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| Foundation |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of the Foundation year, students use play and imagination to interact and create Arabic texts, with support. They identify that Arabic and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. | There was no separate achievement standard in Foundation. In Version 8.4 the achievement standard covered Foundation to Year 2.  |

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| Content descriptions |
| Version 9.0 Foundation |
|  Version 9.0 | Action taken | Version 8.4 |
| with support, recognise and communicate meaning in ArabicAC9LAF01 | New |  |
| explore, with support, language features of Arabic noticing similarities and differences between Arabic and English AC9LAF02 | New |  |
| explore connections between language and culture AC9LAF03 | New |  |

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| Years 1–2 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 2, students use Arabic language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts, using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. They copy the letters and vowel marks of the Arabic alphabet to mark words.Students imitate the sounds and rhythms of spoken Arabic. They demonstrate understanding that Arabic has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Arabic and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). | By the end of Year 2, students interact with the teacher and peers to exchange information about themselves, their family and friends, for example, إسمي هاني؛ أنا ليلى؛ عمري ست سنوات؛ أمي سميرة؛ أبي خالد؛ عندي أخ وأخت؛ صديقي رامي؛ صديقتي رنا , and initiate interactions by asking and responding to questions. They use repetitive language when participating in shared activities and transactions and responding to classroom instructions. When speaking, they use the sounds of the Arabic language, for example, حروف مثل خ؛ ح؛ ط؛ ظ؛ ص؛ ض؛ ع؛ غ؛ ق . They locate information about people, places and objects in simple texts, and share information in different formats, using illustrations and gestures to support meaning, for example, ما اسمك أين تسكن؛ كيف حالك؟ هل عندك أصدقاء؟ كم أخت عندك؟ ماذا يعمل أبوك؟ ما اسم مدرستك؟ من هي معلمتك؟ هل تحب المدرسة؟ . They make simple statements about favourite elements in response to imaginative experiences, and create own representations of imagined characters and events, using illustrations, familiar language and non-verbal forms of expression. Students identify specific parts of speech, such as nouns, verbs and adjectives, in spoken and written texts, and use familiar words and phrases, for example, المدرسة؛ العائلة؛ الأم؛ الأب؛ الأصدقاء؛الصف؛ المعلمة؛ البيت أسكن مع عائلتي؛ أحب؛ آكل؛ أذهب؛ ألعب؛ أغني؛ صغير/كبير؛ طويل/قصير؛ جميل؛ نظيف؛ المدرسة؛ بيتي؛ أختي؛ صديقي يوم السبت؛ في الصباح؛ الأمس؛ كل يوم and sentence patterns in simple texts, such as أحب أن آكل.../ لا أحب أن....؛ أذهب إلى؛ أذهب مع؛ . They recognise questions and commands, for example, ما أسمك؛ /اذا تحب أن تلعب؟ من صديقك في المدرسة؟ هل بيتك كبير؟ ما هي لعبتك المفضلة؟ أجلس هنا من فضلك؛ تكلم الآن؛ إرفع يدك؛ تعال إلى هنا , and use vocabulary and simple sentences to communicate information about themselves*,* their family and classroom, such as ذهب سمير إلى المدرسة؛ ذهبت لينا إلى البيت, applying basic rules of word order and gender*.* Students translate frequently used words and simple phrases using visual cues, and create word lists, labels and captions in both Arabic and English for their immediate environment, for example,البيت؛ الغرفة؛ الحديقة؛ المدرسة؛ الصف؛ المعلمة؛ الدرس؛ المدير؛ الشارع؛ الباص؛ الملعب؛ الدكان هذا أبي؛ .إسمه عادل؛ هذه معلمتي؛ إسمها آنسة هالة؛ أحب صديقتي كثيراً؛. They describe their roles as members of particular groups, and share their feelings and ways of behaving as they use Arabic at home and in the classroom, such as .*أنا سعيد؛ أحب أن أتكلم مع أمي بالعربي لا أفهم العربي كثيرا؛* أنا في فريق كرة القدم؛Students identify letters of the Arabic alphabet and join some letters to form simple words. They identify features of familiar texts. They distinguish between the language spoken by different Arabic speakers in different situations, such as at home with family or at school with the teacher, for example, من فضلك؛ هل يمكن أن...؛ هل أقدر أن...؛ لوسمحت.... Students name some of the many languages that are spoken in Australia, including Arabic, and provide examples of simple words in Arabic that have been borrowed from English and vice versa. They identify how the ways people use language reflect where and how they live and what is important to them. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Arabic |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Arabic |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions AC9LA2C01 | CombinedRefined | Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school[Key concepts: personal world, place, belonging; Key processes: introducing, exchanging, expressing preferences] (ACLARC103)Participate in classroom activities and routines, such as opening and closing of lessons, responding to instructions and taking turns[Key concepts: roles, routines; Key processes: listening, speaking, cooperating, following instructions, taking turns] (ACLARC105) |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9LA2C02  | Refined | Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning[Key concepts: play, performance, action learning; Key processes: active listening, speaking, giving and following instructions] (ACLARC104)  |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9LA2C03 | CombinedRefined | Locate and organise information from simple spoken, written and visual texts to identify details about people and objects[Key concepts: meaning, context; Key processes: listening, reading, locating, categorising] (ACLARC106)Share information obtained from different sources, including online and digital sources, by listing, tabulating or sequencing information and using illustrations and gestures to support meaning[Key concepts: self, family, school; Key processes: describing, showing, presenting] (ACLARC107)Listen to, view and read to simple imaginative texts, including digital and multimodal texts, and respond by making simple statements about favourite elements and through action, mime, dance, drawing and other forms of expression[Key concepts: imagination, response, character; Key processes: participating, acting, listening, reading (ACLARC108) |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines AC9LA2C04 | New |  |
|  | Removed | Translate familiar Arabic and English words, phrases and expressions, using visual cues and word lists, and explain the meaning of particular words and verbal and non-verbal expressions[Key concepts: meaning, expression; Key processes: noticing, matching, translating] (ACLARC110) |
| Version 9.0 Sub-strand: Creating text in Arabic |
| with support, connect letters and use vowel marks to form words, and use familiar phrases and modelled language to create spoken, written and multimodal texts AC9LA2C05 | Refined | Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression[Key concepts: performance, expression; Key processes: experimenting, drawing, captioning, labelling] (ACLARC109) |
