقلام؟; or identifying appearance and characteristics, for example,   ما لون الزرافة؟؛ هل هذا أحمر أم أخضر؟   * describing familiar objects and people through oral activities and games such as show-and-tell, using pictures, toys and props, for example,   الصف واسع؛ السيارة صغيرة؛ الزرافة طويلة؛ الطاولة كبيرة؛ الـمعلمة لـطـيـفـة؛ الـمعلـم لـطـيـف؛ البنت رياضـيّة؛ الولد رياضيّ   * sharing information about themselves by engaging in role-plays using puppets, toys or costumes, and simple modelled phrases, for example,   اسمي...؛ عمري سبع سنوات؛ عندي أم؛ عندي كلب؛ أحب اللون الأحمر   * asking questions such as ما اللون الذي تحبه؟ , and responding using modelled sentences such as أحب اللون البنفسجي when working in pairs * using modelled phrases such as …من فضلك and شكرا , and expressing wants or making requests, for example, when role-playing shop or market scenarios   أريد فرشاة؛ لا أريد؛ أريد؛ لا أريد تفاح؛ أريد شوكولاته؛ أريد ممحاة |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LA2C03 | * listening to, reading or viewing a text and sequencing the events and ideas, using storyboards, drawing pictures, or cutting and pasting pictures or words in corresponding order, for example,   أيّـام الأسـبـوع: حـصّـة الـلّـغة العربية يوم الاثـنـيـن وحـصّـة الـرّيـاضة يـوم الـثّـلاثـاء وحـصّـة الـفـنّ يـوم الأربـعـاء   * listening to, reading or viewing Arabic stories in print, online or digital form, such as اليرقة الجائعة جداًّ, and recreating them through illustrations, mime, movement or dance; or recognising key information in print or digital texts (e.g. stories, conversations, picture books, videos), and responding to questions using simple words or phrases in Arabic * using gestures, facial expressions, images and contextual cues to assist understanding of the speaker’s intended meaning, for example,   أنا سعيد/ة؛ هو حزين / هي حزينة؛ هي تبكي / هو يبكي؛ هي تضحك / هو يضحك   * identifying letters, numbers, words and phrases in simple spoken, written and digital texts in Arabic and demonstrating comprehension through labelling, drawing, miming, clicking and dragging, for example, responding to questions such as   ما اسم القطة؟؛ ما صوت القطة؟؛ ما لون القطة؟؛ ما أوّل حرف في كلمة قطة وما آخر حرف؟   * recognising that gestures and body language are integral to communicating in Arabic and other languages, including those they may speak at home or languages spoken in the local community (e.g. Aboriginal languages), and brainstorming, discussing or showing examples of how gestures and body language are integral to communicating * viewing, listening to and/or reading texts and categorising the findings, for example, lists of favourite colours, animals or toys, and creating mind maps representing keywords, verbs and/or adjectives * using contextual cues while reading or viewing, for example, using video and other visual prompts to reinforce words and phrases, and responding using keywords, phrases or gestures * sorting and categorising information in graphic representations, such as tables and diagrams, including details about colour, quantity and place relating to people and objects, for example,   ما عدد الأقلام الحمراء والزرقاء والسوداء على الطّاولة؟؛ كم تلـمـيـذاً وكم تلـميـذة في الصف؟  كم عدد التفاح والموز والبرتقال في الوعاء؟   * viewing a music video or digital presentation describing family relations (e.g.هي أمي، هو أبي and أُغنية «هـذه أمي وهـذا أبي»), and responding to questions using modelled language (e.g.نعم، لا andصحيح، خطأ ), and expressing preferences, for example,   أحب الشوكولاتة؛ أحبُّ أغنية «هذه أمي وهذا أبي»   * identifying items and writing labels, titles and captions in Arabic, such as stationery (e.g. حقيبة، كـتـاب ممحاة، تفاحة،), classroom objects (e.g. كرسي طاولة، لوحة،) and personal items (e.g. هاتف مفتاح، نظارات،) and using these labels, titles or captions to label items around the classroom or in pictures, a story or a comic |
| 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 | * listening to a sound and circling the corresponding Arabic letter in a range of games such as snap, matching cards, or ‘sound bingo’ to develop phonetic awareness and letter recognition, for example, circling the letter بَ, not تَ or بُ, from a selection of letters when they hear the sound بَ * observing some common features of familiar Arabic and English texts such as stories, nursery rhymes and signs, for example,   في يوم من الأيام؛ في أحد الأيام؛ حزّورة فزّورة؛ جدّي عنده مزرعة؛ لألئي لألئي لألئي لألئي يا نجمة   * noticing that Arabic has borrowed words from English, such as إنترنت، كمبيوتر، كاميرا، تلفزيون, and that English has borrowed words from Arabic, such as قطن، جمل، زرافة ليمون، قهوة، جنّ، * exploring loan words from Arabic that have influenced other languages (e.g. sugar, coffee, Qalam), identifying whether they have heard these words before by standing up if they have or sitting down if they haven’t, and then comparing the pronunciation of words across several different languages * exploring the influence of Arabic on other languages, such as Persian, Urdu and Turkish, and then looking at a map and thinking about why those influences have occurred * making connections with the Arabic origins of words and phrases used in everyday life in Australia, for example, identifying food names from Arabic such as تـبولة، فلافـل، بابا غنّوج، حمّص, which are often pronounced differently in English, highlighting the adaptation of words across languages * participating in a role-play with a partner, imagining they are working at a café listening to an order for food and drink in Arabic, such as همبرغر، ساندويتش، شوكولاته، قهوة، كولا، بيتزا, and then choosing the pictures or objects representing the items ordered * asking and answering questions, for example, playing hide-and-seek with classroom objects and responding using words or modelled phrases, such as أين القلم؟ تحت الطاولة / في الحقيبة * creating simple posters, flashcards, an Arabic word wall, or mini books with pictures, words and phrases related to the topic, for example, a booklet on classroom objects with pictures and words written in Arabic, such as قلم حقيبة، كتاب، * participating in a nature hunt around the school grounds, identifying objects or creatures, and describing them in Arabic, and drawing their discoveries in a table under the headings كبير/صغير, for example,   دودة كبيرة، خنفساء صغيرة، سحابة بيضاء، شجرة خضراء   * listening to familiar words in Arabic and then moving about the classroom to find and touch a corresponding object (e.g. different colours), taking turns to lead the game and call out the items for other members of the class to locate * exploring the way that the shape of Arabic letters can reflect meaning by playing movement games, for example, making the shape of the letter أ with arms and legs stretched out, or the letter ص by crouching down, when a game leader calls out these letters |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts, copying letters of the alphabet with vowel marks as appropriate, and using words, familiar phrases and modelled language  VC2LA2C05 | * understanding that the Arabic alphabet consists of 28 letters that look and sound different from the 26-letter English (Roman) alphabet, for example, ب sounds like the English ‘b’ but is written differently; ج sounds like the English ‘j’ but has a unique script; Arabic letters change their shape depending on their position in a word (beginning, middle, end or isolated) * filling in the missing parts of sentences and then putting them together to create short stories or dialogues, emphasising the correct grammatical structures * tracing and copying simple Arabic words that use diacritical marks (حركات), understanding that they are above or below the letters and that they change the sound and meaning of letters, for example,   بَ، بُ، بِ، بْ، بَّ، بُّ، بِّ، بًا، بٌ، بٍ، بًّا، بٌّ، بٍّ   * practising copying or tracing common Arabic letters and words involving observing stroke order and direction, noting diacritical marks that aid in correct pronunciation and differentiate words sharing similar root consonants, for example, كتب can appear asكَتَبَ , كُتُب and كُتِبَ. * copying letters of the Arabic alphabet with vowel marks and practising writing each letter both in isolation and within words, for example, incorporating short vowels such as الفتحة, الكسرة and الضمة, and long vowels such as ياء, واوand ألف, and writing letters with appropriate vowel marks to form simple words, for example,   بَ، بُ، بِ، باب، بيت، بُرْج   * recognising the different shapes of letters and connecting them to create simple words and sentences, for example,   ج ز ر، أ ن ا، أ م ي  جـ ـز ر، أ نـ ـا، أ مــ ـي  جزر، أنا، أمي   * using familiar vocabulary and modelled sentence structures to create informative spoken and written texts about themselves and their family and friends, for example,   أ+ ب = أب؛ أ+ م = أم؛ أ+ ب + ي = أبي  أحب أبي؛ هذا أخي   * role-playing common scenarios such as self-introductions, and using flashcards and visual aids to support interactive speaking activities, using common Arabic greetings and phrases such as   السلام عليك؛ صباح الخير، كيف حالك؟ أنا بخير، شكراً.   * matching bilingual captions and/or labels in Arabic to images of Aboriginal and Torres Strait Islander Country or Place locations in their local area or elsewhere in Australia * using visual aids and model sentences and phrases to support the creation of short texts, such as simple sentences, using familiar vocabulary to label and describe personal possessions or objects in the classroom, for example,   حقيبتي كبيرة وثقيلة؛ هذا قلمي؛ قلمي جديد؛ صفّي صغير ومزيّن؛ أنا أذهب إلى المدرسة؛ هو يلعب كرة القدم   * writing words or simple phrases on each finger on an outline of their hand, for example, to describe themselves and their likes and dislikes, and reflecting on their ‘hand’ at the end of the year to see improvements in writing or changes in appearance or preferences, for example,   أَنا أحـمد – أَنا اسـمي أحـمـد؛ أنا أحـبّ الـقطّـ الـصغـيـر – أنا أحب الـقـطّة الـصّغيـرة ولا أحبّ الـبـطّـة الْكـبيـرة؛ كنت قصيرا وأصبحت طـويـلا   * creating and presenting a class Big Book and/or texts in digital form, based on familiar topics or imagined scenarios, using modelled language, for example,   هذا قط جميل اسمه مشمش؛ يلعب مِشمش بالكرة؛ رأى مشمش فأرا…   * creating bilingual greeting cards in print or digital form for family celebrations, such as Mother’s Day or other special occasions, and labelling photos in both Arabic and English for a display of a class event or experience, such as a sports day or school concert, for example, using greetings and simple expressions in Arabic and English, such asعيد سـعِيـد يا أمي في يـوم الأم، عيد أب سعيد، عيد ميلاد سعيد أمي الحبيبة، عِـيـد مـبارك يا أسـرتـي الـحـبيـبـة, and labelling events, for example,   أسبوع اللغة العربية؛ يوم أستراليا |

#### Strand: Understanding Language and Culture

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| imitate the pronunciation and intonation of spoken Arabic, and understand how sounds are produced  VC2LA2U01 | * mimicking the 28 letter sounds of the alphabet and the 3 short and long vowels, such asضاد – ضَ، صاد – صَ، قاف – قَ , and practising pronunciation with vowel marks such as كَـتَـبَ، كُـتُـبُ، بَ، بِ، بُand long vowels such as دَار، دُور، دِيـر، كِـتَـاب، كِـتَـابَـة * listening to native Arabic speakers and mimicking their pronunciation and intonation of common phrases and observing the mouth and tongue position when forming sounds such as صباح الخير and مساء الخير * focusing on the articulation of difficult sounds, such as the guttural sounds (ح، خ ع، غ،) by practising words such as حمار، خروف عصـفور، and غـراب, and putting 2 fingers on the throat to help produce the sound of letters, for example,   أ، ه، ع، ح، غ، خ   * practising minimal pairs to differentiate between similar sounds, for example,   قـلب – كلـب؛ قـرأ – قرع؛ سـأل – سعـل؛ سـوس – صـوص؛ ثـوب – شوب   * understanding and practising different intonation patterns for statements and questions, such as the rising intonation in هل تحب التفاح؟ compared to the falling intonation in أنا أحب التفاح, or the rising intonation in أين الكتاب؟ compared to the falling intonation in الكتاب على الطاولة * reciting Arabic poetry or rhymes with attention to rhythm and intonation, such as a famous children’s rhyme * listening to a sound and circling the corresponding Arabic letter in a range of games such as snap, matching cards, or sound bingo, playing with sounds such as onomatopoeia and practising Arabic tongue twisters to improve pronunciation, for example,   ثـالث – ثـلاثة – ثـلاثاء؛ رابـع – أربعة – أربـعاء؛ خـامس – خـمـسة – خـمـيـس   * developing pronunciation, phrasing and intonation skills by listening to Arabic songs or dialogues and repeating them to imitate pronunciation and intonation, such as the song أغنية الـحـروف والألـوان والأعـداد وأيّام الأسـبـوع * engaging in role-playing activities where students introduce themselves to their classmates and use correct pronunciation and intonation in various scenarios, for example,   أنا اسمـي عـلي وأنتِ مـا اسـمـكِ؟ أنا اسـمـي فـاطـمـة. |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LA2U02 | * practising blending Arabic sounds like /ك/ + /ت/ + /ب/ to form foundational words such as كتب, and then progressing to using common vocabulary and phrases such as أكتب كـتـابا, as part of their language-learning activities * identifying rhyming words or graphemes in short Arabic texts or poems to reinforce phonological awareness and poetic structure, for example,   قطّتي صغيـرة واسـمهـا نـمـيـرة  شعـرهـا طـويـل، وذيـلـهـا قـصـيـر   * exploring Arabic roots such as كتب, and delving into derivatives such as كتاب and مكتبة, to understand how compound words form and how their meanings change based on these roots, similar to combining elements in other languages * learning simple phrases and their polite forms, and phrases such as شكرا and صباح الخير, and then learning their polite forms by adding عفوا and مساء الخير once they are familiar with the basics * participating in hands-on activities where they create basic crafts that reinforce Arabic vocabulary, such as crafting paper animals such as كلب, قط and سمكة, and exploring traditional crafts such as creating a traditional costume * engaging in guessing similar-sounding Arabic words (e.g. كتاب كلب، كرة،) to reinforce sound combinations and vocabulary learning * using a variety of texts, such as stories, digital texts, songs, Arabic nasheed or passages that contain a variety of words and phrases, to highlight common sounds through alliterative sentences, and engaging in cloze exercises or collaborative tasks in pairs or small groups to construct sentences based on given prompts, fostering language comprehension and application * implementing interactive activities where they respond to specific auditory cues by performing corresponding actions, for example, jumping upon hearing the sound ه, students jump, and clapping in response to the sound ح * engaging in singing and sounding out new vocabulary introduced in the unit, such as كلب and قفز, and acting out the words they hear from sentences such as يـقفـز الـكـلـب in an expressive and intonated manner * recognising and identifying the number of syllables in a word, for example, both these words have 3 syllables:   كـتـاب (ك – تا – ب)(تـلـ – مـيـ – ذ) تـلـمـيـذ، |
| recognise and explore how the Arabic alphabet and features of language are used to construct meaning in Arabic  VC2LA2U03 | * copying and recognising the individual shapes of the 28 letters of the alphabet, identifying the 6 letters that do not connect with letters that follow them in a word (جـود، دودة، أسـد، أسـماء أ – د – ذ – ر – ز – و؛), recognising the Madd lettersا – و – ي ؛ عـاد، عـود، عـيـد) ), and recognising that Arabic words are written from right to left * identifying the different shapes of the Arabic letters to form simple words, for example,   بـ ، ـبـ ، ـب ، ب، ربـاب، أرنـب، بـطّـة، شـباب؛ جـ، ـجـ، ـج، ج، جـمـل، الـجـمـل، حـج، تـاج  د، ـد، دجـاج، الـدّجـاج؛ ـر، ربـاب، سـمـيـر؛ أَ، ـأَ، قـرأ، سـأل ، أسـد   * recognising and identifying the differences between the Arabic letters alif and hamzah, such asا، أَ، أ، سـال، سـأل، بـاب، أسـد , taa maftoohah and taa mamdoodah such as بنت، تلميذة, and alif mamdoodah and alif maqsoorah, such asسـمـا، سـهـى * recognising and writing Arabic digits from 1 to 20 through activities such as counting objects, number songs, flashcards, playdough modelling, drawing numbers and labelling pictures, for example,   ١، ٢، ٣، ٤، ٥، ٦، ٧، ٨، ٩، ١٠، ١١، ١٢، ١٣، ١٤، ١٥، ١٦، ١٧، ١٨، ١٩، ٢٠   * using singular possessive pronouns related to the self and others, for example, noticing the use of the possessive pronoun ي at the end of words for the first person andكَ، كِ for the second person, for example,   بيتي، سريري، معلمتي، اسـمـي، عـمـري، غرفتك، كتابكِ، اسـمـكَ، عـمـرُكَ   * using familiar objects to express location, with prepositions such as   الكرة في الصندوق؛ القلم على الطاولة؛ الكتب في الحقيبة   * using simple, modelled verbs to describe aspects of own daily activities, for example,   أستيقظ في الصباح، ألبس ثيابي، أتناول الفطور، أركب الباص، أدخل الصف، أكمل الواجب   * beginning to notice that nouns have definite and indefinite articles and gender, for example,   تلميذ/التلميذ؛ معلمة/المعلمة   * recognising word order in simple phrases and sentences, for example,   نام سليم؛ وقف الولد؛ أكل سامي التفاحة؛ شربت سحر العصير   * using the simple sentence structure ‘this is’ to identify people and objects, for example,   هذا كتاب؛ هذه طاولة؛ هذا أخي؛ هذه أمي |
| 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 | * exploring differences in alphabet and writing through play, digital resources and discussions, for example, the number and shape of letters, the way they are written, and the direction of writing * understanding Arabic is a grammatically gendered language through modelled sentences, for example,   هذا أخي؛ هذه أختي  فاطمة تلميذة أستراليّة نشيطة؛ علي تلميذ أستراليّ نشيط   * noticing the difference between Arabic and English word order, for example, in Arabic, the adjective follows the noun in a phrase such as   تلميذة أستراليّة نشيطة   * noticing that word order may be the same in both Arabic and English, for example, in ‘subject + verb + object’ sentences such as أنـا أحـبّ أمّـي وأبِي or possessive structures such as قـلـمـي أحـمـر * identifying similarities and differences in the use of cardinal and ordinal numbers between Arabic and English, for example,   الأول من الـشّـهـر الـخـامـس؛ أنـا تـلـمـيـذ فـي الـصّـفّ الأوّل/الـثّـانـي   * recognising that Arabic verbs are conjugated based on person, gender and number, with specific rules for different tenses, for example,   هـو يـلـعـب؛ هـي تـلـعـب؛ أنـا ألـعـب   * understanding that Arabic words are typically formed from three consonant roots, for example, the root K-T-B (كتب) relates to writing   كـتـاب، كـتـب، يـكـتـب، أكـتـب، تـكـتـب، كـتـابـة   * understanding that writing in the Arabic script follows a systematic joining of letters, where letters within a word connect seamlessly and change shape depending on their position within the word, and identifying the 6 letters that do not connect with letters that follow them in a word, for example,   ب + ن + ت = بـنـت؛ م + د + ر + س + ة = مـدرسـة؛ أ + ر + ن + ب = أرنـب   * participating in grammar activities such as the grammar picture sentences or stories activity, where they draw pictures based on Arabic descriptions, listen to and retell simple Arabic sentences or stories with a focus on grammar structures; and then participating in grammar bingo to identify and reinforce grammar concepts * adapting popular classroom games that involve rearranging words to construct sentences, such as memory (matching Arabic words with their English translations or pictures), grammar jeopardy (a quiz on different grammar rules) or grammar race (a race to identify correct grammar forms) * recognising that Arabic forms the singular and plural differently from English, and noticing that the endings of Arabic nouns change for plurals, for example, by playing a game where students respond correctly to flashcards and form groups based on singular and plural nouns * recognising the first-, second- and third-person pronouns in Arabic (أنا، أنتَ، أنتِ، هو، هي) and identifying the first-person possessive pronouns such as اسمي، عمّي، أخي، أختي، قلمي، مدرستي, and second-person possessive pronouns such as قلمك، كتابك، كيف حالك؟ ما اسمك؟ * understanding the Arabic definite article ال through interactive activities such as matching games with sun (الشّمسيّة) and moon (القمريّة) letters, where they pair nouns such as الشمس and القمر, or circle games involving gestures, for example, clapping for sun letters and snapping for moon letters |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how Arabic-speaking communities are similar to or different from others  VC2LA2U05 | * creating simple timelines using the given information of an Australian Arabic-speaking community, such as dates of immigration, important milestones (e.g. opening an Arabic school) and their legacy (e.g. businesses, cultural centres, cuisine) * identifying themselves as belonging to different groups such as family, community, class or peer groups  (e.g.أنا أسترالية ولبنانية؛ أنا صبي/فتاة؛ أنا في فصل ب ), and representing these relationships by drawing pictures, adding captions to photos, or creating digital texts * exploring the meaning of culture, and how it involves a range of elements unique to each person such as dress, food, manners, where they live, how they celebrate, and the language(s) they speak, for example,   ذكر الاله قبل الأكل؛ شكر الإله بعد الأكل؛ زيارة الأهل والأقارب خلال الأعياد   * creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, representing their personal experiences of language and culture by adding colours, shapes and words within and around the outline * using culturally appropriate manners, greetings and forms of address in the classroom and community, for example,   مرحبا / أهلا وسهلا / السلام عليكم وعليكم السلام  عمّ / سيّد / أستاذ عادل  عمّة / سيّدة / أستاذة ليلى   * noticing when Arabic or English is being spoken in the classroom, and comparing some familiar words, greetings or expressions, for example,   مرحبا، الـسّـلام عـلـيـكـم، كيف حالكم اليوم؟ نحن بخير / بخير الحمد لله.   * noticing that the Arabic language spoken at home, with relatives, or in the local community may sound different from the Modern Standard Arabic learned in the classroom, for example,   أزيك؟ / شلونك؟ / كيفك؟ / ازّيّكم؟ / كيفكم؟ / شلونكـم؟ بخير/ كـويـسـين. قديش عمرك؟  هون/ هنا؛ نحن – نحنا / إحنا   * making connections with the Arabic origins of words and phrases used in everyday life in Australia, for example, identifying food names such as   تبّولة، فلافل، بابا غنّوج، حمص   * comparing aspects of their own lifestyles, such as interactions with family and friends, special celebrations, daily practices, main meal of the day and associated language, with children living in other countries, including Arabic-speaking countries, for example,   في البحرين أتناول وجبة الغداء الأساسية بعد صلاة الظهر؛ في أستراليا أتناول وجبة الغداء الأساسية بعد المدرسة  بالهناء والشفاء / صحتين   * participating in cultural experiences and celebrations, such as a cooking demonstration, dressing in traditional clothes or learning a new dance, and using some associated language and gestures, for example,   تسلم ايديكم؛ يعطيكم العافية؛ شكراً |
| identify where Arabic is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LA2U06 | * researching symbols and colours used by Aboriginal and Torres Strait Islander Peoples and Arabic-speaking communities, for example, identifying the colours on a range of flags from different countries and communities in Arabic and discussing what the colours represent in English * recognising similarities and differences between naming systems across languages represented in the classroom, and noticing that Arabic-speaking students may have names derived from other cultures and languages and vice versa, such as   سـارة، ماريا، إبراهيم، جوليا، إسحاق، يعقوب، بوسي، نوح   * recognising that Arabic and its dialects are spoken globally, including in Australia, and cultural beliefs and practices may vary depending on location * learning Arabic names of foods commonly found in Australia from different restaurants, cafes or delicatessens, such as hummus, falafel, tabouli and baklava * locating Arabic-speaking countries and regions on a world map, understanding that Arabic is spoken in Australia and around the world, noticing how local names of streets, places and landmarks can have their origins in the language(s) of Aboriginal and Torres Strait Islander Peoples * demonstrating differences in gestures and body language between Arabic and other cultural backgrounds, while acknowledging and celebrating Australia’s linguistic and cultural diversity, for example, exploring global Eid or Christmas traditions, and participating in cultural days, including Arabic-themed events, to deepen understanding of cultural diversity * recognising that languages and communities have varying protocols for terms of respect, for example, addressing Aboriginal and Torres Strait Islander Peoples with familial terms such as ‘Uncle’ or ‘Aunty’ based on the relationship, and comparing these with similar terms in Arabic and/or other languages * sharing their own backgrounds and the languages spoken at home by creating a chart that lists frequently used phrases (e.g. for ‘hello’, ‘excuse me’, ‘thank you’), or their favourite traditional or festive foods, and comparing these to the Arabic language and cultures * interacting with a guest speaker from the local Arabic-speaking community to discover how Arabic is used and valued in different places in Australia and around the world |

## Levels 3 and 4

### Band description

In Levels 3 and 4, Arabic language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use Arabic to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. Background language learners may also bring their experience of interacting in Arabic with their family and/or their local community to the classroom.

Students use local and digital resources to explore Arabic-speaking communities in Australia and diverse locations across the world. They receive support through modelling, scaffolding and repetition, as well as the use of targeted resources. They access authentic and purpose-developed Arabic language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. Background language learners may share authentic resources and bring knowledge of words and expressions to the classroom.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of Arabic. Students use simple metalanguage to discuss similarities and differences in Arabic, English and/or other languages. They recognise the interconnected nature of language, culture and identity.

### Achievement standard

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.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Arabic

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LA4C01 | * selecting and using formal or informal greetings, for real or simulated situations, depending on the time of day, context and relationship to the other person, for example,   مرحبا خالتي ليلى؛ صباح الخير أستاذ عادل؛ مساء الخير يا أسرتي؛ كيف حالك يا صديقي؟؛ تصبحون على خير؛ السلام عليكم يا تلاميذي   * using appropriate body language, gestures and non-verbal communication in response to others, for example,   الإيماء بالرأس للموافقة؛ رفع اليد للسلام؛ حركات الأصابع واليد لإظهار النفي أو التوقف؛ السلام باليد؛ التعانق بين الأصدقاء   * giving and following a range of classroom instructions and guidance, for example,   توقفوا عن الكلام؛ اسمعوا؛ افتحوا الكتاب على الصفحة...؛ أغلقوا الكتاب؛ انظروا إلى اللوح   * attracting attention and requesting help or favours in classroom situations, for example,   لديّ فكرة رائعة! ماذا لو؛ هل ممكن ان تساعدني في...؛ امـسح الـلّـوح؛ رتّـبوا الكـتـب مـعـي   * asking and responding to questions about information relating to themselves and their peers, friends, family members and personal items, for example,   **كم عمرك؟ عمري ثماني سنوات. ما هي هوايتك؟ هوايتي المفضلة كرة القدم. كم عدد إخوتك؟**؛ **من هي صديقتك المفضلة؟**؛ **من أين أنت؟ أنا من العراق. تشرفت بك؛ مع السلامة؛ إلى اللقاء**   * sharing information about daily routines and favourite activities at home and school, for example,   أستيقظ باكرا وأنظف أسناني؛ ألعب بالكرة؛ لديّ ألعاب كثيرة؛ أشاهد الأفلام؛ أذهب إلى المدرسة بالحافلة   * practising how to initiate conversations, using modelled words, phrases, spontaneous interjections and exclamations, to react and show interest, for example,   حقًّا، حسنًا، ممتاز؛ إنها فكرة جميلة،؛ ما أجمل اليوم!؛ كم هي جميلة هذه الحصة!   * exchanging simple correspondence, such as print or digital messages, notes, invitations or special occasion cards, using modelled language, for example,   أنت مدعو لحفل عيد ميلادي؛ عيد ميلاد سعيد ليلى؛ يوم جميل ونهار سعيد |
| participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structures  VC2LA4C02 | * participating with peers in simple action songs, raps and games that include alternating repetitive phrases in Arabic and English, such as حجـر ورقة مـقَص, or practising counting through a clapping game * praising and encouraging peers, using formulaic phrases with gestures to offer suggestions and advice, for example,   عمل رائع؛ لا تستسلم؛ أدائك ممتاز؛ أحـسـنـت؛ مـا شـاء الله!؛ يـا سـلام، مـا هـذا الـعـمـل!؛ جـمـيـل جـدًا.   * planning and performing items for an audience, such as language or cultural demonstrations, role-plays or dances at a school assembly, for another class or for parents, and negotiating and delegating roles and responsibilities, for example,   أنا سأكتب وأنت تتحدث؛ أنا سأكون القط وأنت ستكون الفأر؛ أنا سأكون الحكم؛ أنا أغني عن اللغة العربية وأنت تقرأ الحوار في الحفل   * working in pairs to assist the teacher with classroom tasks and responsibilities, such as roll call, distributing or collecting work, demonstrating tasks or giving instructions using imperatives, for example,   عادل وزّع الكتب من فضلك؛ تفضّل هذا كتابك؛ اجمع الكتب؛ ضعها على الرف واجلس في مكانك   * collaborating with peers to plan for and complete tasks, such as designing a poster or invitation for a significant event such as Book Week or a class party, and deciding what items to wear or bring, for example,   أنا سأحضر العصير، وأنا سأحضر الفاكهة، ماذا ستحضر معك يا عادل؟؛ سـامـي سـيـكـتـب الـدّعـوة؛ مـاذا سـنـلـبـس في يـوم الـرّيـاضـة؟   * participating in scripted role-plays, such as buying goods from a shop, self-introductions or ordering food, using props to engage in conversation, for example,   هل عندك حليب؟؛ ماذا نشتري من الفاكهة؟؛ كم نشتري من الجزر والتفاح؟   * viewing and listening to examples of interactions, such as videos or dialogues, and practising familiar phrases and modelled structures in real-life conversations * practising familiar phrases and modelled structures to express their interests in events such as a sports day, Arabic Week or other school activities, for example,   أنا أحب اللغة العربية كثيرًا؛ لغتي المفضلة هي اللغة العربية؛ أنا ألعب مع فريق المدرسة؛ فريقي المفضل هو فريق كرة السلة |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LA4C03 | * viewing and responding to a story, song, cartoon, comic or simple narrative by retelling it, re-enacting the main events, or taking on the role of a character, using props, movement and dance * interviewing peers, using modelled questions regarding their routines, likes, interests or pets, and presenting the results in charts, Venn diagrams, graphs, graphic representations or reports, for example,   هـل تـحـبّ الـكـيـوي أم الـتّـفّـاح؟؛ مـا هـي فـاكـهـتـك الـمـفـضّـلـة؟؛ تـحـبّ لـيـلـى الـخـوخ ويـحـبّ فـادي الـتّـفّـاح؛ يـحـبّ ١٠ تـلامـيـذ الـتّـفّـاح ويـحـبّ ١٥ تلـمـيـذًا الـخـوخ   * reading, viewing and interpreting profiles and stories in print and digital form about people, animals and imagined characters, and creating a display or poster with character names, short descriptions and pictures, for example,   هـذا حيوان الكنغر، يقفـز سـريـعـا، لـونـه رمـاديّ أو بـنّـيّ ويـعـيـش فـي أسـتـرالـيا  **جحا؛ حمار جحا؛ أمير بغداد؛ حارس الأمير؛ جحا يصطاد السّمك**   * learning that Aboriginal and Torres Strait Islander languages change according to connections and relationships between people, and giving examples of how this occurs in Arabic, for example, using different expressions to show respect to elders and authority figures, such as حضرتكَ for formal situations, حضرتكِ for addressing women formally, and عمتي or خالتي for addressing older female relatives * identifying and recording keywords obtained from short spoken, written or visual texts with some unfamiliar language, such as keywords for some items on a shopping list, ingredients for a recipe, a recorded phone message, or comics and graphic novels, for example,   رقم الجوال هو...؛ اسم العميل...؛ غاب الطالب يوم...؛ الجوال على الطاولة تحت الكتاب؛ الجوال حديث والتلفون قديم   * sequencing written, spoken or visual information in logical order, such as placing pictures in a sequence of events, numbering jumbled sentences or filling gaps in sentences, for example,   استيقظ عادل مبكرا، تناول فطوره وذهب إلى المدرسة. بعد الظهر، عاد عادل إلى البيت، درس دروسه وساعد أمه ولعب قليلا. في المساء، تناول العشاء ونظّف أسنانه ثم ذهب إلى السرير لينام.   * listening to or viewing short texts such as weather reports or event timetables, deciding what day to invite a friend to go to the park or attend the event, and writing a short invitation message, for example,   يوم السبت سيكون مشمسًا، لماذا لا نذهب لزيارة حديقة الحيوانات؟؛ الطقس رائع يوم الأحد، فلنذهب للعب كرة القدم |
| develop strategies to comprehend and produce Arabic, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LA4C04 | * identifying some words that change meaning according to the context and Arabic-speaking region, for example,   لبن/حليب، شعر/شعْر، جد/جِدّ، طماطم/بندورة، بطاطس/بطاطا   * interpreting signs or phrases in familiar contexts, such as street signs, addresses and food labels, noting that some signs and symbols may be universal, such as striped pedestrian crossings, ‘Do not enter’ signs, or symbols for danger, for example,   ممرّ المشاة، قف، تحرك، تمهّل، محظور، ممنوع التصوير   * translating short, simple texts from Arabic into English and vice versa, using cues such as layout, headings and familiar vocabulary to interpret meaning * producing a bilingual wordlist or digital picture dictionary by identifying known Arabic words or expressions and relating them to English equivalents and vice versa, recognising that direct translation is not always possible, for example,   نوّرت البيت؛ ما شاء الله؛ صحتين؛ العقل السليم في الجسم السليم؛ الصديق وقت الضيق   * selecting vocabulary from print dictionaries or online translation apps that best conveys the intended meaning when describing and talking about familiar topics such as   طويل، قصير، صغير، كبير، جميل، قبيح، واسع، ضيق   * creating resources (e.g. grammar-pattern charts, digital picture dictionary, vocabulary mind map with connected words, board game to practise language) for themselves and the class to reinforce learning and exposure to language concepts, for example,   أكل/يأكل/كل، شربت/تشرب/اشربي، لعب/يلعب/العب  هو، هي، هما، هـم؛ هذا، هذه، هذان، هاتان   * comparing Arabic expressions used in everyday interactions, such as greetings with equivalent English expressions, and identifying similarities and differences, as well as words and expressions that do not translate easily, for example,   مرحبا، صباح الخير، صباح النور، كيف حالك؟ الحمد لله، نشكر الرب، أنا بخير |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple phrases and sentences, modelled textual conventions, and the Arabic alphabet  VC2LA4C05 | * writing full sentences with modelled letter and word positions (initial, medial and final), for example,   **ذهب عادل إلى المدرسة؛ ليلى تشرب العصير**   * presenting spoken and written information about interests and activities relating to themselves and their peers, describing actions, responses and feelings, for example,   ألعب كرة القدم بمهارة؛ أدرس مع صديقي عادل؛ أحب ممارسة الجري مع ليلى وعادل؛ عندما أمارس الرياضة أشعر بالفرح/بالحزن/بالملل/بالنشاط/بالسعادة   * creating a class world map and languages profile that identifies Arabic-speaking countries and communities, and all languages represented in the classroom, for example,   عادل من مصر ويتكلم اللغة العربية، سارة من لبنان وتـتـكلّـم العربية أيضًا، فاطمة من باكستان وهي تتكلم اللغة الأردية، ونحن من أستراليا ونـتـكـلّـم اللغة الإنجليزية   * creating simple descriptions using formulaic phrases or greetings from Arabic, English and Aboriginal languages, for example, مـرحـبًـا –Hello/Welcome – Wominjeka (Kulin); صباح الخير – Good morning – Bunjil (Kulin) * creating a class book or visual/digital display relating to a school event or excursion such as going to a zoo or museum, for example,   رحلة إلى حديقة الحيوانات، شاهدنا القرد وهو نائم، وشاهدنا الأسد يأكل اللحم   * creating print or digital texts to introduce family members and friends, and describing relationships and personal information relating to their cultural backgrounds and experiences, using simple descriptive language and supporting resources, for example,   هذا أخي سمير وعمره ٢٥ سنة، متزوج وله طفل واحد. هذه أختي ليلى تدرس في الجامعة. أما تلك الصورة، فهي لخالتي نورة، التي وصلت من لبنان الأسبوع الماضي لزيارة أمي.   * role-playing scenes and characters in well-known imaginative texts, using movement and actions to reinforce meaning, and experimenting with voice and gestures to animate characters (e.g. Juha, Aladdin and Sinbad), for example,   المارد: شبيك لبيك  علاء الدين: من أنت؟  المارد: اطلب و تمنى، لديك ٣ أمنيات!   * presenting factual information about events, places and topics of possible interest to children of their own age in Arabic-speaking countries, for example, in the form of menus, recipes, invitations, instructions, artefacts, brochures or maps * modifying texts with their own creative input, for example, substituting words or characters with an animal or Arabic food in a well-known song, procedure or story, such asاليرقة الجائعة جدا باللّغة العربية |