|  | Removed | Create simple print or digital bilingual texts in Arabic and English, such as word lists, labels and captions, for their class, school and family[Key concepts: representation, equivalence; Key processes: naming, labelling, displaying] (ACLARC111) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| recognise and imitate the sounds and rhythms of ArabicAC9LA2U01 | Refined  | Recognise the letters and sounds of the Arabic [Key concepts: phonic awareness, script, directionality (writing right to left); Key processes: recognising, distinguishing, listening] (ACLARC114) |
| recognise that the Arabic alphabet and features of language are used to construct meaning in ArabicAC9LA2U02 | CombinedRefined | Identify how letters are modified so they can be joined to form words[Key concepts: phonic awareness, script, directionality (writing right to left); Key processes: recognising, distinguishing, listening] (ACLARC114)Recognise parts of speech and frequently used words in familiar contexts, and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence; the masculine and feminine forms of nouns, verbs and adjectives; and simple possessive forms[Key concepts: word order, gender variation; Key processes: noticing, selecting] (ACLARC115) |
| notice that Arabic has features that may be similar to or different from English AC9LA2U03 | New |  |
|  | Removed | Recognise that language is organised as text, and that texts such as songs, stories and labels have different features[Key concepts: textual features, form; Key processes: recognising, identifying] (ACLARC116) |
|  | Removed | Recognise that there are variations in the language used by Arabic speakers in different situations, such as at home with family, and that the language used varies between different Arabic speakers[Key concept: variation based on gender, age and context; Key processes: noticing, comparing, understanding] (ACLARC117) |
| Removed | Recognise that Australia has speakers of many different languages, including Arabic, and that languages borrow words from one another[Key concepts: place, word-borrowing; Key processes: noticing, selecting (ACLARC118) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| notice that people use language in ways that reflect cultural practices AC9LA2U04 | Refined | Understand that the languages people use and the way they use them relate to who they are, where and how they live and what is important to them[Key concepts: language, culture and identity; Key processes: noticing, understanding, making connections] (ACLARC119) |
|  | Removed | Describe the experience of using Arabic at home and at school, such as how it feels and the particular behaviours they associate with speaking Arabic[Key concepts: self, identity, belonging; Key processes: identifying, comparing] (ACLARC112) |
|  | Removed | Identify themselves as members of different groups, including the Arabic class, the school, and their family and community, describing their roles within these different groups[Key concepts: membership, roles, belonging; Key processes: recognising, describing, connecting (ACLARC113) |

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| Years 3–4 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 4, students use Arabic language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. 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 syntax to create texts, using letter conventions as appropriate.Students imitate sound combinations and rhythms of spoken Arabic. They demonstrate understanding that Arabic has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Arabic and make comparisons between Arabic and English. They understand that the Arabic language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). | By the end of Year 4, students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences, everyday routines and leisure activities, for example, عمري تسع سنوات؛ أنا مولود في أستراليا؛ أتيت إلى أستراليا وأنا صغير في الصباح أستيقظ باكراً؛ أنام في الساعة...؛ بعد المدرسة... في المساء... أذهب مع عائلتي إلى المتحف؛ البحر؛ الحديقة العامة؛ السوق؛ ألعب الرياضة بعد المدرسة؛ أحب كرة القدم؛ آخذ دروساً في الباليه. They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example, من فضلك أريد المساعدة؛ أن أذهب إلى الحمام؟؛ هل أستطيع أن؛ من فضلك هل يمكن أن تعيد الكلمة؟ الجملة؟ ؛ . They use features of Arabic pronunciation and intonation when speaking and reading aloud. Students locate and classify information relating to familiar contexts and present it in modelled spoken, written and visual texts. They describe characters, events and ideas and express opinions about favourite elements in imaginative texts, and use formulaic expressions, for example, في يوم من الأيام؛ كان هناك , and modelled language to create short imaginative texts*.* They use vocabulary related to school, home and everyday routines, for example, الدراسة؛ التعليم؛ فروضي؛ مواد المدرسة؛ غرفة النوم؛ غرفتي/ غرفة أخي؛ المطبخ؛ الطابق العلوي أستيقظ من النوم؛ أتناول الفطور؛ أستقل الباص؛ أكمل واجبات المدرسة؛ أشاهد التلفاز؛ أقرأ الكتاب. Students use key grammatical forms and structures in simple spοken and written texts, such as word order, singular and plural forms of regular nouns and adjectives, personal and possessive pronouns, for example, كتاب/كتب؛ غرفة/غرف؛ صف/ صفوف؛ صديق/أصدقاء,أنتَ/أنتِ؛ هو/هي/هم؛ كتابي/ كتبي؛ غرفتي/غرفة أخي؛ مدرستي؛ مدرستنا , and prepositions such as في البيت؛ إلى المدرسة؛ بين الملعب والسّاحة؛ أثناء الدرس؛ بعد العشاء؛ قبل النوم. Students translate familiar and frequently used language relating to familiar environments and create simple bilingual texts for the classroom and school community. They describe how language involves behaviours as well as words and share their own experience as background speakers as they interact with others.Students identify and use Arabic sound and writing patterns, for example أ؛ ئـ؛ ء؛ ؤ؛ والياء؛الألف المقصورة ى , including combining letters to form words, vocalisation, and features of individual syllable blocks such as التنوين: إشترى أبي بيتاً؛رأيت كلباً؛ في بيتي غرفٌ . آكل؛ آمل؛ آسف؛ They identify the features and structure of different types of texts, for example, العنوان؛ الحبكة؛ النهاية القافية؛ فعل الأمر؛ الجمل؛ القصيرة أدوات الحوار؛ الأدوار في الحوار؛ . They identify similarities and differences between various Arabic dialects and explain how meaning can be influenced by gestures and tone*.