#### Strand: Understanding Language and Culture

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LA4U01 | * understanding that Modern Standard Arabic has 28 consonant phonemes and 6 vowel phonemes, for example,   ا، ب، ت، … هـ، و، ي، ء؛ بَـ، بُ، بِـ، بَـا، بُـو، بِـي   * discriminating between the long and short sounds when forming words, for example,   كَتَبَ / كِتاب / كِـتَـابَـة / كُـتُـبٌ / كَـاتِـب؛ سعة / ساعة؛ فَرَشَ / فراشة   * noticing that vocalisation such as ، ــْ ــَ ، ــُ ، ــِ may change the meaning of a word depending on where it is placed, for example,   كَتَب/كُتُب؛ شَعَرَ/شِعْر/شَعْر   * developing pronunciation when speaking and reading texts aloud, applying appropriate pauses, for example,   أذهب إلى المدرسة في الصباح، وأعود في المساء. في يوم من الأيام، خرجت الشمس من خلف السحاب وقالت: أنا الشمس الجميلة.   * noticing how differences in intonation and tone are used to adjust meaning in spoken texts, and how the purpose of the interaction, such as to instruct or invite, changes the emphasis on words and expressions being used, for example,   كلْ طعامك يا عادل؛ هذا صوص صغير؛ هذا عصير بارد؛ جاء خبر سار و امتلأ الصّفّ بالفرح   * distinguishing between statements and questions, using intonation and tone, for example,   هل عـيـد مـيـلادك الـيوم؟ – عيد ميلادك اليوم.  هـل لـديـكَ قـلـم أحـمـر؟ – لديك قلم أحمر.   * understanding that colloquial Arabic and Arabic dialects may sound different from the spoken Modern Standard Arabic used in the classroom, for example,   بحب آكل التّفاح/الطماطم بالعامية، أحب أن آكل التّفاح/الطماطم بالفصحى  بقول / بيقول / بيجول بالعامية، يقول بالفصحى  إيش؟/علاش؟/ليه؟/اش معنى؟ بالعامية واللهجات؛ لماذا؟ بالفصحى  ماكو شكو؟ / شلونك؟ / زيك؟ / كيفك؟ بالعامية واللهجات؛ كيف حالك؟ بالفصحى.   * using prior knowledge of familiar sounds and contexts to predict the spelling of new words, for example, predicting how to spell شادي هادي، وادي، having learned how to spell فادي |
| recognise and use the Arabic alphabet, as well as modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LA4U02 | * recognising that letters change shape depending on their place in the word, for example,   حـرف الكاف: كـتـب – مكتب – سمك  حـرف العين: عين – شعر – لمع   * recognising letter position in words, such as the beginning, middle and end, for example,   سـ ، ـسـ، ـس، س أو عـ، ـعـ، ـع، ع   * experimenting with Arabic words and vowels to construct and deconstruct syllable blocks, for example,   مَـكْـ/تَـب؛ غُـرْ/فَـة؛ مَـدْ/رَ/سَـة؛ شَـ/جَـ/رَة؛ كُـرْ/سِـيّ   * applying basic punctuation marks, including question marks, commas and full stops, for example,   كيف حالك؟ أنا بـخير، والحمد لله.  قال عادل: ما أجمل اللغة العربية! أنا أحب اللغة العربية.   * counting and writing Arabic numerals from 1 to 100, and telling simple time to the hour, for example,   الساعة الواحدة صباحا؛ الساعة الواحدة مساءً،؛ الساعة الواحدة والنصف   * using ‘subject + verb + object’ word order in simple sentences relating to home and school environments, recognising the use of the definite article and its impact on the meaning of the sentence, for example,   اشترى عادل كتابا واشترت ليلى الكتاب الورقي والقلم الأحمر والدفتر الذهبي؛ ليلى نظّفت غرفة واسعة وشاهدت فيلما؛ ليلى نظّفت الغرفة الواسعة وشاهدت الفيلم   * understanding and applying singular nouns and regular plural noun endings in masculine and feminine forms, for example,   جمع مذَكر: معلِّم / معلِّمون / معلِّمين  جمع مؤنث: معلِّمة / معلِّمات  جمع تكسير: طالب / طلاب؛ تلميذ / تلاميذ،؛ مدرسة / مدارس   * using singular, second-person and plural possessive pronouns to describe a relationship or ownership, for example,   هذا كتابك يا عادل؛ هذه حقيبتك يا ليلى؛ أين كتبكم يا تلاميذ؟؛ ضعوا أقلامكم على الطاولة؛ هذا الكتاب له وهذا القلم لها   * using adjectives in singular and plural forms to describe appearance, feelings and personalities, for example,   الفيلة كبيرة الحجم؛ هي معلِّمة نشيطة؛ أبي طويل القامة،؛ التلاميذ سعداء بمعلِّمهم الجديد؛ الطفلة صغيرة ومرحة؛ ليلى ودودة وصبورة   * using simple modelled past tense verbs to talk about past events or activities, for example,   حضرت عيد ميلاد صديقي عادل بالأمس؛ ذهبت إلى حديقة الحيوانات مع المدرسة؛ استيقظت باكرا اليوم   * beginning to use simple conjunctions, for example,   أم: هل تحبّ الكلب أم القطة؟ أحـبّ الـكـلـب والـقـطّـة.   * expressing negation in simple sentences, for example,   **لا أحبّ مادّةَ العلوم؛ لا أحبّ الإستيقاظ باكرًا**   * using some adverbs of place and time to provide more information, for example,   شاهدت الـمـباراة اليوم في الملعب؛ استيقظت باكرا ولكن وصلت إلى المدرسة متأخرا؛ وضعت الكتاب فوق الدفتر   * using simple prepositions to show direction, time and location, for example,   الكتاب على الطاولة؛ القلم تحت الـمكتب؛ الدفتر في الحقيبة؛ أنام في الساعة الثامنة؛ أذهب إلى الـمـدرسة بالحافلة   * understanding and using simple question words in interactions, for example,   هل ذهب إلى الحديقة البارحة؟**؛** من أين أنت؟**؛** لماذا تأخرت؟**؛** كيف حالك؟**؛** ماذا أكلت اليوم؟ |
| recognise and compare familiar Arabic language structures and features with those of English and/or other languages, using simple metalanguage  VC2LA4U03 | * recognising that some Arabic consonants do not exist in English and vice versa, and why some Arabic speakers may find it difficult to pronounce the ‘v’ sound and use ‘f’ instead, such as ‘Victoria’ (فـيـكـتـوريا) and   ***خ****: خروف؛* ***ض****: ضـفـدع؛* ***ق****: قـرد؛* ***ح****: حـصـان؛* ***ع****: عـنـكَـبـوت؛* ***ص****: صـوص؛* ***ط****: طـائـر؛* ***ظ****: ظـبـي*   * identifying some differences in sentence construction and syntax between Arabic and English, such as nominal sentences (e.g. The cat is black – القطّ أسود; the red apple – التفاحة الحمراء) and verbal sentences (e.g. She eats an apple – هي تأكل تفاحة; He eats a red apple –  هو يأكل تفاحة حمراء) * comparing similar texts, such as a children’s story in Arabic and English, and noticing how they are the same or different, such as the themes, writing, front cover, text direction and page order * identifying similarities and differences between Arabic and English pronunciation, and adapting spelling strategies they have learned from one language to the other * finding examples of Arabic words used in English (e.g. falafel, hummus, kebab, candy, sofa) and vice versa (e.g. موبايل تليفزيون، كمبيوتر، تليفون), discussing why these words may be used * recognising some differences, such as shape, letter direction and punctuation, between handwritten and typed Arabic and English fonts * comparing the use of formal and informal language in Arabic- and English-speaking contexts such as greetings, titles and etiquette, for example, Mr and Mrs/Ms – يـا عـم؛ يـا عـمّـة؛ حضرتك؛ أسـتـاذ/أستاذة؛ حضرة السّيّـد/السّيـدة |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| identify connections between personal identity, language and aspects of culture  VC2LA4U04 | * exploring the meaning of culture and identity, using a diagram to show the visible elements such as ways of celebrating, dress, traditions, symbols, manners, routines and behaviours, and the less-visible elements such as preferences and values * reflecting on how they communicate with family and friends compared with unfamiliar people in the community, noticing differences in word choice, language use and communicative behaviour, for example,   عـم عـادل؛ سـيّـد عـادل؛ أسـتاذ عـادل؛ مـعـلّـم عـادل؛ خـال عـادل  عـمَّـة لـيـلـى؛ خـالـة لـيـلـى؛ سـيّـدَة لـيـلى؛ أسـتـاذة لـيـلـى؛ مـعـلّـمـة لـيـلى   * understanding that Arabic as a language has a standard form called الـلّـغـة الـعـربـيّـة الـفـصـحَى, which is mainly used in writing, and can be used as a common language to interact with others across different communities and cultures * understanding how cultural expressions in Aboriginal and Torres Strait Islander communities reflect their identities, such as Zenadth Kes, Koori, Koorie, Noongar and Nunga, and comparing these with terms used in Arabic-speaking communities to identify cultural groups, such as Maghrebis, Shamiyin and Bedouin, to understand cultural similarities and differences * examining aspects of Arabic culture(s) in familiar contexts, for example, identifying language use and behaviours at different celebrations and occasions such as   كل عام وأنتم بخير؛ عيد مبارك؛ عيد فصح مجيد؛ رمضان مبارك؛ عيد ميلاد سعيد   * reflecting on and explaining to others the significance of some common Arabic cultural practices and expressions, such as offering visitors food and drink, and serving sweets during special occasions, or coffee in times of mourning * researching food culture, etiquette and customs in different Arabic-speaking countries and regional foods available in the local community, for example, دولما، ورق عـنـب from Levant and Iraq, كسكس from North Africa, and فلافـل وفـول from the Middle East, and dining etiquette such as eating using the right hand or with spoons or bread * comparing the importance of music and traditional dance as expressions of cultural identity and emotions in different Arabic-speaking communities, for example,   الدبكة اللبنانية والفلسطينية؛ الجوبيّة العراقية؛ الرقص الشعبي؛ الرقص الفلكلوري |

## Levels 5 and 6

### Band description

In Levels 5 and 6, Arabic language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in Arabic to exchange information and ideas within their interests, school and local environment, and engage with Arabic-speaking communities in person or in secure, teacher-moderated online environments. Background language learners and second or additional language learners may also work independently and/or in groups to collaborate and share learning, with support. Students continue to receive ongoing support from modelling and from digital and print resources.

Students engage with a range of spoken, written, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. Background language learners may share authentic resources from their local community with their peers.

Students recognise how vowel marks affect pronunciation and meaning. They identify language structures and features of Arabic, and use familiar metalanguage to reflect on their understanding. They recognise that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

### Achievement standard

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.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Arabic

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LA6C01 | * using appropriate greetings and forms of address, such as سيّد ماجد، أستاذ هاني، خالتي رانيا، حضرتك، عمّ كريم، خالة سامية سيّدة عبير،, when interacting with different people, for example, with adults, close relatives and strangers * exchanging information about everyday experiences and routines, for example,   ماذا تفعل بعد المدرسة؟؛ متى تأكل طعام العشاء؟؛ أين تلعب/تمارس الرياضة؟  بعد المدرسة ألعب كرة القدم، في الساعة الثامنة أذهب إلى النوم، وأنت متى تنام؟ أقرأ قصة قبل النوم، وأنتِ هل تقرئين قبل النوم؟   * talking about friends and family members, including physical appearance, personal characteristics and qualities, for example,   أمي امرأة طويلة ورشيقة وتحافظ على صحتها  أبي شخص منتظم في عمله ومسؤول في بيته  صديقي سامي مهذب ولكنّه لا يهتم بدراسته ولا بصحته  أصدقائي جميعهم لطفاء ولكنهم لا يأخذون المدرسة بجديّة   * sharing feelings and opinions about leisure and study activities, using different modes of communication such as secure, teacher-moderated online forums, and giving reasons for the choices made, for example,   يوم السبت ألعب التنس مع أبي؛ في العطلة الأسبوعية أذهب مع عائلتي إلى المطعم؛ أحضر حصة الموسيقى يوم الجمعة؛ أشعر بالسعادة في حصة الرسم؛ أحب العزف على البيانو كثيرا؛ أتعلم اللغة العربية يوم السبت صباحا؛ أحب الجري لأنه مفيد للجسم  كان الفيلم مملا في السينما؛ ذهبت مع عائلتي إلى وسط المدينة؛ كانت الرحلة إلى حديقة الحيوان ممتعة   * asking for and providing clarification, for example,   لم أفهم الدرس، هل ممكن إعادة الشرح؟؛ من فضلك، ماذا تقصد؟   * giving advice and sharing ideas with others, such asأقترح أن تستخدم اللون الأسود؛ من الأفضل أن تسأل المعلم؛ راجع قراءة الدرس؛  راجع كتابة الكلمة, when participating in online exchanges about language development and learning strategies, for example,   قـصّـة جـمـيـلـة واسـم مـنـاسـب؛ بـطل القـصّة مـشـهـور؛ أحـبّ الـرّسـم والـتّـلوين؛ أحـبّ الـرّيـاضـة وريـاضـتـي الـمـفـضّـلـة كـرة الـقـدم |
| participate in activities that involve discussion and planning with others, using language that expresses information, preferences and ideas  VC2LA6C02 | * making collaborative decisions and arrangements, using expressions for numbers, and ordering and organising ideas, for example,   نختار فريقين؛ نختار الأدوار؛ أنت الحارس، من سيكون الحكم؟؛ واحد – اثنان – ثلاثة؛ ابدأ؛ أولاً – ثانيا – ثالثا؛ أخيرا   * engaging in transactions by asking for items such as goods and services, and providing information such as giving prices, for example,   ما سعر...؟؛ بكم هذه…؟؛ هل هذا هو السعر الأخير؟  هذا القلم بدولار؛ سعر التفاح دولاران  هل ممكن أن تساعدني؟ أنا أبحث عن حذاء أسود مقاس ٨ من فضلك.   * contributing ideas to develop class rules and guidelines to foster a bilingual, multicultural classroom environment, for example,   احترم الجميع؛ حاولوا التّـكـلّم باللغة العربية؛ تحدّث بوضوح؛ اسمـعوا جـيّـدا؛ اقرؤوا الـدّرس؛ ساعدوا بعضكم؛ الـنّـظافـة مـن الإيمان   * making suggestions and choices in the allocation of roles and explaining the reasons for such choices, for example,   ما رأيك لو...؟؛ أنا سأكون الطبيب وأنت ستصبح المريض؛ من الأفضل أن أكون أنا حارس المرمى؛ أنا سأكون حارس المرمى لأنني طويل   * creating displays, presentations or performances for family, friends or the school community to showcase their progress in learning Arabic, for example,   مسرحيّة؛ أغنية؛ إلقاء الشّعر في السّوق |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LA6C03 | * identifying and annotating information in texts such as advertisements, conversations, brochures and announcements, and sharing the information with others in a different format, for example, presenting a chart of their favourite television programs or computer games such as   رأيت إعلانا في موقع إلكتروني عن…؛ شاهدت إعلانا في الجريدة عن...؛ سمعت في الراديو عن ...   * reading texts and extracting key points relating to a range of topics such as social activities for school-aged people in the local community, and discussing information with peers, for example,   سأشارك معك صورة في الجوال للعبة جديدة، وقائمة بالأفلام التي شاهدتها الشهر الماضي؛ الشباب يحبون لعب كرة القدم والسباحة؛ الشابات يحببن الرسم وممارسة الرياضة؛ في الصيف يفضل المراهقون الذهاب إلى الشاطئ وممارسة النشاطات البحرية   * listening to, reading and viewing a variety of texts to collect and organise information about an Arabic cultural event or celebration in a digital display for the class or school community, for example,   الأعياد الدينية؛ الأعياد الوطنية؛ أفلام عن الأعياد الدينية والوطنية   * listening to or viewing stories by Aboriginal and Torres Strait Islander authors in English (e.g. ‘The seven sisters’, ‘The rainbow serpent’), and responding to them in Arabic with appropriate vocabulary, formulaic expressions and modelled sentences, such as summarising the story or discussing its themes * listening to and/or viewing different types of imaginative texts such as puppet shows, stories and films, and then interviewing their classmates about the characters, events, sets and costumes, using modelled language to express ideas and reactions, for example,   هل أحببت هذه القصة؟ نعم، إنها قصة جميلة.  قصة علاء الدين خرافية؛ هذه القصة طويلة؛ أحب هذه القصة  قصة مصباح علاء الدين غير واقعية ولكنها مثيرة؛ قصة الحمامة والنملة جميلة  سندباد شجاع وعلاء الدين ذكي؛ لون السمكة الصغيرة أحمر ولون الكبيرة أصفر؛ هذه الشخصية مضحكة   * discussing key messages in texts, such as the moral of a fable, an idea or value in a song, or the qualities or behaviour of a character, for example,   ما مغزى هذه القصة؟؛ ماذا نتعلم من هذه الأغنية؟   * obtaining and using information from print, digital and multimodal texts for a procedural task such as a simple science experiment, recipe or dance, for example,   أولًا، اغسلـوا البقـدونس جيدًا، ثانيًا، ضعـوا البـرغل في ماء دافئ حتى يلين، ثم اخـلـطـوا جـميـع الـمـكـوّنَات   * reading and following a set of directions to find clues around the school or using a map of the local area to locate a final destination, for example,   تـقـدّمـوا إلـى الأمام؛ تـحـرّكـوا إلـى الـيـسـار؛ امـشـوا فـي الاتّـجـاه الـمـعـاكـس   * listening to, reading and viewing different types of texts about a common topic and comparing features and language, for example, examining a television commercial and online print advertisement for a new game or application, analysing images and text, comparing style and tone, and highlighting how the different features of each text combine to make similar meanings |
| apply strategies to interpret and convey meaning and/or intercultural understanding in Arabic in familiar non-verbal, spoken and written contexts  VC2LA6C04 | * interpreting Arabic expressions in familiar texts such as greeting cards, menus and stories, and considering how these expressions reflect aspects of Arabic language and culture * creating Arabic versions of school signs, notices and class rules, considering why some words and expressions such as ‘oval’, ‘office’, ‘canteen’, ‘out of bounds’ and ‘no hat, no play’ require flexibility in translation, for example,   الـمـلـعـب؛ مـكـتـب الإدارة؛ الـمـقـصـف (دكان/كـافـيـتـيـريـا الـمـدرسـة)؛ مـمـنـوع الـلّـعـب فـي هـذه الـمـنـطـقـة؛ الـلّـعـب بـدون قـبّـعـة غـيـر مـسـمـوح   * creating a word bank or vocabulary list with Arabic words, making connections between the degree of formality of a situation and the form of Arabic that must be used * discussing why different forms of Arabic are used depending on the context of communication, such as the use of Modern Standard Arabic when communicating with people with different dialects or with the teacher in the classroom, compared with the use of Arabic dialects at home, in the community, overseas or with friends, for example,   بصّ / شوف / اطّلّع (انـظـر إلـيّ)  استنّى/ لحظة/ وئّف (انتظر)   * reflecting on instances when moving between Arabic- and English-speaking contexts has felt easy, awkward or challenging, and explaining why this might be the case, for example, translating what the teacher is saying for relatives, or helping a community member who cannot speak English reach a destination * recognising that many words in Arabic are borrowed from Indigenous languages of the Arabic-speaking world, such as from Aramaic صفر (zero) and مملكة (kingdom), Phoenician تنين (dragon) and Berber تجمّع (gathering), as well as regional languages, such as from Persian بازار (market), Turkish بقلاوة (baklava) and Kurdish شاي (tea) * exploring words or expressions commonly used in informal interactions in the Australian context such as ‘mate’ and ‘no worries’, and interpreting or explaining them for young Arabic speakers * learning the responsible use of bilingual dictionaries and electronic/online translation tools, recognising their limitations and translation issues, such as translating public signs, advertisements or food packaging from Arabic into English and vice versa (e.g. ‘Please recycle,’ ‘Do not walk on the grass,’ ‘Buy one, get one free’), for example,   الـكـلاب ممنوعة؛ ممنوع الوقوف؛ المشي على العشب ممنوع؛ يرجى إعادة التّدوير   * exploring the meaning of the names of famous people and places and reflecting on their origin and naming conventions, for example,   ما معنى؟  ما أَصل هـذه الكلمة؟  ما معنى اسم سمر/ سعيد/ مريم؟  هل تعرف معنى اسمك؟  العراق؛ قطَر؛ لبنان؛ مصر؛ المغرب؛ البحرين   * recognising changes when interacting in an English- or Arabic-speaking context, for example, using different forms of address, expressions or different ways of showing politeness, and discussing why these adjustments are appropriate |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LA6C05 | * identifying and discussing conventions of different text types, and then presenting information or ideas in multimodal texts for a particular audience (e.g. interactive display in the school about the importance and benefits of learning Arabic, or a newsletter about a sports carnival or school event), using modelled language * conveying information relating to significant people, places or events in Arabic-speaking communities, such as a poster for an occasion, a profile of a famous Arabic-speaking actor or a digital guide to a place of interest * preparing and presenting simple spoken or written presentations about aspects of their personal worlds such as a milestones, personal achievements or family celebrations, for example,   أنا سامي، أبي من لبنان وأمّي من العراق، أنا ولدت هنا في أستراليا في شهر نيسان، عمري الآن ١١ عاما، أحبّ السّفر ولعب كرة القدم.  عندما كنت في الصّفّ الأوَل كنت قصيرًا، لكنّي طويل الآن وتغيّر شكلي كثيرًا.   * creating a class print or digital poster in Arabic, focusing on a specific Aboriginal Country from Victoria, such as the traditional lands of the Wurundjeri or Boon Wurrung Peoples, and locating and describing this place, including geographical features * writing bilingual texts for non-Arabic speakers wanting to visit an Arabic-speaking country, to assist with travel and communication, such as wordlists, common phrases, maps, menus or allergy cards, for example,   **أنا عندي حساسيّة من الفول السّوداني/ المكّسرات؛ هل هـذا الطّعام يحتوي على مشتقّات البيض؟**   * collecting and presenting key ideas (benefits of sport) relating to lifestyle trends in the local community, using graphic organisers to show priorities in lists or tables, Venn diagrams to compare statistics or ideas, or graphs to highlight frequency, for example,   الرياضة مهمّة لصحّة الجسم؛ المأكولات السّريعة مضرّة؛ المشروبات السّكريّة تسبّب السّمنةَ  الطّعام الصّحّيّ مقابل الطّعام غير الصّحّي؛ شرب الماء مقابل المشروبات الغازيّة   * creating their own imaginative texts based on characters, settings and events in familiar stories for their own and others’ enjoyment and interest, for example,   **علاء الدِين يطير على سجادته إلى أستراليا؛ جحا وحماره؛ الثّعلب المكّار**   * creating texts individually or collaboratively (e.g. acrostic poems, raps, songs or new lyrics for known songs, short plays or new dialogue for known plays), experimenting with rhyme, rhythm, voices and actions to convey different moods and feelings * creating individual language portraits, explaining which language(s) or dialect(s) are spoken at home, with extended family, or in social and community contexts * constructing a multimodal profile or brochure of the local community for tourists or new Arabic-speaking residents, collecting and using information from public and community texts such as flyers, newsletters and advertisements about facilities, attractions, local history and events, and food outlets, for example,   مكتب حجز الرِحلات البحريّة يفتح السّاعة الثّامنة صباحا، أمّا سوق الهدايا التّذكاريّة فيفتح السّاعة السّابعة صباحا؛ المطاعم في لبنان تغلق بعد منتصف اللّيل   * creating and performing texts to entertain others, which incorporate elements such as dance, mime, singing and narration, and reference values and traditions associated with Arabic communities * creating digital profiles of characters they enjoy from different stories, plays or poems, providing character descriptions, and examples of the ways they speak and behave |

#### Strand: Understanding Language and Culture

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentences  VC2LA6U01 | * distinguishing the sounds of Arabic letters that have the same shapes and use dots, such as ب، ت، ث, or that have the same shapes, such as ج، ح، خ، د، ذ، ر، ز، ص، ض، ع، غ, to increase clarity of pronunciation and fluency * understanding that vowel marks, tashkeel or harakat, influence the meaning and pronunciation of words, for example,   أُحِبُّ كِتَابَة الشِّعْرِ؛ سَارَة تُفَضِّلُ الشَّعْرَ الطَّوِيلَ؛ شَعَرْتُ بِالجُوعِ وَالعَطَشِ  جَدِّي – جَدِّيّ؛ جَمَالٌ – جِمَالٌ؛ دَرَسَ – دَرَّسَ   * discriminating between the use of the letters alif (ا), waaw (و) and yi (ي) as either consonants or long vowels (المدود) when repeating words after the teacher, for example,   سال – سأل؛ بَيْرُوتُ – رَوَتْ   * applying pronunciation and intonation rules when speaking and reading aloud, for example,   تسكين الحرف الآخر عند التّوقّف عن القراءة؛ إظهار الشّدّة والتّنوين؛ إظهار اللام الشّمسيّة وإخفاء اللام القمريّة؛ إظهار الجر؛ استخدام أداة النّداء   * recognising the different ways of pronouncing the long vowel ( اor ى), such as نـدا، نـدى، لـذا، لـدى، مـتـى, and writing the long vowel with hamzah (ء), for example,   شـيء – مـسـؤول – رؤوف – قـراءة – آدم – سائل   * applying prior phonic knowledge to predict the spelling of unfamiliar words when participating in spelling games and activities, for example,   بـرتـقـالـيّ: بر/ت/قا/ليّ؛ بـنـفـسـجـيّ: ب/نفـ/سـ/جيّ |
| recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LA6U02 | * using common verbs in the past tense to describe past actions and events when answering simple questions or writing short sentences, for example,   كتبت نصّ اللّغة العربيّة في الدّفتر؛ حضرت عيد ميلاد صديقي سامي؛ ذهبت إلى المدرسة متأخّرا   * recognising and conjugating verbs in the present tense, such as when writing about their routine, for example,   أحترم معلّمي وأصدقائي في المدرسة؛ أساعد أمّي في تنظيف البيت؛ أذهب مع أخي إلى النّادي لنلعب بـالكرة   * using the imperative form of verbs to give commands and instructions in a variety of contexts, for example,   **تعالوا نلعب سويّا في ملعب المدرسة؛ كرّروا هذه الكلمة بصوت واحد**   * reading and writing numerals, cardinal numbers and ordinal numbers from 1 to 10, and expressing simple time with hours and minutes, for example,   الساعة الواحدة وعشر دقائقَ؛ السّاعة الرّابعة؛ عشر تفّاحات في الصّحن   * understanding and applying gender and number agreement between nouns and adjectives when completing fill-the-gap activities, for example,   **كتاب واحد رخيص؛ ثلاثة كتب رخيصة؛ عشرة كتب غالية؛ طاولة واحدة ثقيلة؛ أربع طاولات قديمة؛ تسع طاولات كبيرة؛ أمّـي وأبـي اثـنـان؛** قلم واحد؛ **عـنـدي أربـعـة إخـوة وثلاث أخـوات**   * using regular adjectives to describe number, shape and colour, for example,   فزت بالمرتبة الأولى؛ أَنا في الصف الثالث؛ نحن تلاميذ الصف الرابع؛ شكل دائريّ/ مربّع/ مستطيل/ مثلّث؛ دائرة حمراء ومربّع أحمر / دائرة خضراء ومـثلّث أخضـر؛  فـي الصف عشر طاولات مـسـتـطيلة بـنّـيّـة وعشرون كـرسـيًّـا صـغـيـرًا بـنّـيّـا   * describing a relationship by using, for example, a singular third-person possessive pronoun such as   **سامي يحب أباه كثيرا؛ وليلى تذهب مع أمها إلى السوق كل أسبوع**   * using a range of prepositions to provide information about location, place and direction, for example, when describing images of a town, such as   **المكتبة بجانب الحديقة، والمدرسة قريبة من مركز التسوّق**   * using adverbs of time, frequency and place to provide further detail, for example,   **ذهبت إلى المدرسة متأخراً؛** أمارس الرياضة **يوميا؛ جلست القطة تحت المقعد**   * building compound sentences with one or more ideas to express opinions, preferences or reasons, for example,   **أحبّ قصة علاء الدين لأنها مشوقة/خيالية/مسلية**   * using some linking words, such as و أو، لكن،, and devices in sentences such as when participating in jigsaw-sentence activities * exploring different representations of Arabic script in typed and handwritten fonts, and practising how to type in Arabic using secure digital tools and keyboards |
| compare Arabic language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LA6U03 | * comparing the purpose, context and audience of a range of familiar texts in English and Arabic (e.g. advertisements, poems, plays and video clips), and noting similarities and differences between themes, language structures and features * expanding their understanding and use of metalanguage by making comparisons with Arabic, English and/or other languages, and discussing parts of speech (e.g. adverbs, conjunctions), different sentence types, syntax (e.g. verbal sentences: ‘verb + subject + object’) and punctuation, for example,   الجملة الإسميّة (البيت كبير)؛ الجملة الفعليّة (أستيقظ مبكّرا)  يوم جميل، كتاب مسلّ؛ أذهب مبكّرا إلى المدرسة، في بيتي حديقة كبيرة   * identifying differences in Arabic and English grammar and textual conventions, such as differences in word order, sentence structures, counting system, script, writing direction and punctuation, by compiling a graphic organiser, poster, mind map or Venn diagram * comparing the significance and cultural importance of structures and features of different types of texts in Arabic and English, in salutations, greetings and conveying respect, for example,   **عزيزي أستاذ عادل؛ سعادة مدير المدرسة؛ تحيّة طيّبة وبعد؛ مع خالص تحيّاتي**   * comparing the use of loan words from Arabic in English texts and interactions, such as ‘cotton’ (قطن**)**, ‘algebra’ (الجبر), ‘guitar’ (قيثارة), ‘computer’ (كمبيوتر), and vice versa, discussing reasons why languages borrow words from each other * noticing differences between different types of texts in Arabic and English, for example, comparing a spoken recount of a well-known fable with the written text, a text message with a phone call, or an email with a letter |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communication  VC2LA6U04 | * identifying cultural customs and practices when looking at posters that may reflect collective identities of individuals from different Arabic-speaking nations and regions, for example, calligraphy, clothing, food, flags and maps * developing awareness of cultural stereotypes that can lead to generalisations and misconceptions, such as associating the Arabic language with the nationality or religion of peoples, for example,   ليس كلّ شخصٍ عربيٍّ يتحدث اللغة العربية. العرب أسهموا في تطوير العديد من العلوم مثل الجبر والطيران والطّب. لديهم ديانات مختلفة، وليسوا جميعا مسلمين. ملابس العرب متنوعة ومختلفة، والدول العربية ليست كلها صحراء.   * discussing the ways in which they communicate with Arabic speakers, such as making appropriate eye contact, allowing for personal space and respecting older people, parents and teachers, and making comparisons with the ways in which they communicate with English speakers, for example,   حضرتـك؛ أستاذ؛ أستاذة؛ عمّ؛ عمّة؛ سيّد؛ سيّدة؛ خال؛ خالة  المشي خلف كبار السّنّ؛ عدم وضع الرجل فوق الرجل أمام المعلم وكبار السّنّ  عدم مقاطعة المتحدث   * recognising how language and culture are expressed through Aboriginal and/or Torres Strait Islander songs, dance or artworks, and identifying similarities and differences in Arabic-speaking cultures, for example, identifying the symbolism represented in traditional Aboriginal art and the motifs in Arabic calligraphy * discussing how their own cultural and linguistic background influences who they are, how they think about things, and how they interact and behave in different contexts * noticing similarities and differences between personal ways of communicating and interacting compared with others in different contexts and situations, for example, expressions of politeness or turn-taking in conversations, and reflecting on the influence of culture and personal values on language use * reflecting on culturally appropriate ways of offering congratulations, recognition, gratitude and encouragement, or politely declining requests or invitations, for example,   **الحمد للَّهِ على السّلامة؛ ترجع بالسّلامة؛ ألف مبروك؛ عيد سعيد؛ عقبالك؛ عام سعيد**   * identifying and comparing words and expressions in Arabic and English that cannot be readily translated or explained, and that reflect embedded cultural meanings, for example, نعيماً after a shower or haircut, and عـلـى رأسـي when someone asks you for a favour * explaining modifications made when moving between Arabic- and English-speaking contexts, for example, adjusting the way they communicate usingلـو سـمـحـت، مـن فـضـلـك، أرجـوك , or how they use different introductions depending on the audience, such as when introducing friends to their parents (e.g.بـالإذن يـا أَبـي، هـذا سـلـيـم صـديـقـي مـن الـمـدرسـة ) and introducing friends to each other  (e.g. أعـرِّفـك عـلـى مـاهـر، صـديـقـنـا الـجـديـد) * appreciating that Arabic-speaking communities are made up of diverse cultural and linguistic groups that may have different beliefs, religions, customs, diets, dress, values and experiences, for example,   في المغرب العربيّ (توزيع الطّعام على الفقراء في أوقات الحزن)  عادات الإحتفال (بالزَواج/ تكريم الضّيف/ الأعياد)؛ اللّباس التّقليديّ |

## Levels 7 and 8

### Band description

In Levels 7 and 8, Arabic language learning builds on each student’s prior learning and experiences. They work increasingly independently and in groups, and continue to receive feedback and support from their peers and teachers. Students use Arabic, in person or in secure, teacher-moderated online environments, to interact and collaborate within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their worlds. Background language learners and second or additional language learners may also interact and collaborate within and beyond the classroom to facilitate learning.

Students access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. Background language learners may source texts and other resources from their local community to share with peers.

Students use their knowledge of some metalanguage in an increasing range of contexts to reflect on similarities and differences between Arabic, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

### 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.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Arabic

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| 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 | * initiating and sustaining face-to-face, written or online conversations with others to discuss experiences and offer opinions on topics such as family, friends, education, interests, travel, sport, games and music, for example,   أرى أن مشاهدة مباريات كرة القدم غير مفيدة ومضيعة للوقت؛ أنا لا أوافقك الرأي، بالعكس أرى أنها ممتعة شرط أن تشاهدها باعتدال؛ ومن الأفضل أن تشجع فريقا معينا   * using communication strategies, expressions (e.g. apologising, inviting and praising) and interjections with body language to fill pauses and show understanding and interest when interacting in social situations, for example,   عفواً؛ وأعتذر منك؛ نعم أوافقك الرأي، ورأيك صحيح / ورأيك صواب، بالتأكيد!؛ المعذرة، أنت طالب مجتهد، ونحن نقدّر جهودك؛ / لقد أبدعت حقا؛ إنّ عملك ممتاز؛ أرجو قبول دعوتي لحضور الحفل   * exchanging accounts of significant events such as a recent celebration, and expressing views about food, activities and entertainment, for example,   كانت حفلة عيد الميلاد رائعة، ولن أنساها في حياتي!؛ لقد كانت الأنشطة الترفيهيّة ممتعة جدًا، وكانت الحلويات والأطعمة لذيذة جدا  لقد كان الاحتفال بالعيد باهرا، ورأيت فيه جنسيات كثيرة   * discussing and debating different points of view, using justification, examples and evaluative language, and acknowledging others’ arguments or challenging their views in a courteous manner, for example,   أحترم رأيك وقرارك، ولكن أعتقد أنه من الأفضل أن...   * expressing empathy, encouraging feedback indicating agreement or disagreement, and offering alternative opinions using descriptive and expressive language, for example,   آسف جدا! هذا خبر محزن؛  قرارك صحيح، وأَنت على حق!؛ ولكن أريد أن أضيف فكرة أخرى.../ ولكن وبكل صراحة، أنا أعارض هذا القرار   * comparing aspects of their personal worlds such as home, school and social lives, including their use of different languages and involvement in different cultural practices, for example,   أستيقظ كلّ يوم مبكّرا وأحضّر نفسي للذهاب إلى المدرسة مع أخي وأختي، ثمّ نأخذ الحافلة في تمام الساعة السابعة، وبعد المدرسة ألعب كرة السلّة في النادي مع أصدقائي.  سنحتفل بعيد الأضحى قريبا مع العائلة والأصدقاء، وسنأخذ الهدايا من أبي وأمي وجدي وجدّتي. وأمّا أنت، فكيف تحتفل بعيد الميلاد المجيد؟   * describing personal plans and ideas, such as about the upcoming weekend or holidays, and sharing hopes and feelings, when responding to others’ experiences, for example,   أنا سعيدة جدا لأنني سأسافر إلى بلدي الأم في العطلة الصيفية، وسأزور أهلي وأقاربي، وسأستمتع بالمناطق الأثرية في بلد أجدادي، وسأشتري الملابس التّقليدية من الأسواق الشّعبيّة هناك  أتمنى أن ألتقي بجدتي يوم السبت القادم لأتحدّث معها وأساعدها   * using and adjusting appropriate non-verbal and spoken language for social situations, relationships and context, for example, using the polite plural form when speaking to people who are older or unfamiliar, requesting favours or politely declining, for example,   هل بإمكاني أن أطلب منك خدمة؟ / ممكن أطلب منك خدمة؟؛ أنا آسف لا أستطيع الذهاب إلى المهرجان يوم السّبت القادم / أنا آسف لن أستطيع الحضور يوم السبت القادم إلى المهرجان!   * initiating secure, teacher-moderated online written exchanges such as writing to a student in an Arabic-speaking country and requesting information about their country, for example,   أريد أن أحصل على معلومات إضافية عن بلدك الأم لبنان  سمعت أنّكِ من مصر، فاكتبي لي عنها، واحكي لي عن الأماكن السياحيّة هناك!؛ حسنا، وبكل سرور!   * reflecting on the experience of communicating in Arabic at school, at home or in the community, and comparing their bilingual development and language preferences, for example,   أتحدّث اللغة الإنجليزية بطلاقة مع أصدقائي في المدرسة، كما أتحدث اللغة العربيّة بسهولة مع أهلي في البيت |
| use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LA8C02 | * expressing preferences for plans, comparing and contrasting alternatives, and negotiating solutions, for example,   أفكّر في الذّهاب إلى السينما يوم السبت مساءً؛ فكرة رائعة! ولكن السينما عادة تكون مزدحمة يوم السبت، فما رأيك في أن نذهب معا يوم الأحد؟؛ حسناً اتفقنا!   * accepting or declining invitations in print, digital or online formats, and providing reasons for non-attendance, for example,   شكرا جزيلا على الدعوة؛ بالتأكيد سأحضر الحفل! / آسف لن أستطيع حضور الحفل؛ عندي موعد مع الطبيب  عذرا لا يمكنني الذهاب معكم إلى البولينغ! فأنا مدعوّ إلى حفل زواج ابن خالتي   * discussing and planning an ideal trip to an Arabic-speaking country or Australian landmark, justifying decisions, and documenting information about tourist attractions, itineraries, guide maps and activities, for example,   لقد اخترنا الأوبرا هاوس في مدينة سيدني لأن هذا المكان مشهور عالمياً، فهو مميّز بموقعه الجميل، وشكله الرائع، بالاضافة إلى أنه بيت للفن  لم لا نزور الأردن؟ إنه بلد عربي مميّز بتاريخه، هناك أماكن جميلة للزيارة مثل وادي موسى، والبتراء، والبحر الأحمر، ووادي الهيدان، وجبل القلعة   * negotiating and arriving at shared decisions when collaborating with others to arrange a day out or a birthday party, such as how much to spend on presents, what to bring, or the itinerary for the day, for example,   نريد أن ننظم حفل عيد ميلاد لمعلمة الفصل/ الصف، وسنحتاج إلى خمسة دولارات من كل طالب لشراء هدية قيّمة، وقالب حلوى لها   * assisting others to resolve real or hypothetical problems, and giving advice or providing assistance such as fundraising or visiting a community group, soup kitchen or nursing home, for example,   أريد رأيك، عندي مباراة كرة قدم يوم الأحد مساءً، ولدي اختبار يوم الإثنين، فماذا أفعل؟ أنصحك أن تذاكر للاختبار  أريد نصيحتك يا أمي، صديقتي طلبت مني أن أذهب معها إلى السّوق، ولكن لدي واجبات كثيرة؛ فما الحل؟ من الأفضل أن تقومي بعمل واجباتك أولا يا بنيّتي، ثمّ اذهبي معها إلى السّوق في وقت آخر!   * planning an advertising campaign to improve outcomes and wellbeing for young people, such as encouraging reading, exercising, taking up a hobby, improving technology literacy, or promoting the importance of language learning, for example,   مارسوا السّباحة بانتظام، فإنّها تقوي العضلات، وتحسّنُ الصّحة العامّة للجسم؛ إنّ رياضة الفروسيّة ممتعة وفعّالة لتحسين صحتك النّفسيّة والبدنيّة   * creating collaborative resources to assist others, such as deciding on a set of helpful hints for new students or students starting school, travelling to an Arabic-speaking country for the first time, or teaching a skill step by step, for example,   نريد أن نشارك في أنشطة إرشادية لمساعدة الطّلاب والطّ­­­البات الجدد في التّعرّف على المدرسة، على سبيل المثال سنرسم خريطة المدرسة لإرشادهم  ستقوم المدرسة بإعداد رحلة إلى السّعوديّة، وهي بلدي الأمّ، وسأشارك في إعداد برنامج الرّحلة |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LA8C03 | * listening to and viewing discussions and short stories, identifying key points and messages, asking clarifying questions, summarising the information accurately, and providing relevant feedback * viewing a range of visual media such as documentaries, films, stories, advertisements and digital content, and identifying visual techniques that contribute to the overall message, such as fonts, colours and images * analysing and summarising the main ideas of spoken and written texts, using charts, tables and concept maps to organise ideas, and highlighting keywords and cultural references that may contribute to the overall meaning * applying knowledge of simple textual structures, features and their purpose to predict the meaning of unfamiliar words and phrases and respond appropriately, for example,   محادثة مع الأصدقاء؛ رسالة شخصيّة؛ رسالة رسميّة؛ بريد إلكتروني؛ قصّة واقعيّة؛ قصّة خياليّة؛ فيلم أو مسلسل   * listening to, reading or viewing Aboriginal and Torres Strait Islander stories, responding to them in spoken or written Arabic, comparing the use of some simple language devices such as imagery or onomatopoeia in familiar imaginative texts, and discussing how these features are used to convey meaning and entertain an audience, for example,   قرأت قصّة ممتعة عن...، كما اكتشفت أيضًا...   * stating and explaining personal preferences and opinions about characters, themes, ideas and events in texts, using expressions such as   تعجبني شخصية علاء الدين كثيرا، فهو شخصية فكاهية ومرحة جدًا، كما أنه يحب الفقراء ويساعدهم كثيرا، لكنني لا أحب شخصية جعفر لإنه طمّاع وشرير   * conveying information obtained from texts such as notices and newspaper announcements in new ways to inform others about an issue of interest or an upcoming event, for example,   إعلان هام، تحتفل الجالية العربية بمهرجان في الحديقة العامة يوم السبت القادم / تحتفل الجالية العربية بعيد رأس السّنة في الحديقة العامة يوم الأحد القادم   * conducting surveys or interviews with others, on familiar topics such as hobbies, studies, social media and opinions about issues, and presenting information in various formats such as graphs, diagrams and reports, for example,   *أظهر الاستبيان أن خمسين في المئة من الآباء والأمهات يوافقون على استعمال وسائل التواصل الإجتماعي، وعشرة في المئة منهم لا يوافقون على استعمالها*   * obtaining others’ thoughts and opinions regarding topics such as school uniforms, school rules or the use of technology, and using facts, figures and quotes to write a persuasive text such as a formal email to the principal to suggest changes, for example,   يجب أن نلتزم بارتداء الزي المدرسي؛ أعتقد أن استعمال الحاسوب في الصف مضيعة لوقت الجميع؛ أتمنى أن يُسمح باستعمال الخليوي الموبايل في المدرسة |
| 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 | * translating and interpreting texts from Arabic into English, and vice versa, using print dictionaries, online dictionaries and/or translation tools/apps to assist with unknown words or expressions, reflecting on the challenges associated with transferring meaning from one language to another * comparing their own and others’ translations of the same text, commenting on differences and similarities between versions, and considering possible reasons for these * listening to some examples of informal spoken language that may have deviations from ‘correct’ grammar, including changes in word order and omissions of words, and transcribing into Arabic * identifying culturally specific vocabulary, for example, عفوا!، سلامتك and expressions such as   ألف مبروك؛ الحمد لله على السلامة؛ الشُكر لله   * discussing the translation process and use of words that best reflect meaning, equivalence and contextual appropriateness, such as good destiny – القدر السّعيد, Peace be upon you – السّلام عليكم, I am so sorry – أنا آسف جدّا, Thank you very much / Thanks a lot – شكرا جزيلا * recognising the use of different communication techniques such as facial expressions, gestures and body language in different contexts, for example, respectful, devotional or colloquial forms of expression   وضع اليد اليمنى على الجانب الأيسر وفوق القلب حينما نقول: أهلا وسهلا، ومرحبا  استخدام الإيماءات الوجهية مع الصّمت وعدم الكلام: أحرّك رأسي من الأعلى إلى ألأسفل للتأكيد والموافقة أو عندما أقول: نعم   * creating informative responses to cultural representations of Arabic-speaking communities in Australia, such as the Arabic Film Festival, community festivals or artists’ exhibitions, explaining particular language or images in terms of cultural associations * explaining linguistic variation in texts according to their intended audience and degree of formality, for example, changing from Modern Standard Arabic to informal Arabic or Arabic from different Arabic speaking countries or regions to indicate changes in relationship between participants or degrees of formality (e.g. عمي؛ خالي؛ حضرتك؛ سعادة المدير) * identifying and translating words and expressions that reflect cultural values or history, such as in popular Arabic proverbs, poems or short extracts from traditional fables and legends, and considering how to adapt or adjust language to convey equivalent meanings in English, for example,   لا تؤجل عمل اليوم إلى الغد؛ من جدّ وجد ومن زرع حصد |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LA8C05 | * organising and presenting information to an Arabic-speaking audience, for example, creating a visual presentation comparing cultural aspects of life at school and at home for an audience of school-aged Arabic speakers, a video recording of a cooking demonstration for their classmates, or a flyer for an interview with an Arabic-speaking guest on a community radio station, or an advertisement to promote a concert or festival, for example,   انضم إلينا في يوم الاحتفال بالثّقافات، فهو يتميز بأطعمة وأنشطة ممتعة من ثقافات متنوعة!   * writing and performing a play, cultural demonstration, skit or song for a school or community concert or assembly, using Arabic for the performance and English for supporting explanations, subtitles and commentary, for example, the first day at a new school, participating in a festival, appearing on a reality television show * creating a print or digital poster in Arabic to promote travel to a significant Aboriginal or Torres Strait Islander cultural location, including what to see and do * reporting on and comparing their own and others’ experiences of events and activities such as a school camp, for example,   بالنسبة لي، الرحلة كانت ممتعة، بينما غالبية تلاميذ الصف شعروا بالملل، وبالرّغم من الساعات الطويلة التي قضيناها في الطريق، إلا أنني لم أشعر بالتعب لكنّ أصدقائي كانوا متعبين جدا.   * creating modified versions of traditional Arabic stories and films by introducing new characters or scenes or alternative endings, such as   علاء الدين والمصباح السّحري   * creating a short film about social interactions among different speakers of Arabic, explaining cultural elements that may vary in different parts of the Arabic-speaking world and that may be unfamiliar to some viewers, for example,   التحية والسلام؛ العناق؛ القبلات؛ التّعبيرات عند اللقاء (كيف حالك؟ / ازيك؟ / ايش لونك؟ / كيفك؟ / شاكو ماكو)؛ اختلاف طريقة السلام بين الجنسين؛ الاحتفال بالأعياد   * writing and illustrating their own imaginative fables, picture books, stories or cartoons in Arabic to present to younger audiences, incorporating and using language devices and themes to engage and excite, for example,   شعرها أسود كالليل! ووجهها منير مثل القمر!  وقالت القطة: ضميري يعذبني ويحدّثني عقلي.   * composing bilingual menus, recipes or programs for Arabic-themed events, with key information in Arabic and explanatory footnotes or glossaries in English, for class parties, cooking sessions or cultural celebrations, for example, steps to make   الفلافل والكشري والكبسة و المقلوبة   * creating a slide-show presentation with an audio track about a planned trip to an Arabic-speaking country, including famous places to visit, cultural events to attend and foods to eat, for example,   مهرجان الأرز في لبنان؛ زيارة إلى قلعة بعلبك؛ مهرجان جرش في الأردن؛ مهرجان القاهرة السينمائي؛ زيارة إلى الأهرامات المصريّة؛ رحلة إلى دبي |