* Students provide examples of how the Arabic language has changed over time and identify words and expressions in Arabic that have emerged from contact with other languages and vice versa. They compare language use and cultural practices in Arabic-speaking communities and in the wider Australian context, identifying culture-specific terms and expressions, particularly those related to special occasions, for example, كيفية الإحتفال في المناسبات؛ زيارة الأهل في الأعياد؛ الإحتفال بأعياد الميلاد |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Arabic |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Arabic |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions AC9LA4C01 | Combined Refined | Socialise and build relationships with the teacher, family and friends through the exchange of personal information relating to home and school environment, such as everyday routines[Key concepts: friendship, experiences, routine, time; Key processes: describing, expressing, sharing] (ACLARC120)Participate in everyday classroom activities, such as giving and following instructions, attracting the teacher’s attention and asking for repetition[Key concepts: respect, politeness; Key processes: participating, requesting, responding] (ACLARC122) |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9LA4C02 | Refined | Participate in collaborative tasks and shared experiences that involve planning and simple transactional exchanges, such as playing games, role-playing dialogues, and preparing and presenting group work[Key concepts: participation, cooperation, collaboration; Key processes: sharing, negotiating] (ACLARC121) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9LA4C03 | Refined  | Locate and classify information relating to familiar contexts, routines and interests from spoken, written and visual texts[Key concepts: time (routines), leisure; Key processes: listening, reading, viewing, selecting, sequencing] (ACLARC123)Respond to imaginative texts, such as interactive stories and performances, identifying and describing characters, events, ideas and favourite elements[Key concepts: character, people, places, experiences; Key processes: participating, responding, relating, reflecting] (ACLARC125) |
| develop strategies to comprehend and adjust Arabic language in familiar contexts to convey cultural meaning AC9LA4C04 | New |  |
|  | Removed | Translate and interpret words, expressions and sentences in simple English and Arabic texts, noticing similarities and differences or non-equivalence[Key concepts: meaning, translation; Key processes: moving between languages, comparing] (ACLARC127) |
| Version 9.0 Sub-strand: Creating text in Arabic |
| create and present informative and imaginative spoken, written and multimodal texts using modelled conventions of letter positions in simple sentences, and formulaic expressionsAC9LA4C05 | CombinedRefined | Present information relating to home, school, neighbourhood and leisure in a range of spoken, written and digital modes[Key concept: representation (private life); Key processes: organising, selecting, presenting] (ACLARC124)Create and perform short imaginative texts, such as dialogues or collaborative stories based on Arabic fables, using formulaic expressions and modelled language[Key concepts: imagination, experience; Key processes: presenting, creating, performing] (ACLARC126) |
|  | Removed | Produce bilingual texts and resources, including digital and online resources such as digital picture dictionaries, posters and signs, for their class and school community[Key concepts: similarity, difference; Key processes: selecting, describing] (ACLARC128) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Arabic to form words and phrases AC9LA4U01 | Refined | Recognise and reproduce Arabic pronunciation and intonation patterns using vocalisation and features of individual syllable blocks [Key concepts: sound and writing systems, syllables; Key processes: noticing, describing, comparing] (ACLARC131) |
| recognise some letter positions and language conventions, grammatical structures and basic syntax in familiar texts and contextsAC9LA4U02 | Combined Refined | Understand that in Arabic script, most letters change appearance depending on their position[Key concepts: sound and writing systems, syllables; Key processes: noticing, describing, comparing] (ACLARC131)Understand and use key grammatical forms and structures, such as basic pronouns and possessive pronouns, singular/plural forms of regular nouns and adjectives, and prepositions[Key concepts: number, syntax, verb forms; Key processes: sequencing, applying, relating (ACLARC132) |
| recognise familiar Arabic language features and compare with those of English, in known contexts AC9LA4U03 | New |  |
|  | Removed | Understand that familiar spoken and written Arabic texts, such as conversations and stories, have particular features and structures relating to different purposes and audiences[Key concepts: linguistic features, genre, structure; Key processes: observing patterns, distinguishing] (ACLARC133) |
| Removed | Recognise that languages change over time and influence one another[Key concepts: language change, influence, exchange; Key processes: observing, identifying, discussing] (ACLARC134) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| identify connections between Arabic language and cultural practices AC9LA4U04 | Refined  | Compare and reflect on cultural practices relating to ways in which language is used in various Arabic-speaking communities and in the wider Australian context[Key concepts: difference, expression, practices; Key processes: identifying, distinguishing, relating, comparing] (ACLARC136) |
|  | Removed | Reflect on their experiences as Arabic background speakers when interacting in English and Arabic, observing differences in language use and behaviours[Key concepts: culture, language, behaviour; Key processes: examining, connecting] (ACLARC129) |
|  | Removed | Explore their own sense of identity, including elements such as family, background and experiences, and ways of using language in Arabic- and English-speaking contexts[Key concepts: communication, identity; Key processes: reflecting, adjusting (ACLARC130) |
| Removed  | Understand that Arabic as a spoken language varies according to region and country and that meaning can be influenced by gestures, tone and purpose[Key concepts: dialect, variation; Key processes: observing, explaining (ACLARC134) |

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| Years 5–6 |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Arabic language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. 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 context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures, and conventions of letter position, to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules for pronunciation and intonation in spoken Arabic. They apply conventions of spelling and punctuation and use modelled structures, when creating and responding in Arabic. They compare language structures and features in Arabic and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. | By the end of Year 6, students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations for example, أذهب مع عائلتي لزيارة جدي وجدتي في الأعياد؛ في العطلة الأسبوعية, sport (for example, أألعب رياضتي المفضلة مع أصدقائي بعد المدرسة في الحديقة العامة and other interests such as أشاهد أفلام الكارتون مع عائلتي في السينما؛ ألعب ألعاب إلكترونية. They make shared decisions, for example, أريد أن... , provide suggestions such as يمكن أن... , and complete transactions. When participating in classroom routines and activities, they follow shared rules and procedures, express opinions and ask for clarification, for example, حسنا؛ نعم ولكن؛ أعتقد أن...؛ ما معنى ... . Students use patterns of Arabic pronunciation and intonation when interacting. They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle. They present ideas and information on topics of interest and aspects of culture in different formats for particular audiences. They respond to a range of imaginative texts by expressing opinions on key elements for example, من القصة نتعلم ال..., characters for example, أحب علاء الدين لأنه...