#### Strand: Understanding Language and Culture

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply conventions of spoken Arabic to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LA8U01 | * distinguishing the sounds of Arabic letters that use dots, such as ب، ت، ث or ج، ح، خ، د، ذ، ر، ز، ص، ض, to increase clarity of pronunciation and fluency * recognising features of the Arabic sound system, discriminating the use of tones, rhythm and sound flow, such as words that have 3 small syllables (ك/ت/ب), words that have a long syllable (قا/ل), words that have an extended syllable (آمين), words that have a closed syllable يكتب)), and words that have 2 closed syllables (يستخرج) * exploring the Arabic pronunciation of a range of loan words from English and other languages, and playing with the differences in sounds, for example,   كمبيوتر؛ موبايل؛ تليفزيون؛ راديو   * adjusting and applying intonation for statements, questions, exclamations and instructions, and practising the differences in intonation with a partner * experimenting with rhythm, voice, emotion and gesture to enhance a performance by conveying the intended sentiment and meaning of songs and rhymes * listening to and interpreting tone, intonation and body language to better understand the speaker’s objective and respond appropriately, for example, when participating in role-plays and conversation activities * using prior knowledge of the Arabic sound system to predict the spelling of new and unfamiliar words or transcribing spoken texts such as words, phrases, sentences or dialogues * predicting the sound and meaning of words based on their understanding of the root system and linking them in an organised pattern, such as درس/مدرسة * listening to short interactions with unfamiliar voices and different speed, pace and clarity to develop auditory and comprehension skills, including discriminating between the range of vowel and consonant combinations such as التنوين، والشّدة، والمدّ, for example,   قرأت كتابا شيّقا؛ أمل/آمال؛ دعوة/دعوى؛ درس/درّس |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LA8U02 | * applying punctuation in texts, such as spacing rules, commas, full stops, colons and hyphens * using the plural form of personal pronouns, possessive pronouns and nouns in both masculine and feminine forms, for example,   هم طلابكم؛ رأيتأخواتكم / إخوتكم في المدرسة   * understanding plural subject pronouns (أنتنّ، نحن، هم، هنّ، أنتم), plural verb conjugations (نحن نعمل، أنتم تدرسون، وأنتن تلعبن) and noun plurals such as masculine sound plural nouns (هم مصريون), broken plurals (هذه بيوت), and feminine plurals (هنّ مدرّسات) * understanding the rules of prepositions with definite and indefinite nouns, for example,   في البيت؛ على شجرة   * using سوف in addition to the present tense to express future plans, for example,   سوف أدخل إلى الجامعة بعد الثانوية العامة؛ سوف أزور عمّي بعد الامتحانات؛ وسوف أسافر مع أمّي   * using interrogative words and expressions such as / لم هل, to ask questions and make requests, for example,   لِمَ تأخّرت اليوم وعندك امتحان؟؛ هل فهمت ما قلته لك؟؛ رجاءً، احضر البحث غدًا لأنك لم تقدمه أمس؛ من فضلك هل تستطيع أن تقول لي كيف أذهب إلى المصرف؟   * expanding their knowledge of noun–adjective agreement, for example,   معلّمون ملتزمون / مدرّسات ملتزمات   * using comparative and superlative adjectives to compare 2 or more nouns, for example,   هذا الملعب أكبر من الملعب القديم؛ إن مدرستنا فيها أدوات حديثة أكثر من المدارس الأخرى؛ بيتنا هو الأجدّ في المنطقة؛ سيارة أبي أقدم سيارة رأيتها في حياتي؛  هو الولد الأصغر في العائلة   * using a variety of adverbs of time, place, frequency and manner, for example,   إطلاقا؛ أحيانا؛ أبدا؛ غالبا؛ نادرا ما   * using conjunctions (e.g. بينما) to make comparisons between people or actions and to link sentences, for example,   كامل صديق ودود، أمّا مازن فَهو شخص غيّور؛ أمل تلعب كرة المضرب بينما علياء تسبح بمهارة   * applying their understanding of ordinal numbers to count hours, minutes and seconds, such as am –صباحا and pm –مساءً , for example,   الساعة الخامسة وعشر دقائق وعشرون ثانية مساءً   * using cardinal numbers from 3 to 9 with the appropriate gender for the noun, for example,   خمسة أقلام؛ خمس ساعات؛ ثلاث طالبات؛ ثلاثة طلاب   * representing Arabic script digitally in texts, using an Arabic keyboard or digital tools |
| reflect on the structures and features of Arabic, and compare them with English and/or other languages, using some metalanguage  VC2LA8U03 | * examining the structures and features of a variety of informative Arabic and English texts, including online and digital texts such as reports and articles, reflecting on their intended purpose, and how the choice of vocabulary reflects ideas and perspectives * continuing to build metalanguage in Arabic and English to discuss and describe grammatical concepts and to organise learning resources such as verb charts, vocabulary lists, and groups of pronouns, adverbs and adjectives * comparing Arabic and English sentence structure, word order and different types of sentences such as nominal and verbal sentences, and highlighting particular parts of speech to demonstrate understanding * comparing Arabic and English text types such as emails, podcasts or conversations, explaining the choice of particular language, devices and text organisation * identifying key similarities and differences between the Arabic and English languages, and introducing them to younger students or Arabic learners during peer-teaching activities, using a variety of terms and support resources such as flashcards, diagrams, charts or tables * reflecting on the use of new colloquial or abbreviated Arabic language in technology and social media, and the use of loan words from English in Arabic, for example,   يوتيوب؛ تيك توك؛ يسيّف الملف؛ يفرمت الكمبيوتر؛ اعمل لايك وشير   * analysing how texts in both Arabic and English create specific effects by using particular aspects of language such as superlative adjectives and imperative verb forms, for example, in advertisements designed to persuade customers * understanding the roles of prepositions and cohesive devices and the differences between them in Arabic and English, for example,   أنا في الحافلة I’m on the bus –  يوم الأحد أكلت تفاحة وليمونة وجزرةOn Sunday I ate an apple, a lemon and a carrot –   * discussing the importance of respect and politeness in Arabic culture and comparing this with other languages and cultures, such as being conscious of the implications of language use when interacting with others, using specific titles, gestures and language, and taking care to use appropriate, gender-inclusive and/or gender-neutral forms of address, for example,   من فضل؛ السّيد مدير المدرسة؛ سعادة المديرة؛ السَيدة الفاضلة؛ سعادة الأستاذ المحترم؛ آسفة للإزعاج!؛ ألف مبروك للجميع! |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LA8U04 | * reflecting on how language has changed over time to be more gender-inclusive, for example, the addition of the feminine taa as a suffix to professional job titles to acknowledge the presence of women in public services and professional roles, highlighting the dynamic nature of language, for example,   أمي مديرة المدرسة؛ أختي تعمل أستاذة في الجامعة؛ أمس ذهبت إلى طبيبة الأسنان   * recognising that Arabic language, cultural practices and spiritual beliefs are deeply interrelated, such as the use of Arabic in religion, ancient texts, ceremonies and sacred duties * discussing cultural cues in communication that suggest differences in culture, traditions, ideas or values, for example,   التّحية المتكرّرة مثل: السّلام عليكم؛ صباح الخير/ صباح الفلّ، كيف حالك؟ / كيف حال العائلة؟  التّعابير الدينية مثل: إن شاء الله / سبحان الله  عبارات المجاملة التي تقال في المناسبات: ألف مبروك؛ عقبى لك المئة سنة/عام؛ بالأفراح؛ عام سعيد؛ عيد مبارك؛ عيد سعيد   * exploring the importance of music and traditional dance in some Arabic cultures as an expression of identity and comparing with the music and dance of other cultural groups, for example,   الدبكة، رقصة التّنورة، الرّقص الفلكلوري؛ العود، الكمان، الطّبل، النّاي، المجوز   * analysing print or digital images found in examples of traditional texts written in Diwani or Kufic script, comparing them with photos or images found in contemporary Arabic texts, and discussing how representations of identity and gender in the language have changed over time * examining, in Arabic or English, how Aboriginal and Torres Strait Islanders’ languages have strong connections to Country or Place, and how these can be compared with language variation across Arabic-speaking countries and regions * reflecting on the influence of Arabic culture on their own communication style, for example, using gestures, words or expressions with particular cultural significance in Arabic (e.g. kissing your own right hand, then raising your eyes and your right hand to express thanks), and discussing whether they modify their communication style when interacting in English * reflecting on and comparing choices of language and behaviours when communicating, and explaining the adjustments they make, for example, using titles such as أستاذ، أستاذة، حضرتك، سيّد، سيّدة، خال، خالة, when addressing older people or identifying instances when they move between different languages or dialects for practical or cultural reasons when interacting with friends who speak both Arabic and English * researching and reporting on the influence of Arabic language and culture in local and broader Australian communities, such as the food and entertainment industries, media and education (e.g. Lebanese restaurants and bakeries, the Arabic Film Festival, SBS Arabic radio and television programs, Arabic bilingual schools) * interviewing relatives or community members about changes in the Arabic language and its use over time, such as the emergence and use of ‘Arabish’ or ‘Enlabic’ in younger generations, for example, adding ‘-ing’ to Arabic words or adding ‘s’ to plurals in Arabic (e.g. معي كل الكتبز، كنت ألعبنغ مع فادي ), using English numbers in text messages (e.g. 3 = ع and 7 = ح), or mixing both languages in one sentence by using common cultural words such as Yalla =يلّلا (‘Come on’ or ‘Let’s go’) |

## Levels 9 and 10

### Band description

In Levels 9 and 10, Arabic language learning builds on each student’s prior learning and experiences. They continue to receive guidance, feedback and support from their peers and teachers. Students use Arabic to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Arabic in local and global settings through authentic community and secure, teacher-moderated online events. Background language learners and second or additional language learners may also support each other in their literacy development.

Students access and create written and spoken texts, increasingly of their own choosing. They access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, simulated social media posts and other multimodal texts. Background language learners may source resources from their local and global communities to share with peers.

Students expand their knowledge and control of spoken and written Arabic language structures and features. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

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 and elaborations

#### Strand: Communicating Meaning in Arabic

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| 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 | * using strategies to initiate and sustain interactions in familiar and unfamiliar, real and hypothetical contexts, such as asking for and providing specific information, elaborating on ideas and moving between topics, for example,   ماذا تعني بهذا؟؛ قلت بأنك تحب السفر، إلى أين تريد أن تسافر؟؛ ما معنى...؟   * providing suggestions and giving advice in response to enquiries and questions, for example,   بما انك تحب الرياضة، أنصحك بالسّباحة لأنّها مفيدة جدا؛ لماذا لا تقرأ هذا الكتاب؟؛ جرّب هذا القلم الجديد؛ ضع الصورة هنا؛ هذا مكان مناسب لها   * interacting in role-plays or spontaneous skits, such as in a lost property office, asking for directions when travelling, asking for recommendations, or complaining about service, for example,   من فضلك، أين مكتب المفقودات؟؛ أين تقع مكتبة الحي؟؛ أنا غير راض عن خدمة العملاء في شركتكم   * sharing ideas and making suggestions relating to their own and others’ experiences and aspirations, for example,   أنا أيضاً مثلك أحب السّباحة،؛ أمي أيضاً لا تسمح لي باللعب على الحاسوب أيام الأسبوع؛ إن أردت سأرسل لك رسالة إلكترونية فيها كل المعلومات؛ أتمنّى أن ألتحق بفريق كرة المضرب؛ أتمنّى أن أتعلّم الموسيقى   * participating in discussions or debates about social issues such as youth employment, the responsible use of technology, social media and climate change, using reasoning and justification, for example,   لا يستطيع الشّباب العمل بدوام جزئي لأنّ واجبات المدرسة كثيرة؛ يزداد الفقر في المجتمع، ويجب على الجميع أن يحاربه   * expressing and justifying their own opinion in class discussions and debates, for example,   أتّفق معك جدا؛ أوافقك الرأي؛ أنا أحترم رأيك كثيرا  لا أتّفق معك؛ لا أوافقك الرأي   * eliciting responses and reacting to others’ opinions and ideas, for example,   ما رأيك في هذه الجملة؟؛ هل تتفق معي؟؛ هل توافقني على كلامي؟؛ وأنت يا سعيد، ماذا تعتقد؟؛ سميرة ما رأيك في الموضوع؟؛ كلامك صحيح مئة بالمئة؛ أنت على حق؛ في رأيك هذا صحيح؟  أعتقد أنّ كلامك ليس صحيحاً؛ أنت لست دقيقا في كلامك؛ مع إحترامي لشخصك، أرى أنّ كلامك ليس منطقيّا؛ آسفة رأيك غير مقنع   * praising, complimenting and encouraging peers when discussing and sharing ideas, for example,   ممتاز!؛ رائع!؛ فكرة هائلة!؛ واصل مجهودك؛ هذه فكرة عبقريّة!؛ أنت ذكيّ جدا؛ فكرتك مذهلة!   * having a spoken or written conversation with their ‘future or past self’, sharing their thoughts and opinions about being multilingual and how it has enriched or benefitted their life or impacted their identity * initiating secure, teacher-moderated online discussions with Arabic-speaking peers, using descriptive and expressive language to describe significant events, special occasions or milestones in their lives, for example,   كانت مناسبة مذهلة؛ كان حدثا رائعا؛ يا ليتك كنت معي يا صديقي؛ لقد كانت لعبة حماسية ومثيرة لم أشهد مثلها من قبل؛ لن أنسى المشهد الذي رأيته |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LA10C02 | * engaging in social transactions with peers and teachers, such as presenting gifts, accepting and declining invitations, making excuses and apologising, using appropriate protocols such as forms of politeness and respect, for example,   أتشرّف بقبول دعوتك؛ أشكرك على دعوتك؛ يسعدني ذلك ولكنني أعتذر عن عدم الحضور لظروف خاصّة؛ مع فائق شكري وتقديري؛ كلّي أسف لن أستطيع الحضور لانشغالي…؛ تحياتي وأشواقي الحارة؛ يسعدني ذلك   * negotiating with peers in relation to different elements, options and priorities, such as creating a digital design for an ideal home or leisure centre, for example,   أفضّل غرفة جلوس واسعة؛ أفضّل حديقة كبيرة مع مسبح للصغار والكبار؛ أفضّل غرفة للألعاب الإلكترونية في الطابق السفلي؛ كانت مناسبة مذهلة   * planning a real or online event, trip or excursion to an Arabic-speaking community, and persuading others to become involved and contribute in different ways, for example, an Arabic movie, music performance or cultural day   لا أتفق معكم على الذهاب إلى السينما في المساء، ماذا لو نذهب في عطلة نهاية الأسبوع؟ في المساء تكون السينما مزدحمة أما أثناء النهار فتكون هادئة. سأتصل بك في عطلة نهاية الأسبوع؛ هذا أفضل من أيام الأسبوع   * encouraging others to express their opinions or think seriously about a particular issue of interest and responding to texts such as secure teacher-curated blogs, using expressions such as   إنه اللامعقول بعينه!   * reflecting on issues, suggesting alternative solutions and making decisions, using levels of formality and respect appropriate to audience and purpose, for example,   أعتقد أنه من الأفضل القيام بذلك  قمت بعمل جيد لكن من الأفضل أن...   * using appropriate language to ask questions, inform and persuade when participating in simulated job interviews, alternately taking on the role of prospective employer and job applicant, for example,   *لماذا تريد ان تعمل في هذه الشركة؟؛ تحدّث عن خبرتك في التجارة*   * discussing, planning and devising a solution for common problems or issues that young people may face, such as managing study and part-time work commitments, for example,   يجب أن تعطي أولوية لدراستك بدلا من العمل بدوام جزئي   * using evaluative and expressive language to convey reactions such as excitement, appreciation or boredom when responding to a peer’s experience of an event such as a concert, party, camp, exam or job interview, for example,   لا أستطيع الإنتظار؛ أنا متحمّس جدّا لقضاء أجمل الأوقات؛ أشعر بالملل الشديد!   * manipulating interrogative verb forms to ask a range of questions, for example,   هل استمتعت بقراءة هذه القصّة؟؛ لما لا نناقش خطة عملنا لإعداد هذا المشروع؟ |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| 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 | * analysing information from texts such as articles, reports, charts, diagrams and news items, to discuss topics such as technology, world sports and youth culture, for example,   ما رأيك في النقاط الواردة في التقرير؟   * interpreting and evaluating texts such as advertisements or surveys that include visual elements such as photos, charts or graphs, to identify how features are used to achieve a particular purpose, and how information and ideas are expressed in the language and their impact on the reader * distinguishing between fact and opinion in texts such as articles and reports in print and digital form, using critical literacy skills to recognise bias by evaluating textual purpose, for example,   التحيّز لفكرة ما والمبالغة: إن جميع الشباب متهوّر؛ هذا جيل غير مسؤول  الحياديّة تجاه الأفكار المؤيدة والمعارضة: هناك بعض الشباب المتهور؛ إن غالبية الشّباب غير مسؤول   * obtaining information in order to debate issues of interest such as the environment, technology, expectations of teenagers or the generation gap, using persuasive or evaluative language, for example,   أنا أؤمن بأن…؛ أو ليس من حق الشباب أن...؟؛ أليس من حقي أن أختار المواد التي أدرسها في الجامعة؟؛ أنا شخصياً لا أعتقد…؛ أثر الإنسان على البيئة؛ أضرار الهاتف الجوال   * listening to or reading Aboriginal and Torres Strait Islander authors’ stories in English, and creating an author profile in Arabic   بعد قراءة قصّة ل**مؤلف أبروجينالي**، قم بإنشاء ملفا عن شخصيّته!؛ أَو من مؤلف القصّة؟؛ اُذكر معلومات عن حياته، وعمله الأدبيِّ، وتأثيره الثَّقافي على مُجتَمعه   * comparing different perspectives about an environmental issue (e.g. a tourist company’s profit vs. environmental protection), and incorporating information from both perspectives into a multimodal text to raise awareness about the issue, for example,   من المهم أن نحافظ على البيئة بدلا من كسب المال لكي يستطيع الجيل القادم التمتع بجمال الطبيعة في المستقبل!   * locating and researching information from reliable sources to inform decisions, by weighing up options and making an ‘advantages and disadvantages’ table about a range of topics, for example, the best time of year to visit an Arabic-speaking country or a country that may best suit them for student exchange * analysing contemporary Arabic song lyrics, short films or video clips to understand the themes, cultural contexts and social issues, and then using these insights to create original songs, texts or digital media, for example,   اللغة العربية (الشاعر حافظ ابراهيم)؛ اغنية أعطني الناي وغني (فيروز)؛ أغنيتا كن فضوليّا وكن أنت (حمود الْخضر)   * conducting face-to-face or online interviews with peers, family or community members to compare life stories and perspectives on topics such as migration to Australia, living ‘across’ cultures or relationships with technology, and presenting their findings in a newsletter article or community newspaper * adapting and changing texts to suit different contexts, purposes and audiences such as changing a formal speech to an informal message to a friend, for example,   حضرات الطلاب، اجلبوا قبعاتكم للمشاركة في حصّة الرّياضة غدا  مرحبا رامي، لا تنسى أن تجلب قبعتك غدا لكي تستطيع المشاركة في حصّة الرّياضة |
| 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 | * listening to, reading or viewing texts such as advertisements, teacher-curated social media posts and short videos from Arabic into English and vice versa, with the assistance of translation apps, identifying cultural elements and reflecting on how they are encoded in common words and expressions, for example,   هيّا أسرعوا؛ لا تدعوا الفرصة تفوتكم؛ إنها رحلة العمر؛ أرسل لك أشواقي وقبلاتي من أستراليا   * reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems, songs and video clips, identifying and explaining words and phrases that require particular elaboration or explanation, for example,   والله وليُّ التوفيق!؛ رافقتك السَّلامة؛ على ما يرام   * experimenting with interpreting and translating popular Arabic expressions, proverbs or idioms and reflecting on the social and cultural values that may be embedded in them, for example,   الجار قبل الدار!؛ من جدّ وجد ومن زرع حصد!؛ في التّأنّي السلامة وفي العجلة الندامة!   * viewing short films with subtitles, making comparisons between existing translations of texts and their own understanding, and reflecting on why variations may occur * considering how to maintain the integrity of original texts when translating into Arabic or English, for example, explaining culturally specific concepts relating to Arabic-speaking communities such asالسّلامات والتّحياّت والسّؤال عن الأهل والأقارب , or to the Australian context such as ‘the bush’ or ‘the outback’, and representing original ideas and meanings bilingually * producing captions or commentaries for texts, explaining lifestyle and cultural practices in Australia for Arabic-speaking viewers, for example, bushwalking, barbeques, mateship, sporting events or Anzac Day commemorations * producing digital and online texts in both Arabic and English (e.g. brochures and leaflets) for different contexts, purposes and audiences, such as Arabic-speaking students studying in Australia, Arabic-speaking tourists, or Australian schools hosting Arabic-speaking visitors, and reflecting on the process of working in both languages * identifying moments of embarrassment or communication breakdown in their own intercultural interactions, exploring reasons for these and suggesting adjustments that could be made to enhance mutual understanding, for example, explaining to a non-Arabic speaker that exposing the sole of your foot to a person’s face would be considered bad manners and interpreted as an insult * researching and classifying terms associated with customs, traditions, practices and values that have cultural significance or history and whose profound meanings are difficult to convey in other languages, for example,   الطَّهارة، الحبّ، الأمومة، الرّحمة، الصّداقة، الأمانة، الصّدق، الإخلاص، العطف، إحترام الكبير والصّغير |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| 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 | * handwriting Arabic script and representing the script digitally in texts, for example, using an Arabic keyboard and developing transliteration strategies * using a range of literary devices such as simile, metaphor and onomatopoeia to enhance texts, express ideas, convey meaning and highlight important themes, for example,   عيناها شلّال من الدموع؛ هو شجاع كالأسد!   * evaluating and reporting on contemporary social, ethical or environmental sustainability issues using a range of text types, and presenting information in formats such as a flow chart, slide-show presentation or video clip * writing a journal entry, or contributing to a school newsletter in Arabic reflecting on the impact of a visit to a significant cultural location on an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site * producing persuasive, informative or imaginative texts in print, digital or online formats to entertain specific audiences (e.g. younger Arabic learners) by creating short stories, video clips, simulated social media posts or plays, focusing on characters, themes and settings * writing and presenting poems and songs that relate to significant celebrations or events in both the Arabic-speaking world and Australia, for example,   شعر لعيد الآباء أو الأمهات   * creating bilingual material to share with the local Arabic-speaking community, regarding features of the local environment such as the ecosystem, flora and fauna, and information about recycling programs, community groups and activities, for example,   تتميز أستراليا بتنوع فريد من الحيوانات والنّباتات، فهي تضمّ مجموعة كبيرة من الحيوانات مثل الكوالا والكنغر، إضافة إلى نباتات مميزة مثل شجرة الكينا  إنّ لجنة الجمعية العربية تلتقي كل نهار خميس بعد الظهر   * creating captions or commentaries in Arabic and English to accompany texts such as song lyrics, video clips, film extracts or parts of a television program, and discussing the best ways of achieving consistency in meaning * creating spoken, written and multimodal texts such as digital profiles, timelines or journals to showcase influential people, significant milestones, events or experiences that have helped shape their lives, for example,   علّمني جدّي اللّغة العربية عندما كنت صغيرا وربحت جائزة أفضل تلميذ في اللّغة العربية |

#### Strand: Understanding Language and Culture

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| 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 | * understanding that certain sounds in Arabic words can be dropped from pronunciation, such as the t sound in السماء صافية and tashkeel in الشمس مشرقة، البنت مريضة * recognising the need for a pause or change of tone in complex sentences with embedded clauses, reflecting on the role of pronunciation, rhythm, word stress and intonation in effective communication, and applying this knowledge to their own interactions, for example,   عندما كنت مع صديقي عماد استمعت إلى خبر سعيد   * using knowledge of Arabic pronunciation and spelling rules when engaging with authentic spoken and written texts * reciting challenging and unfamiliar language to develop pace, accuracy and fluency, for example, from poems and traditional literature * developing control of regular and irregular elements of spoken and written Arabic, such as the influence of accents and expression on pronunciation and spelling, for example, the use of the letter noon instead of tanween (كتابًا/ كتابن) or the use of haa instead of the taa marbouta (مدرسة / مدرسه ) * listening to authentic texts such as public announcements, radio advertisements or recorded phone messages, and recognising challenges associated with clarity and pace in audio texts * understanding how intonation and tone can convey emotions and modify meaning, such as distinguishing between colloquial or formal language, for example,   حقا؟؛ يا إلهي!؛ معقولة؟؛ تعال إلى هنا حالا!   * experimenting with intonation and stress, improving coherence and increasing expressive range by reading out loud from unfamiliar texts such as newspapers, novels or reports |
| 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 | * understanding that sentences can contain one or more verbs and can be joined with و or other cohesive devices such as connectives and conjunctions to sequence ideas, for example,   أمّا عن؛ بالإضافة إلى؛ بالرغم من؛ إذ إنّ؛ حيث أنّ  في البداية أودّ أن أحدثكم عن يوم النّظافة العالمي، وبعد ذلك سأشرح لكم طرق المشاركة في هذا اليوم، ثمّ سأريكم بعض الصور وختاما سآخذكم في جولة قصيرة حول الحديقة العامة   * understanding that Arabic uses the dual form of nouns, verbs and adjectives in both masculine and feminine forms, for example,   أنتما تلعبان؛ هذان كتابان؛ الوردتان الجميلتان   * understanding nouns and adjectives formed from verbs such as verbal nouns, for example,   صنع/مصنع؛ كسر/مكسور؛ زار/زيارة   * understanding and applying the different types of adverbs, cognate adverbs (e.g. المفعول المطلق) and locative adverbs (e.g. المفعول فيه), for example,   أدرس كثيراً قبل الامتحان؛ ضربت ضربة واحدة؛ عملت في المدرسة دهرا   * understanding and applying indirect object pronouns and the passive voice to express ideas objectively in texts such as articles and speeches, for example,   مُنعَ الكتاب بسبب أفكاره الجريئة؛ خُصِّصَ وقتٌ بعد المدرسة لتعليم اللّغة العربية   * negating a range of verbal sentences, for example,   لم؛ لن؛ لا؛ ليس؛ ما  لا أحبّ مشاهدة الأفلام القديمة؛ لن أستمع إلى كلام أحد؛ ليس كل ما يتمناه المرء يدركه   * using cardinal numbers from 13 onwards   ثلاثة عشر طالبا؛ ثلاث عشرة طالبة؛ أربعة عشر بيتا   * using complex ordinal numbers to count hours, minutes and seconds, and half and quarter past the hour, for example,   الساعة حوالي الثانِية وثلاثون دقيقة؛ إنَها الخامسة إلّا عشر دقائق   * using إلاّ to express exceptions, for example,   جميع أصدقائي يلعبون رياضة ما خلال الأسبوع إلّا أنا   * using the conditional mood as a formulaic expression, for example,   لو نجحت في الإمتحان هذا العام، فسوف يشتري لي أبي لعبة إلكترونية جديدة   * understanding and using the conjunction بينما to compare people or actions, and enhance expression, for example,   رياضة السّباحة ممتعة ومفيدة خاصة هنا في أستراليا، بينما لعبة كرة القدم أكثر شعبيّة   * using a range of comparative and superlative forms of adjectives to describe people and objects, for example,   صديقتي هناء هي أذكى فتاة رأيتها في حياتي وهي مرحة جدًا، وتعتبر أكثر واحدة تحبّ مساعدة المحتاجين، وهي موهوبة أكثر منّي في الدّرس   * using imperative verb tenses to persuade, encourage and advise others, for example,   شاركوا في الردّ على الموقع الإلكتروني؛ لا تنسوا مشاهدة الفيلم الأسطوري؛ سيعجبكم جداً!؛ هيّا اجتهدوا وحاولوا أن تكملوا البحث بجدارة؛ اتّصلوا على الرقم المذكور في الإعلان!   * using the subjunctive mood to express doubt, uncertainty or emotion, for example,   قد يكون كلامك صحيحاً ولكني لست متأكّداً منه؛ ربما تقبل أمي أن أذهب معك إلى الحفل؛ لست متأكدة   * using definite or indefinite articles and embedded clauses in a range of complex sentences, for example,   سأختار كتابي القادم عن علم النفس؛ سأختار كتاب أخي  لا أعرف لماذا أصدقائي والّذين أصولهم عربيّة لا يحبّون الأغاني العربية؛ أحبّ القراءة كثيرا بالرّغم من أنّ الكثير من النّاس لا يحبّون القراءة و يفّضلون مشاهدة التّلفاز |
| reflect on and evaluate Arabic texts, using metalanguage to analyse language structures and features  VC2LA10U03 | * examining how the structures and features of a variety of informative Arabic and English texts, including a selection of teacher-curated online and digital texts such as reports and articles, reflect their intended purpose and how the choice of vocabulary reflects ideas and perspectives * analysing how language choices help achieve particular purposes and effects in particular types of Arabic and English texts, such as descriptive language in documentaries, reflective language in personal, secure, teacher-moderated blogs, diary or journal entries, and persuasive language in advertisements and speeches * discussing the use of diacritical marks in Arabic texts for decorative purposes in items such as book titles, letterheads and nameplates, and comparing them with English text aesthetics such as fonts and cursive styles * examining a range of spoken and written Arabic and English texts, discussing similarities, differences and connections between context, purpose and audience, and what the texts reveal about social relationships and processes, for example, reflections of status and authority, or concepts of respect and politeness * understanding and using metalanguage to discuss grammatical features of texts and to explain how word order, tenses and moods, adjectives and adverbs can be used to enhance meaning and expand expression, for example,   قرأ الولد القصة بسرعة / الولد قرأ القصة بسرعة   * using prior knowledge of Arabic and English grammatical structures and language functions, and explaining these to others, to develop and learn further language, for example, noticing and remembering grammatical patterns * being the teacher or buddy and annotating peers’ draft work, offering suggestions such as the sequencing of ideas, grammatical structures, paragraphs and layout * examining how the English language is influencing and modifying Arabic language use in particular settings, for example, in the entertainment industry (e.g. films and television programs) and in online or global contexts to express concepts such as   الدّيمقراطيّة والفلسفيّة والّليبراليّة |

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

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| 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 | * exploring the ways in which linguistic choices can vary to reflect diversity, such as through typical features of the language, including non-gendered adjectives (ولد صبور، بنت صبورة) and formulations (إنّهم صبورون) * exploring how representations of identity and gender in the language have changed over time by analysing and comparing examples of traditional images or texts of Arab women such as Rufaida from Al-Ansar’s contributions to the fields of medicine and nursing, with contemporary Arabic media that depict women participating in a range of roles, both inside and outside the home * researching how linguistic innovations reflect the dynamic nature of Arabic, such as those designed to increase inclusivity through the use of gender-neutral and gender-inclusive language, for example,   ما رأي الجميع في هذه الجملة؟؛ هل يتفق الجميع معي؟؛ هل يوافق الجميع على كلامي؟؛ ما رأي الجميع في موضوعي؟   * recognising that Modern Standard Arabic is the lingua franca for people who speak Arabic, and that it allows for communication across cultural and international barriers within and beyond the Arab nations * reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country with an Aboriginal person or community, to present in Arabic to a group of Arabic-speaking visitors at a school assembly * appreciating that many Arabic speakers may be multilingual and use other colloquial language variations or dialects of Arabic in addition to English, and that this may form part of their identity, values and beliefs, for example, Modern Standard Arabic vs. Egyptian Arabic (Masri) كيف حالكَ؟ = ازيّك؟ / شلون؟ / كيف داير؟ بخير = كويس/ حلو/ تمام / زين / زوين * analysing their own bicultural and bilingual biographies to discover more about family heritage, migration and history and reflecting on how this can contribute to their identity; and understanding the origin of family traditions and practices such as celebrating festivals or spiritual beliefs, and how this enhances a sense of belonging * discussing whether being bilingual or multilingual allows for a more flexible sense of identity in ways that involve culture as well as language * researching various cultural elements and customs in Arabic-speaking communities, such as family loyalty and obligations, roles, family structures and factors determining personal status, and commenting on how these may differ from their own, for example,   الأبناء يعيشون مع الأباء ولا ينفصلون عنهم قبل الزواج؛ الأباء كبار السن يعيشون مع الأبناء؛ يراعي الأبناء آباءهم في الكبر   * using a reflective journal to record and compare when they consciously choose to use one language rather than the other and why, considering their ways of thinking and communicating change between languages, for example, being mindful of different perspectives and traditions |

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# Curriculum – 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of Arabic language, and this will be influenced by the students’ background and by their prior experiences of language learning. Students use Arabic to describe their personal worlds and interact and collaborate with their , in person or in secure, teacher-moderated online environments, within and beyond the classroom.

Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback. Background language learners and second or additional language learners may work collaboratively to facilitate learning. Background language learners may also interact in Arabic within their family and in their local community.

Students access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, teacher-curated blog posts and magazines. Background language learners may source texts and other resources from their local community to share with peers.

Students use their knowledge of some metalanguage to reflect on similarities and differences in language structures and features between Arabic, English and/or other languages. They recognise the difference between the Arabic and English alphabets. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

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.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Arabic