؛ لا أحب الملك في الفيلم لأنه and actions for example, يجب على نيمو أن يسمع كلام أبيه, and making connections with own experience, for example أنا أيضا يجب أن...؛ أنا مثل... . They create and perform short imaginative texts based on a stimulus, concept or theme. They use a variety of tenses for example, الأفعال الماضية والمضارعة and apply verb conjugation for example,أكلتُ/أكلَ/أكلت, suffixes for example, أذهب/ يذهب/تذهب, basic conjunctions for example,و؛ أو and a range of adjectives for example, الصفة للمذكر والصفة للمؤنث للأشياء والأشخاص and adverbs for example, سريعاً؛ ليلاً؛ صباحاً؛ يوميًّا to construct sentences and to produce short texts. Students translate texts from Arabic into English and vice versa, identifying words that are not easily translated, such as أيفون؛ تلفاز؛ كومبيوتر , and create bilingual texts for their own learning and for the school community. They identify ways in which their own biography for example, السيرة الذاتية؛ الخبرات الخاصة, traditions for example, العادات العائلية والإجتماعية and beliefs for example, المعتقدات الخاصة impact on their identity and influence the ways in which they communicate in Arabic and English.Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions. They distinguish between the structure and features of different types of spoken and written Arabic texts and identify ways in which audience, context and purpose influence language choices and the form of Arabic used. They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange, for example, أنواع الجمل: الإسمية والفعلية؛ الترداد في بعض العبارات؛ طول الجمل والفواصل الشفهية فيها. They identify how languages influence one another, including the influence of indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic, for example الأبجدية؛ المفردات المستعارة؛ أصل الكلمات. They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Arabic |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Arabic |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal worlds and school environment AC9LA6C01 | CombinedRefined | Socialise and maintain relationships with peers and the teacher by sharing information about their personal experiences and social activities[Key concepts: relationships, experiences; Key processes: describing, listening, comparing, explaining] (ACLARC137)Interact in classroom activities, such as creating and following shared rules and procedures, expressing opinions, and asking for and providing clarification[Key concepts: attitude, values, roles, responsibility; Key processes: expressing, sharing, requesting, clarifying, planning] (ACLARC139) |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9LA6C02 | Refined | Collaborate in group tasks and organise shared experiences that involve making suggestions and decisions and engaging in transactions[Key concepts: organisation, transaction; Key processes: negotiating, explaining, advising, making choices] (ACLARC138) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9LA6C03 | CombinedRefined | Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds[Key concepts: time, place, media, culture; Key processes: listening, viewing, reading, selecting, organising (ACLARC140) Convey ideas and information on topics of interest and aspects of culture in different formats for particular audiences[Key concepts: audience, context, lifestyle; Key processes: using, transposing, summarising] (ACLARC141) Share responses to a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, fables and films, by expressing opinions on key ideas, characters and actions, and making connections with own experiences and feelings[Key concepts: connection, feelings; Key processes: interpreting, expressing, explaining, comparing] (ACLARC142) |
| apply strategies to interpret and convey meaning in Arabic language in familiar non-verbal, spoken and written cultural contexts AC9LA6C04 | New |  |
|  | Removed | Translate and interpret texts from Arabic into English and vice versa for peers, family and community, and identify words and expressions that may not readily correspond across the two languages[Key concepts: correspondence, interpretation, audience; Key processes: translating, comparing, explaining] (ACLARC144) |
| Removed | Produce bilingual texts and resources such as displays, instructions and newsletters for own learning and for the school community, identifying cultural terms in either language to assist meaning[Key concepts: bilingualism, linguistic landscape; Key processes: translating, modifying] (ACLARC145) |

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| Version 9.0 Sub-strand: Creating text in Arabic |
| create and present a range of informative and imaginative spoken, written and multimodal texts using conventions of letter position, in a variety of modelled sentence structures to sequence information and ideas appropriate to textAC9LA6C05 | New |  |
|  |  Removed | Create and perform imaginative texts in print, digital or online formats, such as songs, stories, video clips or short plays, based on a stimulus, concept or theme[Key concepts: imagination, creativity, expression; Key processes: composing, performing, imagining] (ACLARC143) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9LA6U01 | Refined | Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds[Key concepts: sound systems, application, writing systems; Key processes: analysing, applying] (ACLARC148) |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions AC9LA6U02 | Combined Refined | Apply appropriate conventions to their writing[Key concepts: sound systems, application, writing systems; Key processes: analysing, applying] (ACLARC148)Develop and apply understanding of verb conjugation, suffixes, basic conjunctions and a range of adjectives and adverbs to construct simple sentences[Key concepts: grammar, syntax, vocabulary knowledge; Key processes: applying, explaining, understanding] (ACLARC149) |
| compare some Arabic language structures and features with those of English, using some familiar metalanguage AC9LA6U03 | New |  |
|  | Removed | Explore the structure and language features of spoken and written Arabic texts, such as news reports and conversations, recognising that language choices and the form of Arabic used depend on purpose, context and audience[Key concepts: structure, coherence, textual features; Key processes: connecting, applying] (ACLARC150) |
| Removed | Explore how language use differs between spoken and written Arabic texts, and depends on the relationship between participants and on the context of the situation[Key concepts: language, variation, context, relationship; Key processes: observing, explaining] (ACLARC151) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal, spoken and written communication AC9LA6U04 | CombinedRefined | Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication[Key concepts: self, complexity, belief systems; Key processes: finding connections, reflecting, discussing] (ACLARC147)Explore how language use reflects particular value systems, attitudes and patterns of behaviour by comparing ways of communicating across cultures[Key concepts: values, attitudes, behaviour; Key processes: exploring, describing, comparing] (ACLARC153) |
|  | Removed | Reflect on their experiences of interacting in Arabic- and English-speaking contexts, discussing adjustments made when moving between languages[Key concepts: biculturality, meaning, context, belonging; Key processes: comparing, explaining] (ACLARC146) |
| Removed | Explore the origins of Arabic and how it has been influenced by and influences other languages[Key concepts: language, change, borrowing; Key processes: reflecting, selecting, connecting] (ACLARC152) |

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| Years 7–8 (F–10) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students initiate and maintain interactions in Arabic language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Arabic to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, and expressions to create texts.Students apply the conventions of spoken Arabic to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Arabic text, using metalanguage. They reflect on how the Arabic language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | By the end of Year 8, students use written and spoken Arabic to initiate and sustain classroom interactions with others, to exchange views, for example, السباحة رياضة ممتعة؛ أعتقد أن السفر مفيد جدا , and express feelings such as أشعر بالفرح؛ بالسعادة عندما ألعب رياضت المفضلة؛ عندما أعزف الموسيقى . They use language conventions, such as الترقيم/الوقف والإملاء والقواعد ال التعريف؛ الفواصل والنقط في نهاية الجمل, vocabulary and sentence structures to apologise (for example, أنا آسف؛ أعتذر عن..., invite (for example, أدعوك لحفل عيد ميلادي...؛ أرجو أن تحضر ..., and offer praise, for example, رأيي أن ...؛ أعتقد أن... . They clarify meaning, explain actions and responses, and complete transactions by negotiating, making arrangements and solving problems, for example, ماذا لو أكملنا البحث مع؟؛ هل تريد أن أساعدك؟ , سوف أتصل بك بعد المدرسة؛ أراك غدا صباحا؛ سوف أرسل البحث بالإيميل . They apply pronunciation and rhythm patterns in spoken Arabic to a range of sentence types. They locate, interpret and compare information and ideas on topics of interest from a range of written, spoken and multimodal texts, and convey information and ideas in a range of formats selected to suit audience and purpose. They express opinions on the ways in which characters and events are represented in imaginative texts, and explain ideas, themes and messages, for example, في القصة؛ هيام أذكى من عبير ؛ في النص الأول... بينما في النص الثاني ... . Students create texts with imagined places, events, people and experiences in a range of forms to entertain different audiences. They use grammatical forms and features such as adjective–noun agreement for example, الشاب الوسيم/الشابة الجميلة, adverbial phrases to indicate time, place and manner for example, في الصباح الباكر؛ في منتصف الطريق, and irregular, plural, imperative and auxiliary verbs for example, كان وأخواتها ,فعل الأمر جمع التكسير, to elaborate their oral and written communication. They translate texts from Arabic into English and vice versa, and compare own translations with others’, explaining differences and possible reasons and alternatives. They make language choices that best reflect meaning to create bilingual texts, identifying and using words and expressions that carry specific cultural meaning. Students explain how and why they adjust their language use according to different cultural contexts, and how being a speaker of Arabic contributes to their own sense of identity.Students apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts, for example, الفواصل وعلامات الإستفهام والاستنكار والتعجب والجمل المبطنة . They analyse the structure and linguistic features of a range of personal, informative and imaginative texts and explain how these features are influenced by the context, audience and purpose. Students explain how and why changes to social settings affect verbal and non-verbal forms of communication. They explain the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts. They explain how language choices they make reflect cultural ideas, assumptions and perspectives, for example, العبارات الشعبية؛ مصطلحات ذات دلائل دينية؛ العناوين الذكورية مثل رئيس للمذكر والمؤنث. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Arabic |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Arabic |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others AC9LA8C01 | CombinedRefined  | Initiate and sustain interactions with others by expressing and exchanging opinions on topics of interest, and maintain relationships through apologising, inviting or praising[Key concepts: experiences, attitudes, etiquette, respect; Key processes: speaking, writing, expressing, inviting, accepting and declining, explaining] (ACLARC154)Engage in classroom interactions and exchanges, clarifying meaning, and describing and explaining actions and responses[Key concepts: opinion, perspective, mindful learning, exchange; Key processes: describing, explaining, clarifying, expressing] (ACLARC156) |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9LA8C02 | Refined | Take action in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and shared transactions[Key concepts: negotiation, expressing preference, collaboration; Key processes: planning, discussing, agreeing/disagreeing, making decisions] (ACLARC155) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9LA8C03 | CombinedRefined  | Locate, interpret and compare information and ideas from a variety of texts relating to topics of interest such as leisure, entertainment and special occasions[Key concepts: representation, community; Key processes: identifying, classifying, comparing, summarising, relating, understanding] (ACLARC157)Present information to describe, compare and report on ideas and experiences in print, digital and multimodal formats selected to suit audience and purpose[Key concepts: representation, experience, audience; Key processes: describing, summarising, comparing, reporting] (ACLARC158) |
|  | Removed | Compare ways in which people, places and experiences are represented in different imaginative texts, analysing ideas, themes and messages and contrasting them with own experiences[Key concepts: representation, morality, context; Key processes: analysing, comparing, contextualising, explaining] (ACLARC159) |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Arabic language in familiar and some unfamiliar cultural contexts AC9LA8C04 |  New |  |
|  | Removed | Translate and interpret texts from Arabic into English and vice versa, compare own translations with others’, discuss differences and possible reasons and alternatives, and make language choices that best convey equivalent meaning[Key concepts: meaning, equivalence, choice; Key processes: interpreting, comparing, refining] (ACLARC161) |
| Removed | Reflect on cultural differences between Arabic and English communicative styles, and discuss how and why they modify language for different cultural perspectives[Key concepts: communication, cultural perspectives; Key processes: reflecting, discussing, connecting] (ACLARC163) |

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| Version 9.0 Sub-strand: Creating text in Arabic |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9LA8C05 | New |  |