##### 7–10 Sequence sub-strand: Interacting in Arabic

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LA8CM01 | * greeting others using appropriate expressions, titles and gestures, for example,   مرحبا؛ صباح الخير؛ صباح النور؛ مساء الخير؛ مع السلامة؛ شكرا؛ مرحبا أستاذ؛ صباح الخير يا سيدتي؛ أهلا وسهلا؛ الحمد لله؛ نشكر الله   * introducing themselves, family and friends, using formulaic expressions, for example,   اسمي...؛ عمري...؛ عنواني...؛ أسكن في/ أعيش في...؛ أصلي من / أنا من...؛ مدرستي في...؛ هوايتي...؛ أنا طويل؛ هذا أبي...  هو يعمل في...؛ هذه أمي... وهي تعمل في...   * expressing likes and dislikes, using modelled language such as   أحب جدّي كثيرا؛ لا أحب الرياضة في المدرسة  أحبّ / لا أُحبّ...؛ أفضّل... لأن...؛ أكره... لأن...   * socialising and discussing daily home and school routines and responsibilities, for example,   أستيقظ ...، أتناول الفطور، أنظف أسناني وألبس ثيابي؛ أشاهد التلفاز؛ أكمل فروض/ واجبات المدرسة؛ أرتّب سريري وأنظف غرفتي؛ ألعب كرة القدم؛ أذهب إلى المسبح  في المنزل لا بُدّ لي من غسل الصّحون؛ في المدرسة أنا رائد المستوى العام   * asking and responding to questions about a range of topics such as family, cultural background, friends and special occasions, for example,   ما اسمك؟؛ أين تسكن؟؛ كيف حالكَ / حالكِ؟؛ متى تتناول طعامك؟  أي لغة تتكلم في البيت؟؛ أين تذهب يوم السبت؟؛ من هي صديقتك؟؛ لماذا تحب جدتك؟؛ أي رياضة تلعب؟؛ من هو معلمك المفضّل؟؛ هل تحب أن تأتي إلى حفل عيد ميلادي؟   * discussing aspects of their lifestyles such as hobbies, sport and activities that may interest Arabic speakers of their own age, for example,   بيتي صغير؛ غرفتي واسعة؛ مدرستي كبيرة؛ صديقي ذكي؛ معلمتي طيبة  ذهبت البارحة/أمس مع عائلتي إلى المتحف؛ شاهدت مع أخي فيلماً جديداً في السّينما؛ كانت لعبة الركبي ممتعة؛ كانت الرحلة المدرسية إلى حديقة الحيونات مملّة  يوم السبت ألعب التنس مع أبي؛ في عطلة نهاية الأسبوع أذهب مع عائلتي إلى المطعم؛ أحضر حصّة الموسيقى يوم الجمعة؛ أشعر بالسعادة في حصّة الموسيقى   * using spontaneous exclamations and interjections when interacting with others at school or in the community to show interest and comprehension and to fill pauses, for example,   نعم؛ لا؛ شكرا؛ كل عام وأنت بخير؛ أتمنى لك عيدا سعيدا؛ تفضّل؛ تفضّلي   * following classroom instructions when starting and finishing class, completing tasks, and engaging in activities, for example,   افتح الكتاب / الحاسوب... ؛ استمع إلى...؛ ارفع يدك...؛ اصعد الى / اكتب على اللوح...؛ أنه فرضك...   * interacting using a secure, teacher-moderated blog or chat group with Arabic-speaking students, posting news items, comments and questions in both Arabic and English * engaging in written exchanges with peers, such as sharing greeting cards and messages, for example,   عيد مولد سعيد؛ أطيب التمنيات! |
| develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LA8CM02 | * contributing to classroom activities, expressing opinions about procedures and tasks, giving advice and sharing ideas with peers, and responding respectfully to others’ contributions, for example,   إستمع للمعلمة؛ إحترم الجميع؛ إنتظر دورك؛ إذهب إلى الحمام في الفرصة/ الاستراحة؛ أكمل كل دروسك في الصف؛ كن مؤدبا / لطيفا / هادئا / عادلا / ودودا؛ كوني هادئة، لطيفة، صادقة  هذا الواجب صعب؛ الإمتحان طويل؛ ما عندي وقت؛ لم تصحّح المعلمة إمتحان الإملاء بعد؛ الأفضل أن نوضّح العنوان؛ هذا الخط أفضل من الآخر؛ أقترح استعمال الألوان في الرسم   * participating in activities such as games, discussions and role-plays, taking turns, praising and encouraging peers, for example,   دوركَ/دوركِ؛ ممتاز؛ جيد؛ حسنا؛ أنت جيد في هذه اللعبة / أنتِ ماهرة في هذا الدور؛ أنت ممثل بارع؛ صوتك جميل؛ أنا أحبّ هذه اللعبة!؛ فكرة رائعة!  هل يمكن أن...؟؛ ماذا عن دور الأب؟؛ أنت لا تقدر ان تكتب كل القصة،؛ ليكن دوري المشتري، وأنت دورك البائع، هل تحبّ أن تكون البائع؟   * making polite requests when attracting attention and asking for help, requesting repetition, asking for clarification or permission and responding appropriately, or asking how to say something in Arabic, for example,   من فضلكَ/فضلكِ! هل تسمح...؟ أريد أن أذهب إلى الحمام؛ هل يمكنكَ/يمكنكِ إعادة السؤال من فضلك؟   * agreeing, politely disagreeing or declining, using appropriate expressions, for example,   أريد أن أذهب إلى هذا المكان من فضلك؛ بكم هذه؟؛ أعتذر، لا أستطيع أن آتي لزيارتك!   * taking turns being a class leader or teacher’s assistant responsible for the start and finish of lessons, greetings and roll call, distributing work and responding to peer questions, for example,   افتح الكتاب؛ أين الممحاة؟؛ أين المقص؟؛ افتح النافذة؛ لا تتكلم في الصف؛ اجلس في مكانك؛ من الطالب الغائب اليوم؟؛ اقرأ الموضوع في صمت!   * using simple negation such as for expressing dislikes, for example,   لا أحب السفر؛ ليس لدي إخوة؛ أحب الرياضة ولا أحب الرسم   * using singular and possessive pronouns with non-verbal sentences, for example,   أنا، أنتَ، أنتِ، هو، هي  هو تلميذ، هي مجتهدة  هذا هو بيتي   * making a game and playing it together to practise vocabulary and grammar in Arabic, for example, word games, memory games, board games or card games |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LA8CM03 | * participating in transactions by asking for and providing information about items, prices and quantities, and requesting goods and services, for example,   ما سعر…؟؛ بكم هذه اللعبة؟؛ ما سعر كيلو البرتقال؟؛ بكم كيس الخبز؟ كيس الخبز بدولار ونصف؛ سعر كيلو التفاح ثلاثة دولارات  أحتاج مساعدة من فضلك!، هل تستطيع أن تساعدني؟؛ أبحث عن خوذة لقيادة الدراجة فأين أجدها؟؛ هل عندكم الفيلم الكارتوني الجديد؟   * making decisions about classroom duties, using simple expressions such as   أنت لا تقدر أن تكتب كل القصة، أنا أكتب النصف الأول وأنت النّصف الآخر؛ ليكن دوري المشتري وأنت دورك البائع، هل تحب أن تكون البائع؟  اُكتب دور المشتري، وأنا سأكتب دور البائع.   * planning and organising an outing or activity such as an excursion to a restaurant, arranging to meet friends or preparing for a surprise party, using expressions related to time, place and numbers, for example,   متى ستكون هذه الحفلة؟؛ في أي ساعة؟؛ أين ستكون؟؛ ما رأيك أن نذهب إلى هذا المكان؟  هل تريد أن تأتي معي إلى المهرجان العربي يوم السبت الساعة العاشرة؟   * accepting or declining invitations, adjusting language to suit formal or informal contexts, such as inviting a special guest speaker or a friend to a birthday party, for example,   أدعو حضرة المدير…  لا أستطيع حضور حفل عيد ميلادك يا صديقي   * negotiating with others to plan and make decisions, expressing and accepting preferences and ideas, for example,   ما رأيك بهذه الصالة؟؛ هل تحب هذا المكان؟؛ أفضل أن أذهب إلى السينما؛ فكره جيدة!   * participating in activities such as treasure hunts, mystery games, or scenarios such as being lost and asking for directions, for example,   لقد ضعت! أين محطة القطار؟   * working with peers to produce bilingual signs, flyers and posters to promote sustainability and waste reduction within the school community, such as labelling bins and containers, for example,   من فضلك ضع علبتك في سلّة إعادة التدوير |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LA8CM04 | * listening to texts such as songs, notices or phone messages, and identifying key points of information, using intonation and keywords to assist understanding, and then creating their own text, for example, recording a phone message,   مرحباً، إسمي سهام، اودّ التكلم مع سامر بخصوص الإمتحان؛ أرجو الإتصال بي على الرقم...   * reading a print or digital text such as a short story or article relating to familiar contexts, using pictures, keywords and contextual cues to predict meaning and to assist in identifying information * obtaining and interpreting information from a source and conveying details in a different format for a different audience, for example, viewing movie session times and then writing a dialogue with a friend, negotiating what to see, and when and where to meet * listening to, reading or viewing Aboriginal and Torres Strait Islander stories and responding to them in spoken or written Arabic * viewing a series of images of people and daily routines in the Arabic-speaking world, using a ‘see-think-wonder’ thinking routine to reflect on the images, and then developing written captions to describe what is happening in the images using verbs, adjectives and nouns, for example,   الأطفال يدرسون، ثمّ ينظّفون السّيارة، والبنت تنظّف الحديقة، والأمّ تحضّر الإفطار، والأب يحضّر العشاء   * demonstrating understanding of detail in a text, such as viewing a menu and recommending dishes appropriate for vegetarians, for example,   لا يوجد لحمة في المعكرونة   * comparing information in a number of travel advertisements to determine which holiday package would meet requirements for a specific budget, date and activities * interviewing others using a variety of questions, and summarising information in graphs, tables or images, on topics such as favourite things, pets, family, daily routine and pop culture   من لديه حيوان؟؛ ما نوع الموسيقى التي تحبها؟   * listening to and viewing imaginative texts such as traditional folktales and fables, and sharing opinions or feelings about characters and events, for example,   أحبّ قصة علاء الدين لأنها مسلية  أنا أحبّ قصّة السّجادة السّحريّة لأنّها تطير في السّماء وتنقل النّاس بسرعة الرّيح!   * predicting words and phrases in non-verbal activities such as charades or mime |
| develop and apply strategies to interpret and respond to Arabic texts, and to convey meaning and intercultural understanding in Arabic in familiar contexts  VC2LA8CM05 | * translating short excerpts from traditional stories, identifying words and expressions that reference cultural values, history and beliefs, and are difficult to translate into English * using a print or digital dictionary, or a translation app, developing personal wordlists or grammar lists to assist with translation and enhance working with unfamiliar language * recognising and understanding that some words and expressions in English do not have equivalent words or expressions in Arabic (e.g. billabong, the bush, the movies, footy, backyard) and vice versa, for example,   على رأسي؛ نعيما؛ بلّط البحر   * creating school signs, notices, timetables and class rules in Arabic, and considering why some words and expressions require flexibility in translation, for example, ‘the oval’, ‘the office’, ‘the canteen’, ‘out of bounds’ and ‘no hat, no play’ * understanding that the Arabic language has a standard form called *al-Fuṣḥā*, which is mainly used in writing, and a range of oral dialects that differ from region to region, such as Lebanon, Syria, Palestine, Morocco, Iraq and Egypt, for example,   العربيّة الفصحى: أنا سعيد جدًا برؤيتك اليوم!  التّونسيّة: فرحان برشة شفتك اليوم!  السّوريّة: مبسوط كتير إني شفتك اليوم!  العراقيّة: مبسوط هواي شفتك اليوم!  الفلسطينية: مبسوط كتير إني شفتك اليوم!  اللّبنانية:: مبسوط كتير إنّي شفتك اليوم!  المصريَّة: أَنا مبسوط قوي إنّي قابلتك النّهار ده! / أَنا مبسوط أوي إنّي شفتك النّهارده!  المغربيّة: فرحان بزاف شفتك اليوم!   * recognising how the dialect spoken at home (for background speakers) or in local Arabic-speaking communities may differ from the Modern Standard Arabic learned in class, and noticing the diversity of Arabic speakers * monitoring their use of Arabic and English in different areas of their lives, for example, by keeping a record of when they use each language over a particular day or in different contexts |

##### 7–10 Sequence sub-strand: Creating text in Arabic

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions, using the Arabic alphabet  VC2LA8CM06 | * using handwritten Arabic, with support, to create texts, and learning how to represent the Arabic script digitally * making bilingual texts such as greeting cards or invitations for special occasions, considering how to convey messages in each language, for example,   عيد أم سعيد؛ عيد أم مبارك؛ كل عام وأنت بخير؛ كل عام وأنت بألف خير؛ دمت لي سالمة   * recording a commentary for a video or photo slide-show about their daily routine or childhood, for example,   استيقظت الساعة السابعة صباحا، فغسلت وجهي وتناولت طعام الفطور  عندما كنت صغيرة، سافرت إلى العراق وتعرفت على جدتي وأقاربي   * creating a print or digital poster in Arabic to promote travel to a significant cultural location on an Aboriginal or Torres Strait Islander Country or Place, including what to see and do * presenting information in spoken or written form about their own and their peers’ personal worlds, likes and dislikes or leisure activities, describing experiences and expressing feelings, for example,   ألعب كرة القدم جيداً؛ أسبح بمهارة؛ اقرأ بطلاقة؛ ألعب الألعاب الإلكترونية كثيرا؛ سمير يلعب كرة المضرب  عندما أعزف الموسيقى، أشعر بالفرح / بالحزن / بالملل / بالنشاط / بالسعادة؛ أحبّ الرسم  وليد لا يحب الرياضيات ولا القراءة؛ عند فادية أخ صغير في المدرسة؛ سميرة تسكن في شقة؛ مازن يحب الديناصورات   * creating a print or digital class book for younger learners of Arabic, sequencing a series of pictures with captions or creating a storyboard with labels, speech bubbles or subtitles, using familiar words and modelled language, for example,   استيقظ سامر صباحا، غسل وجهه، بعدها ذهب إلى...   * creating a short brochure, video clip or presentation to support new students coming to the school, introducing aspects of school culture, achievements, staff, timetable, uniform, available study and extracurricular options, for example,   يمكنك لعب كرة القدم يوم الإثنين بعد المدرسة   * creating and performing alternative versions or endings of familiar stories, using voice, rhythm and gestures to animate characters * preparing a script for a real or imagined scenario such as asking for directions, starting high school or at the doctor’s surgery and presenting to the class, using props and realia, for example,   اين الحديقة؟؛ متى وقت الغداء؟؛ رأسي يؤلمني   * designing promotional material for special events such as Harmony Week, a specific Arabic-speaking country’s Independence Day, or Earth Hour, for example,   يوم اللغة العربيّة؛ اليوم عيد تعدد الثقافات  احترام الثقافات المختلفة |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| 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 | * recognising and pronouncing the 28 sounds of the Arabic alphabet system, and recognising that the letters are joined in different ways to make words, for example   باب؛ خال؛ حال،؛هذا؛ هي   * noticing and practising different mouth and tongue positions to reproduce sounds such as the 4 emphatic consonants, articulated with the tongue in a high position * discriminating between short vowels such as تْ تُ، تَ، تِ، , long vowels such as تا تي، تو،, and consonant letters in a syllable block * recognising the different ways of sounding ا، و، ي consonants, for example, أبي/بابا، ولد/توت * recognising the double sound and consonants with shadda   درّس؛ أحبّ؛ أحسّ   * noticing that vocalisation such as harakat may change the function of the word depending on where it is placed, for example,   كَتَبَ، كُتُب، لَعِبَ، لُعَب   * reciting tongue twisters to practise pronunciation   خيط حرير على حيط خليل   * understanding how intonation and tone are used to change the meaning of speech, and how the purpose of interactions (e.g. to command or invite) would change the emphasis on words being used, for example,   ندى، تعالي! / تعالي يا ندى؛ ضع الكتاب على الطاولة / الكتاب، ضعه على الطاولة الآن!   * understanding that the sounds of the letters depend on the mood of the sentence in Arabic, and the need to memorise the pronunciation of the sun and moon letters * identifying Arabic sounds that do not exist in spoken English, such as ح and غ, and articulating reasons why some Arabic sounds may be hard for English speakers to vocalise, such as the rolled r and the kh sound |
| 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 | * exploring the characteristics of Arabic script, such as writing right to left, letter shapes, diacritical marks and connected letters, for example,   حصان؛ صحن؛ صباح   * recognising the shape of laam alif and comparing the different ways to write the letter أ, for example, أَ، أُ، إِ، ى، آ * comparing the different ways of writing hamza أ، ؤ، ئ، آ، ء and recognising definite (hamzat-ul wasel) and indefinite articles with the moon and sun letters, for example,   معلّمة / المعلمة، أستاذ / الأستاذ، طاولة / الطّاولة؛ البيت، الولد، المدرسة، اللؤلؤ، مليئة   * using definite and indefinite articles to identify grammatical endings such asتنوين ٌ ٍ ً, and placing emphasis on the tanween al fat-ḥa, for example,   سيارةٌ؛ أجلس في مطعمٍ/ أجلس في المطعم؛ عفواً   * recognising masculine and feminine words, and التاء المربوطة with feminine words, for example,   مدرسة، أستاذة، تلميذة/تلميذ، طاولة، سيارة   * using the masculine plural, feminine plural, and other plural pronouns أنتم، أنتنّ، هم، هنّ، نحن, for example,   هم مهندسون؛ هنّ مدرّسات؛ أنتم خبّازون   * understanding gender agreement in singular feminine and masculine adjectives, for example,   أمي كريمة جدا وذكيّة؛ أبي رجل ذكيّ جدا ورصين   * using prepositions such as   في، على، من، إلى، عن، تحت، فوق، أمام، وراء، بجانب، بين  المدرسة على اليسار؛ هذا كلب تحت الطاولة؛ القلم في الحقيبة؛ الشّمس في السّماء   * forming questions using interrogatives, for example,   ماذا، متى، أين، لماذا، كيف، كم، بكم، أيّ/أيّة، هل، ما  ما اسمك؟؛ كيف حالك؟؛ من أين أنت؟؛ متى أتيت إلى البيت؟؛ من أعدّ لك الفطور؟؛ ماذا احضرت للغداء؟؛ كيف أتيت إلى المدرسة؟   * using modelled past, present, future and irregular verbs related to home and school contexts, for example,   قدمت فرضي/واجبي للمعلمة؛ تأخرت عن الدرس؛ نمت متأخرا؛ نسيت كتبي في البيت  أنتَ تدرس كثيرا؛ أنتِ تلعبين مع غيري؛ هو يمشي على الشاطئ؛ هي ترجو أمها  *سوف أذهب غدا الى المدرسة*   * using simple imperatives to give and respond to instructions, for example,   افتح الباب؛ اجلس في مكانك؛ لا تتكلم دون إذن؛ نظّف غرفتك؛ أكمل عملك   * using simple adverbs of place and time, for example,   تحت، فوق، أمام، بين، أحياناً، جداً، دائماً، عادةً   * counting and writing the numbers from 1 to 100, and using ordinal and cardinal numbers from 1 to 10, for example,   واحد، اثنان / أول، ثاني؛ هذه تفاحة واحدة؛ هذا كرسي واحد   * using simple linking words and expressions, for example,   و، أو، أيضا، كذلك   * using word order and sentence structures with verbal and nominal sentences, for example,   كتب عادل رسالة؛ هو أخي؛ جدّي ودود |
| compare the structures and features of Arabic with English and/or other languages using some metalanguage  VC2LA8UL03 | * understanding that Arabic texts are written and read from right to left, using a cursive script * recognising that Arabic has borrowed words from English, such asإنترنت، كومبيوتر، تلفاز، ترام، بالون , and English has borrowed words from Arabic (e.g. admiral, alcohol, algebra, coffee, genie, hazard, sultan, henna, cotton) * comparing common text types in Arabic and English, observing similar patterns and features, for example, the opening and the signature of an email or traditional story or rhyme * analysing how different types of texts in Arabic create specific effects through the use of different language features (e.g. the use of superlatives in advertisements designed to persuade or the use of repetition for emphasis in speeches), and comparing these with similar text types in English, for example,   ذهبت إلى السّوق، ووجدت أفضل عروض الشّتاء!؛ هي أفضل جودة في المحال التّجاريّة!؛ كأنها نجمة في سماء اللّيل!   * recognising that there is no distinction between lower and upper cases in Arabic, and the rules on the use of punctuation are less strict than in English * identifying similarities and differences in word order and syntax, for example, ‘subject + verb + object’ in English and ‘verb + subject + object’ in Arabic * noticing specific differences in Arabic sentence structure, including the absence of verbs in nominal sentences, such as the verb ‘to be’   السيارة حمراء؛ الطقس جميل   * building metalanguage to describe grammatical concepts by developing learning resources, for example, verb charts, vocabulary lists, and groups of pronouns, adverbs or adjectives مُحِبّ، سامح، يد، ليّن، سامي |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LA8UL04 | * exploring the meaning of ‘culture’, and understanding that it involves visible elements such as ways of eating, behaving and using formulaic language, and less-visible aspects such as how people live, what they value, and how they think of themselves and others   نقول باسم الله؛ ننتهي بالحمد لله؛ احترام العادات و التّقاليد   * discussing how language reflects cultural concepts and values, such as the importance of seeking agreement and compromise as reflected in the way Arabic speakers express disagreement, for example,    بالرغم من احترامي لك، لا اتفق معك!   * identifying cultural practices that are important when interacting in Arabic, such as the correct personal pronouns to address older people, and discussing how gestures and non-verbal communication are used when greeting others, including facial expressions, putting a hand to the heart, shaking or not shaking hands depending on gender, and the number of kisses on the cheek, for example,   حضرتكَ/حضرتكِ ، أستاذ/أستاذة، المهندس/المهندسة، دكتور/دكتورة، سيّد/سيّدة   * examining, in Arabic or English, how Aboriginal and Torres Strait Islander languages have strong connections to Country or Place and how these can be compared with language variation across Arabic-speaking communities * connecting the history of Arab migration to Australia with the formation of Arabic-speaking communities by people who may identify as Arab Australian, and noticing language variation and the influence of English, for example, الكمبيوتر، الإنترنت، الموبايل * recognising and explaining to others the significance of some common cultural practices and customs in Arabic-speaking societies, such as traditional hospitality and exchanging well wishes, for example,   تفضل صحة وهنا؛ بالهناء والشفاء؛ سلامتك؛ الله معك   * exploring the importance of music and traditional dance as an expression of identity and emotions in some cultures of the Arab world, for example,   الدبكة الفلسطينية والعراقية واللبنانية؛ الرقص الفلكلوري   * researching Arabic-speaking communities of the world, and how cultural identity, traditions and dialects may vary between countries, regions and communities * examining their own personal and community practices, beliefs and values to identify connections with Arab heritage, language and culture, for example, customs, festivals, cooking, history, sports clubs and associations * participating in cultural experiences such as Arabic film festivals, attending Arab restaurants and performances, or wearing traditional clothing, and reflecting on cultural similarities and differences in their own language, practices and behaviours |

## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 9 and 10, Arabic language learning builds on each student’s prior learning and experiences. Students use Arabic to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Arabic in local and global settings through authentic community and secure, teacher-moderated online events. Students continue to receive guidance, modelling, feedback and support from their peers and teachers. Background language learners and second or additional language learners may also support each other in their literacy development.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written, viewed and multimodal texts. These may include textbooks, audio and video clips, magazines and images, online and print articles, and secure, teacher-moderated social media. Background language learners may source texts and other resources from their local and global communities to share with peers.