|  | Removed | Create and present imaginative texts, including multimodal and digital texts, such as songs, poems, plays, stories or video clips, involving fictional characters, events and contexts, to entertain different audiences[Key concepts: imagination, emotion, context, audience; Key processes: composing, performing, building context and character, entertaining] (ACLARC160) |
| Removed  | Create bilingual texts on particular themes or events in different modes, including multimodal and digital modes, such as menus, brochures, cartoons or video clips, explaining culture-specific words and expressions, for example, by using captions and descriptions[Key concepts: language, culture, meaning; Key processes: selecting, relating interculturally, designing] (ACLARC162) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply knowledge of conventions of spoken Arabic to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9LA8U01 | Refined | Understand and apply rules of intonation and pronunciation in spoken texts[Key concepts: writing conventions, pronunciation, sounds; Key processes: selecting, speaking, writing] (ACLARU165) |
| apply understanding of grammatical structures and expressions to compose and respond to texts AC9LA8U02 | CombinedRefined  | Understand and apply writing conventions with increased accuracy in written texts[Key concepts: writing conventions, pronunciation, sounds; Key processes: selecting, speaking, writing] (ACLARU165)Understand and use grammatical forms and structures, such as adjective–noun agreement, adverbial phrases (time, place and manner), and irregular plural, imperative and auxiliary verbs, to expand on spoken and written ideas[Key concepts: grammar, accuracy; Key processes: elaborating, speaking, writing] (ACLARU166) |
| reflect on similarities and differences between Arabic and English language structures and features, using metalanguage AC9LA8U03 | New |  |
|  | Removed | Expand understanding of how the structure and language features of personal, informative and imaginative Arabic texts suit diverse audiences, contexts and purposes[Key concept: textual conventions; Key processes: comparing, examining] (ACLARU167) |

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| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and valuesAC9LA8U04 | New |  |
|  | Removed | Reflect on how and why being a speaker of Arabic contributes to their sense of identity and is an important part of their Arabic cultural heritage[Key concepts: cultural heritage, identity; Key processes: reflecting, explaining] (ACLARC164) |
| Removed | Explain how elements of communication and choice of language and register vary according to the cultural context and situation[Key concepts: body language, expression, negotiation, choice; Key processes: reflecting, selecting, connecting] (ACLARU168) |
| Removed | Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts[Key concepts: globalisation, technology, dynamic systems; Key processes: researching, explaining, reflecting] (ACLARU169) |
| Removed | Understand and reflect on language choices made in everyday communication in order to express ideas and perspectives that relate to cultural elements[Key concepts: cultural expression, representation; Key processes: analysing, selecting, reflecting] (ACLARU170) |

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| Years 9–10 (F–10) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students contribute to and extend interactions in Arabic language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show 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 the features and conventions of spoken Arabic to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Arabic texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Arabic, to evaluate how this learning influences their ideas and ways of communicating.  | By the end of Year 10, students use written and spoken Arabic to initiate, sustain and extend formal and informal interactions with the teacher, peers and others in a range of settings. They use language spontaneously to respond to others, seek and give advice for example, كيف أستطيع أن ...؛ أعتقد أ..., describe relationships for example, عندي أصدقاء كثر؛ علاقتي بعائلتي وطيدة؛ أحب معلمتي كثيرا لأنها حنونة, discuss aspirations for example, أريد أن أعمل في مكدونالدز في العطلة؛ أريد أن اصبح طبيبا؛ أحلم أن أكون رائد فضاء and future plans (for example, في المستقبل؛ أريد أن أسافر إلى أوروبا؛ عندما أكبر؛ أريد أن أدخل الجامعة, compare experiences for example, بيتي القديم كان أجمل من بيتي الحالي , and justify opinions for example, لأن...؛ بسبب... ) on social issues of interest to them. They listen to different views and perspectives when interacting with others, and take action, solve problems and contribute ideas, opinions and suggestions. They apply pronunciation rules and rhythm to complex sentences to enhance spoken interactions. They analyse, interpret and evaluate information on topical issues of interest to young people, making connections with their own experiences and considering various perspectives. They convey information and perspectives using different text types and modes of presentation to suit different contexts and audiences and to achieve different purposes. They share their response to different imaginative texts by analysing themes for example, الفكرة الأساسية في النص؛ هدف النص؛ الموضوع , techniques for example, الكناية والاستعارة والتشبيه and values, and identify ways in which aspects of language and culture create particular effects, such as المشاعر التي يؤججها النص. Students create imaginative texts for a range of audiences, contexts and purposes, to express ideas, attitudes and values through characters, events and settings. When creating texts, they use a variety of grammatical elements to enhance meaning, such as indirect object, passive and active voice, negation for example, ليس عندي وقت؛ لا يوجد وقت؛ لن أجد الوقت, verb tense and word order for example, الجملة الاسمية والجملة الفعلية؛ ظرف الزمان أو المكان في بداية الجملة, and time and place clauses such as في وقت من الأوقات؛ في المجتمع الأسترالي؛ في الشارع العام . Students translate and interpret texts from Arabic into English and vice versa and explain how cultural values, attitudes and perspectives are represented. They create a range of bilingual texts for a variety of purposes and audiences. They explain the relationship between language, culture and identity, question perceptions, and modify language and behaviours in intercultural interactions as appropriate.Students apply their understanding of complex pronunciation rules and writing conventions, such as stress patterns and rules of pause, to enhance meaning and aesthetic effect. They analyse a range of persuasive, argumentative and expository texts and explain the relationship between context, purpose, audience, linguistic features, and textual and cultural elements such as التحية والتوقيع في بداية الرسائل والتمني بالتوفيق والصحة. They explain how and why variations in Arabic language use relate to roles, relationships and contexts of interaction. Students analyse the ways in which languages change in response to changing environments. They explain how language use reflects thoughts and world views and is shaped by cultural experiences. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Arabic |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Arabic |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others AC9LA10C01 | CombinedRefined | Initiate, sustain and extend interactions with others through seeking and giving advice, and discussing future plans, aspirations, relationships and social issues[Key concepts: relationships, education, community, social issues; Key processes: advising, explaining, persuading, commenting, justifying] (ACLARC171)Engage in language learning tasks and experiences, discussing and justifying ideas and opinions[Key concepts: interconnection across concepts and actions, mindful learning; Key processes: discussing, connecting, justifying] (ACLARC173) |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9LA10C02 | Refined | Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks, transactions and problem-solving, managing different views and perspectives[Key concepts: roles, perspectives, responsibility; Key processes: commenting, selecting, evaluating] (ACLARC172) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LA10C03 | Refined | Locate, analyse, interpret and evaluate information from online and digital sources on issues of interest to young people, making connections with own experiences and considering various perspectives[Key concepts: representation, perspective, private and public world; Key processes: summarising, interpreting, evaluating, connecting, relating] (ACLARC174) |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsAC9LA10C04 | New |  |
|  | Removed  | Translate and interpret texts from Arabic into English and vice versa for different audiences and contexts, and reflect on how cultural values, attitudes and perspectives are represented in each language[Key concepts: audience, context, perspective, values; Key processes: reflecting, interpreting, comparing, analysing] (ACLARC178) |
|  | Removed | Create bilingual texts that reflect aspects of culture for Arabic- speaking and English-speaking audiences in the school and wider community, for example, pamphlets, travel brochures or road directories[Key concepts: representation, cultural literacy; Key processes: interpreting, referencing, relating interculturally] (ACLARC179) |
|  | Removed | Reflect on how meanings vary according to cultural assumptions that Arabic and English speakers bring to interactions, and take responsibility for contributing to mutual understanding[Key concepts: cultural assumptions, judgement; Key processes: reflecting, relating interculturally] (ACLARC180) |

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| Version 9.0 Sub-strand: Creating text in Arabic |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiencesAC9LA10C05 | Refined | Construct and present texts in varied styles and formats to convey own and others’ perspectives on ideas and information for different contexts, audiences and purposes[Key concepts: audience, purpose, media, perspectives; Key processes: constructing, persuading, comparing, evaluating, connecting] (ACLARC175) |
|  |  Removed | Explore a range of imaginative texts, analysing themes, values and techniques, and discussing how aspects of language and culture help create particular effects[Key concepts: culture, emotion, values, style; Key processes: analysing, discussing, interpreting, evaluating] (ACLARC176) |
| Removed | Create and present imaginative texts to express ideas, attitudes and values through characters, events and settings for a range of audiences, contexts and purposes[Key concepts: imagination, creativity, morality; Key processes: composing, engaging, projecting, presenting] (ACLARC177) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply features and conventions of spoken Arabic to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9LA10U01 | Refined | Understand how rules of Arabic pronunciation, including patterns of stress and rules of pause enhance meaning and aesthetic effect[Key concepts: fluency, complexity, appropriateness; Key processes: applying, analysing, synthesising] (ACLARC182) |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas AC9LA10U02 | CombinedRefined | Understand how writing conventions enhance meaning and aesthetic effect[Key concepts: fluency, complexity, appropriateness; Key processes: applying, analysing, synthesising] (ACLARC182)Analyse how the use of grammatical elements such as indirect object, passive voice, dual form, verb tense and word order impact on tone, speech level and formality, and on meaning-making[Key concepts: register, grammatical systems, meaning; Key processes: analysing, explaining, manipulating, applying] (ACLARC183) |
|  | Removed | Understand the relationship between purpose, audience, context, linguistic features, and the textual and cultural elements associated with different types of texts, such as persuasive, argumentative and expository texts[Key concepts: perspective, purpose, audience; Key processes: analysing, correlating, discussing, explaining] (ACLARC184) |
|  | Removed | Analyse and explain how variations in Arabic language use relate to roles, relationships and the context of interactions, and consider how and why these would differ from interactions in English or other languages represented in the classroom[Key concepts: genre, variation, intercultural literacy; Key processes: analysing, explaining, reflecting] (ACLARC185) |
| reflect on and evaluate Arabic texts, using metalanguage to analyse language structures and features AC9LA10U03 | New |  |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values and how these affect ways of communicating AC9LA10U04 | Refined | Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving[Key concepts: perception, identity, communication; Key processes: discussing, evaluating, reflecting] (ACLARC181) |
|  | Removed | Reflect on the dynamic nature of language, relating it to constantly changing environments and cultural conditions such as contact with other languages and cultures and changing circumstances in local and global contexts[Key concepts: communication, influence, power of language, changing environment; Key processes: investigating, examining, analysing, explaining, reflecting] (ACLARC186) |
| Removed | Explore how language both shapes and reflects thoughts and world views and encourages action and reaction, and is shaped by community and individual cultural experiences[Key concepts: cultural experience, thought, behaviour; Key processes: discussing, reflecting, expressing opinions] (ACLARC187) |