Students expand their knowledge and control of spoken and written Arabic language structures and features. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

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.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Arabic

##### 7–10 Sequence sub-strand: Interacting in Arabic

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LA10CM01 | * using a range of greetings in different contexts, depending on the relationship, time of day and level of formality, for example,   حضرتكَ / حضرتكِ؛ حضرة المديرة؛ حضرة رئيس البلدية؛ صباح الخير سيدتي؛ مساء الخير معلّمتي   * initiating and sustaining conversations, and responding respectfully to different views on topics of interest, for example,   ماذا فعلت في عطلة نهاية الأسبوع؟؛ كيف أتيت إلى المدرسة؟؛ ما هي المواد التي تدرسها؟   * exchanging personal information and requesting details from others, for example,   من أي بلد أنت؟؛ هل تحبين تعلم اللغة العربية؟؛ ما هي آلتك الموسيقية المفضلة؟   * using interjections, exclamations and filler words to maintain flow, fill gaps, and build fluency, for example,   من فضلكم تعالوا وشاهدوا مسرحيتنا  واو! ما أجمل هذه المسرحيّة  يا للهول! ماذا حدث اليوم؟   * agreeing or disagreeing with others’ opinions on a range of familiar topics and justifying responses, for example,   لا أوافقك الرأي؛ يجب أن تفعل...؛ يعتقد صديقي بأنّ... ولكن أنا أعتقد...   * sharing information about their family history or discussing generational influences, for example,   في عطلة نهاية الأسبوع، ذهبت إلى مطعم لأحتفل بعيد ميلادي مع الأصدقاء والعائلة  أتعلّم اللغة العربية حتى أتواصل مع جدّي وجدّتي في الخارج  أريد أن أصبح مهندساً كجدّي   * discussing wishes, desires and future plans, such as career aspirations, weekend/holiday plans and dream purchases, for example,   أتمنى أن أصبح طبيبا لأساعد المهاجرين؛ أودّ أن أهاجر إلى بلدي السنة القادمة؛ أتمنّى أن أشتري سيّارة بعد تخرّجي من الصف الثاني العاشر   * interacting in hypothetical situations relating to travel, such as losing property, catching public transport, asking for recommendations, and complaining about services, for example,   اذهب بهذا الإتّجاه، انعطف يميناً...؛ هل يمكنك أن تقترح مطعما عربيا جيدا؟   * initiating written exchanges such as writing to a student in an Arabic-speaking country, requesting information, and responding appropriately, for example,   أخبرني عن حياتك في سورية |
| use Arabic language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LA10CM02 | * discussing aspects of daily life with peers or young people from Arabic-speaking communities, such as etiquette at mealtimes, opinions about schooling, pastimes, and celebrations of significant events, for example,   لا أحب الاستماع إلى الموسيقى، بل أحب قراءة الكتب. ماذا عنك؟  لا أحب أن ألعب الرياضة يوميا؛ عيد رأس السنة الميلادية هو من أجمل الأعياد بالنسبة لي!   * engaging in social interactions with peers and teachers (e.g. accepting and declining invitations, making excuses, apologising), using appropriate forms of politeness and respect, for example,   اعذرني لا أستطيع أن آتي إلى حفلة عيد ميلادك   * participating in a mock interview for a part-time job or volunteer work, answering questions and discussing ideas, for example,   لماذا تريد أن تعمل هنا؟ أحب مساعدة الناس.   * interacting in class routines by requesting, advising and apologising, or clarifying meanings and instructions, for example,   هل يمكنني أن استعير قلمك؟؛ من فضلك ساعدني   * supporting and justifying their own ideas regarding lifestyle choices, for example,   أتناول الطعام المتنوع والصحي من أجل حياة أفضل؛ أقرأ الكتب المتنوعة حتى أنّمي لغتي العربية؛ أمارس هواية التّأمّل في خلق اللّه يوميًّا لتحسين طريقة تفكيري ولأكون شخصًا إيجابيّا، فالعقل السّليم في الْجسم السّليم!   * participating in class discussions or activities to express opinions and reflect on those of others, for example, a game of ‘4 corners’, where they move according to their opinion and then respond to others in opposing corners * discussing their responsibilities at home and at school, comparing with those of young people living in Arabic-speaking countries, and noting the relative importance of concepts such as taking care of parents as they age |
| use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LA10CM03 | * participating in real or simulated transactions and negotiations that involve buying and selling, for example, bidding for an item online, ordering food for a class celebration, or negotiating purchases of learning resources * planning a task cooperatively by dividing activities among peers, for example,   ما رأيكم لو ننظّم مباراة في كرة القدم مع الصّف العاشر؟ يا لها من فكرة جيّدة.حسنا، دعونا نضع مخططا لتنظيم الزمان والمكان !   * organising an interview with a local celebrity or significant person from an Arabic-speaking community, researching the person’s achievements, and discussing with peers the appropriate questions to ask * organising a campaign or designing resources such as website posts, posters or flyers to promote action and raise awareness on social or environmental issues, for example, أغلق الصنبور للحفاظ على المياه * participating in real or simulated excursions to cultural sites or exhibitions (e.g. famous museums or places of worship), sharing responsibility for different elements of a multimodal report on the experience * reflecting on the success of a school activity promoting the Arabic language and culture(s), and discussing improvements for future planning, for example,   لقد كان نشاطا مدرسيا ناجحا ولكن علينا أن ننتبه على تنظيم الوقت بشكل أفضل |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| 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 | * accessing multimodal texts detailing lifestyles in Arabic-speaking countries, identifying features of ways of life that reflect modernity or tradition, and summarising findings, for example,   في العصر الحالي الناس يستخدمون السيارات بدلا من ركوب الجمال   * responding to ideas presented in various texts such as traditional poems, films, songs or video clips, and identifying and classifying words, expressions or references that convey information about culture or context, for example,   أسلوب القصيدة مشوق؛ الشاعر يستخدم أسلوب التشبيه للتعبير عن الصداقة  إيقاع الأغنية يعبر عن مشاعر الأم تجاه ابنها  كنت وحيدا بلا صديق ليؤنسني في وقت الضيق   * surveying members of the local Arabic-speaking community regarding suggestions about local facilities and activities, and creating a proposal to present to the local council, such as a community garden, volunteer activities, sports or clubs, for example,   أودّ أن أنظم يوما لتنظيف الحدائق؛ أريد أن أؤسس فريقا لكرة القدم في منطقتنا   * listening to or reading Aboriginal and Torres Strait Islander stories and creating a profile of them in Arabic * collecting examples of good news or success stories related to their school, homes or local communities (e.g. sporting achievements or successful fundraising), and sharing their findings in formats such as digital displays or newsletter contributions * listening to or viewing Arabic or English texts with Arabic subtitles such as songs, stories, television programs and films, and responding by expressing opinions or by modifying key aspects, for example, creating a new scene, continuing the story, recreating a video clip using parody, role-playing an interview with a character, or retelling or performing the text from the perspective of one of the minor characters * researching different perspectives of an issue in different media (e.g. news, teacher-curated social media posts, magazines) and using the information obtained in debates or persuasive texts, for example,   تلوث البيئة، الاكتظاظ السّكاني، التّمييز العنصري، حقوق المرأة، التّدخين، الإدمان، الهجرة، فوائد التّكنولوجيا وأضرارها   * analysing traditional Arabic folktales and fables, and discussing the morals portrayed in them, for example,   حكايات جحا، حكايات عالمية، قصص الشعوب، ألف ليلة وليلة   * adapting information from a text for a different purpose, incorporating the main points, such as information from a formal email summarised in a short text message to a parent, for example,   عزيزتي... أكملي الواجب في الوقت المحدد؛ مرحبا/ سلام؛ ماما عليّ أن أكمل فرضي  حضرة الأهالي الكرام، نوّد تذكيركم باليوم الرياضي غدًأ. على جميع الطّلّاب الحضور السّاعة الثّامنة والنّصف |
| 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 | * translating Arabic and English texts and noticing unfamiliar words or expressions, and reflecting on challenges associated with transferring meaning from one language to another * comparing translations of the same text, commenting on similarities and differences between versions, and considering possible reasons for these * reflecting on the importance of non-verbal elements of communication, such as hand gestures, head movements and facial expressions, and how these are sometimes used to mean different things in different cultures * identifying culturally specific vocabulary and expressions such as تقبّل فائق الاحترام , and discussing strategies for choosing words that best reflect the intended meaning and context * paraphrasing English words or expressions that have no equivalent in Arabic, such as ‘brainstorm’, ‘selfie’ or ‘fundraiser’ * evaluating information from different sources for relevance and cultural appropriateness, for example, facts from reliable websites versus social media or word-of-mouth, and discussing potential issues that may arise from using inaccurate information * identifying and discussing how values or attitudes are reflected in Arabic and English, including the concepts of time and punctuality reflected in language such as لا تستعجل، لنلتقي السّاعة الثامنة تماما, as well as in social interactions such as expressing indirect thanks, apologies or appreciation, for example,   أشكرك شكرا جزيلا على جهودك الرائعة. لا شكر على واجب.  تقبّل مني أصدق الإعتذار؛ أعتذر على الخطأ الذي بدر مني   * reflecting on the difficulty of achieving equivalence in translations of creative texts such as poems, songs and film clips, identifying words and phrases that require particular elaboration or explanation * identifying similarities and differences between their own ways of communicating and interactions between young Arabic speakers in different contexts, such as the expression of politeness or turn-taking in conversations * exploring a range of Arabic and English idioms and proverbs, and discussing the social and cultural values and perspectives they reflect, for example,   من جدَ وجد، ومن زرع حصد  من سار على الدرب وصل  الوقت كالسيف إن لم تقطعه قطعك  ليس الفقير من فقد الذهب، بل الفقير فقير العلم والأدب!  الحاجة أمّ الاختراع!  في التأني السّلامة وفي العجلة النّدامة! |

##### 7–10 Sequence sub-strand: Creating text in Arabic

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| 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 | * presenting persuasive texts such as posters, advertisements or the script of a speech on topics such as recycling, sustainability or circular fashion, for various audiences, for example,   إنه من الضروري أن نحافظ على البيئة بعدة طرق؛ منها إعادة التدوير، و...   * informing others in the school community about an issue of interest, call to action, or upcoming events in texts such as notices and newsletter announcements, for example,   إعلان هام  ستحتفل مدرستنا بيوم المعلّم العالمي يوم الإثنين القادم في صالة المدرسة  نرحب بحضور الجميع  الرّياضة ضرورية للصحة؛ المأكولات السريعة وأضرارها؛ الألعاب الإلكترونية وتأثيرها السّلبي على العائلة   * creating a multimodal resource to introduce Arabic-speaking tourists or recent migrants to different features and aspects of Australian life such as cultural and linguistic diversity, local attractions, animals, dangers and outback exploration, for example,   أماكن سياحية رائعة كدار الاوبرا والجبال الزرقاء في في أستراليا   * writing a journal entry or contributing to a school newsletter in Arabic reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance * researching a popular tourist site or attraction in an Arabic-speaking country and writing about a traveller’s experience in the third person, for example,   سافر سمير إلى البتراء وشاهد المعابد التّراثيّة القديمة والجِمال في الصحراء   * reporting on their own and others’ experiences such as holidays or a school camp, for example,   بالنسبة لي الرحلة كانت ممتعة بينما بعض التلاميذ شعروا بالملل؛ بالرغم من الساعات الطويلة التي قضيناها في الطريق إلا إنني لم أشعر بالتّعب لكن أصدقائي كانوا متعَبين   * writing a procedure for younger students to follow, with steps and diagrams, such as dances or recipes, for example,   التّبولة  افرم البقدونس والنعنع والبندورة.  أضف عصير الليمون والملح والزيت والبرغل.   * creating a video tour of the school for Arabic-speaking exchange students or new students, with commentary about the classrooms, subjects, canteen menu and facilities, for example,   الطعام في المقصف لذيذ جدا؛ الرّياضة مادّة مهمة   * creating alternative versions of traditional Arabic stories by introducing new characters, new scenes or different endings, for example,   ألف ليلة وليلة؛ سندباد   * expressing imagined experiences in texts such as poems and video clips that relate to significant celebrations or events in both Australia and the Arabic-speaking world, for example,   عيد الأم؛ عيد الشّهداء؛ العيد الوطني الأسترالي؛ الأعياد الدينية |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| 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 | * pronouncing words that include الشّدة، والتّنوين، والسكون and using them appropriately in sentences and texts * recognising features of the Arabic sound system, discriminating tones, rhythm and sound flow, such as the words with 3 small syllables ك/ت/ب, words with a long syllableقا/لَ , words with an extended syllable آمين, words with a closed syllable يكتب, and words with 2 closed syllables يستخرج, applying prior knowledge of pronunciation and sound conventions to predict the spelling and sound of unfamiliar words during class dictation or while reading aloud or transcribing a text * using the rhythms of the Arabic language, including intonation, tone and stress, to increase fluency, emphasise emotions, indicate the purpose of the phrase (e.g. interrogative or statement), and enhance expression * recognising the need for pauses or changes of tone in complex sentences with embedded clauses * listening to a range of audio texts at various speeds, such as phone messages and announcements, to develop strategies and techniques to infer meaning * noticing how intonation and tone of voice can convey emotions and shade meaning, such as distinguishing between colloquial and formal language, for example,   حقا؟؛ يا إلهي!؛ تعال إلى هنا حالا   * using onomatopoeia in sentences for literary effect in texts such as comics and stories, for example,   بوم بوم! أسمع أصوات الألعاب النارية في ليلة رأس السنة...   * reciting difficult tongue twisters or making their own, to improve pronunciation, fluency and pace, for example,   روحي وروحك يا روحي روحين بروح مطرح متروح روحك روحي بتروح  قفص قصب في قفص خشب |
| 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 | * applying punctuation and spacing rules between words and using their knowledge of writing conventions such as paragraphing and sequencing to create texts, and typing in Arabic * recognising that certain letters in Arabic appear in different variations, such as ت، ة * using plural demonstrative pronouns and pronouns such as ‘we’, ‘you’ and ‘they’ in Arabic, for example,   نحن مدرّسون؛ هم طلّاب؛ هذا طالب مجتهد؛ هؤلاء الطّلاب   * expanding their knowledge of noun–adjective agreement, for example,   هؤلاء معلّمون بارعون؛ هؤلاء طالبات مجتهدات   * identifying possession (e.g. iḍaafa) and attached possessive pronouns for singular and plural, for example,   هذا بيت يوسف / هذا بيته؛ هذا سريري؛ هذه غرفتك؛ كتابك؛ حقيبة نور / هذه حقيبتها؛ صف التلاميذ / صفوفكم؛ سيارة العائلة   * using سوف/س with the present tense to express future plans, for example,   سوف أذهب إلى الجامعة؛ سأسافر مع أهلي؛ سوف أشتري سيارة؛ سوف أعمل في مطعم   * using a range of conjunctions such as لكن، أو، ف to connect sentences, for example,   لم تذهب سارة لكن هيفاء ذهبت؛ كلّ فطيرة أو كعكة   * using interrogative words and expressions, for example,   لم أنت هنا؟؛ هل تريد هذا الكتاب؟   * using the subjunctive mood to express doubt, uncertainty or emotion, for example,   قد أسافر في العطلة؛ ربما نذهب يوم السبت الى السينما   * describing people and objects, using comparatives and superlatives, for example,   هذا أقلّ من ذاك؛ الكتاب أخفّ من القاموس؛ الماء أفضل من المشروبات الغازية   * applying rules of negation in a range of sentences, for example,   لن أتّصل بك؛ لم أتأخر عن الدرس؛ ليس عندي وقت   * using imperative verb forms to persuade, encourage, and give advice, for example,   تابع مجهودك؛ حاول مرّة ثانية؛ هيّا يا سامر لنذهب إلى المعلّم ونسأله،؛ لا تعاشر اصحاب السوء لأنهم يضيّعون وقتك   * using a range of irregular adjectives to describe number, shape and colour, for example,   قميص أحمر؛ حقيبة حمراء؛ قلم أخضر؛ ممحاة خضراء؛ شكل مدور/مثلث/مربع/مستطيل   * using adverbial phrases to expand on ideas and provide further information, for example,   متأخرا؛ باكرا؛ دائما؛ مسرعا   * applying appropriategender for numbers, for example,   خمسة أقلام؛ خمس ساعات؛ ثلاث طالبات؛ ثلاثة طلاب |
| reflect on and evaluate Arabic texts, using metalanguage to discuss language structures and features  VC2LA10UL03 | * recognising the significance and cultural importance of features of different types of texts in Arabic and English, such as forms of address or language associated with rituals or celebrations, and understanding how these vary according to the context, occasion and intended audience * using metalanguage to identify grammatical similarities and differences between Arabic and English, such as word order, sentence types, verb moods, verb tenses, possessive pronouns, gender agreement and script, for example,   وسيم يقرأ الكتاب؛ وردة جميلة؛ باب البيت؛ كتاب الطالب   * analysing persuasive texts such as advertisements, slogans or speeches, recognising the use of rhetorical devices and emotive language to engage the intended audience * noticing and explaining differences in text structure and grammar between formal and informal Arabic and English use (e.g. a business letter vs. an informal email) * comparing spoken and written forms of familiar types of texts in Arabic and English such as spoken and written apologies, spoken storytelling and written reports, noticing differences in grammatical, expressive and textual features, for example,   من فضلك اقبل إعتذاري؛ أعتذر/ أقدّم إعتذاري؛ أنا آسف / آسفة |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
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| 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 | * reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how greetings and expressions in Arabic are used to communicate for specific purposes and in specific situations, for example,   السّلام عليكم؛ في أمان الله؛ الحمد لله؛ مرحبا؛ أهلا وسهلا؛ اشرب الشّاي  سمير يقرأ قصّة خياليّة وليلى تقرأ مقالة بالجريدة؛ ذهب المدرّسون والمدرّسات إلى المدرسة...   * analysing language and cultural practices that are interconnected, for example, by identifying religious origins or connotations associated with places such asالمدينة المنوّرة كربلاء، دير حريصا، الأزهر الشّريف، مكّة المكّرمة،, or by identifying ways in which the residual influences of traditional lifestyles are preserved in language * reflecting on the protocols required to authentically co-create an Acknowledgement of Country or Place with an Aboriginal and Torres Strait Islander person, to present and explain in Arabic to a group of Arabic-speaking visitors at a school assembly * examining the meaning of Arabic proverbs and sayings, and how they reflect traditional cultural views, ideas and attitudes, for example,   الصديق وقت الضيق؛ أنا وأخي على ابن عمي وأنا وابن عمي على الغريب  العقل السليم في الجسم السليم؛ عصفور باليد أحسن من عشرة على الشجرة   * comparing texts created for different audiences in diverse Arabic-speaking regions and countries, noticing how language reflects the priorities, values, beliefs and identities of specific communities * identifying words used in colloquial Arabic that fuse Arabic and English, such as in film, media or advertising, to capture trends, convey concepts, and engage with intercultural experiences, for example, جوجل، شير، هاشتاج، لايك * recognising that Arabic carries histories of contact with other languages and cultures, for example, by identifying and classifying loan words or terms that originate from other languages that have been ‘Arabised’ (ta’reeb), such as أطلس، ساندويتش، بيتزا، أوتوبيس، طماطم، ترام * investigating the nature and use of the Arabic language in different contexts, and interviewing bilingual people about the experience of using more than one language, for example, by asking an Arabic-speaking person in Australia, ‘When do you use Arabic or English?’; ‘With whom, how and why?’; ‘Do you identify more strongly with one language?’; and ‘Do you express yourself differently in each language?’ * investigating their own cultural and linguistic biographies to discover more about family heritage, migration and history, and reflecting on how this can contribute to their identity and understanding of family beliefs and values |