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| Years 7–8 (Year 7 entry) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 8, students use Arabic language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Arabic or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language and modelled sentence and grammatical structures to create texts, with conventions of letter position and vowel marks in writing.Students approximate pronunciation and intonation in spoken Arabic. They demonstrate understanding that Arabic has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Arabic and English language structures and features, using metalanguage. They demonstrate awareness that the Arabic language is connected with culture and identity, and that this connection is reflected in their own language(s), culture(s) and identity. | By the end of Year 8, students use written and spoken Arabic to exchange information about their personal worlds and to express feelings, likes and dislikes. They use formulaic language for a range of classroom functions and processes, such as asking and responding to questions, following instructions, requesting repetition and asking for permission and assistance, for example, متى أكملت البحث؟؛ من ساعدك في إكمال الواجب المدرسي؟؛ هل يمكن أن تعيد السؤال؟؛ لو سمحت؛ ممكن أن أستخدم الهاتف؟؛ من فضلك ممكن أن تساعدني في حمل صندوق الكتب؟. Students use rehearsed and some spontaneous language to engage in planning, transacting, making arrangements and negotiating. They apply features of pronunciation and rhythm in spoken Arabic to a range of sentence types. They locate, classify and sequence key points of information from a range of sources and communicate information and ideas related to home, school, leisure and interests using different modes of presentation. They share their responses to different imaginative texts by expressing feelings and ideas about the ways in which characters, settings and events are represented. Students use modelled language to create imaginative texts or alternative versions of texts they have listened to, read or viewed. They use key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs (for example, ال التعريف البيت؛ المدرسة؛ الدراسة؛ العائلة؛ المواد الدراسية؛الهوايات كبير/كبيرة؛ طويل/طويلة؛ ممتع/ممتعة؛ مفيد/مفيدة؛ مدرستي كبيرة؛ عائلتي صغيرة؛ بيتي واسع؛ شارعنا ضيق؛, أنتَ؛ أنتِ؛ أنتم؛ هو؛ هي؛ هم؛ أذهب إلى المدرسة؛ نذهب إلى السينما؛ ذهبت إلى السينما؛ ذهبنا إلى زيارة الأقارب و؛ أو؛ كذلك؛ أيضاً؛ لأنّ يوميا؛ غالبا؛ أحيانا؛ بكيت بشدّة؛ تكلمت بحماسٍ؛ إستيقضت متأخراً؛ وصلت إلى المسرح باكراً ),They apply writing conventions to written texts, such as لا أستطيع أن أكمل البحث؛ لم أستطع أن أجيب على جميع أسئلة الإمتحان أين تتمرن لكرة القدم؟ متى تلعب الرياضة؟ ما هي مادتك المفضلة؟ كم شخص يوجد في عائلتك؟ إستخدام العنوان؛ الفقرات؛ الفواصل؛ أدوات الترقيم؛ التوقيع في خاتمة الرسالة. They use contextual cues and textual features to translate and interpret everyday texts from Arabic into English and vice versa, and identify similarities and differences in translation. They create texts in Arabic and English, identifying words and expressions that do not readily translate, such as بالهناء والشفاء؛ والله ولي التوفيق. They compare ways of communicating in Arabic and English and explain how their own biography influences their cultural identity and ways of communicating.Students identify and apply the writing conventions of the Arabic alphabet and script, making connections between spoken and written Arabic in texts. They identify the structure and features of different personal, informative and imaginative texts and provide simple explanations as to how these elements contribute to meaning. They identify ways in which spoken Arabic varies according to regions and countries, and provide examples of how Arabic has changed over time due to influences from other languages and cultures. Students identify how written Arabic varies in style and in the use of formal and informal forms, for example, أنتَ/حضرتكَ/حضرتكم, according to context, situation and the relationship between participants. They identify ways in which language use reflects cultural ideas, thoughts and perceptions. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Arabic |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Arabic |
| interact with others using modelled language to exchange information in familiar contexts about self and personal worlds AC9LA8EC01 | Refined | Interact with peers and the teacher to exchange information about self, family and friends, routines, leisure activities, interests and special days, and express feelings, likes and dislikes[Key concepts: personal world, leisure; Key processes: interacting, describing, socialising] (ACLARC001) |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests AC9LA8EC02 | Refined | Interact in classroom routines and activities, developing language for a range of classroom functions and processes, such as following instructions, asking and answering questions, and requesting support by asking for repetition, permission and help[Key concepts: roles, routines; Key processes: listening, responding, contributing] (ACLARC003) |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environmentAC9LA8EC03 | Refined | Participate in collaborative planning, decision making and shared transactions, using different modes of communication[Key concepts: collaborative learning, performance, presentation; Key processes: planning, listening, deciding, transacting] (ACLARC002) |
| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience AC9LA8EC04 | CombinedRefined | Listen to, read and view a range of spoken, written and multimodal texts; identify, sequence and classify key points of information such as details about people and events; and use the information in new ways[Key concepts: information, text; Key processes: listening, reading, viewing, locating, transposing] (ACLARC004)Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests[Key concepts: information, text, personal world; Key processes: presenting, conveying, reporting] (ACLARC005) |
|  | Removed | Participate in imaginative experience by listening to, viewing and reading texts, such as songs, cartoons, folk tales and other stories, and sharing opinions, ideas and responses relating to characters, settings and events[Key concepts: imagination, plot, tradition, character, message; Key processes: identifying, relating, describing] (ACLARC006) |
| develop and begin to apply strategies to interpret, translate and convey meaning in Arabic in familiar contextsAC9LA8EC05 | New |  |
|  | Removed | Translate and interpret short spoken and written texts, such as dialogues, speeches, labels, signs and messages, from Arabic into English and vice versa, using contextual cues and textual features, and recognising aspects that are similar or different in each language[Key concepts: equivalence, difference, context; Key processes: translating, interpreting, comparing, explaining] (ACLARC008) |
| Removed | Create bilingual texts such as posters, games and signs for the classroom and school community, making decisions about words and expressions that do not readily translate[Key concepts: bilingualism, audience, meaning; Key processes: translating, reasoning, explaining] (ACLARC009) |

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| Version 9.0 Sub-strand: Creating text in Arabic |
| create spoken, written and multimodal, informative and imaginative texts using modelled conventions of letter position and vowel marks, appropriate vocabulary, expressions, grammatical structures, and some textual conventionsAC9LA8EC06 | New |  |
|  | Removed | Create and adapt texts with imaginary scenarios, characters and events, using modelled language and different modes of presentation[Key concepts: imagination, genre, performance; Key processes: creating, experimenting, presenting] (ACLARC007) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| recognise and use features of the Arabic sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts AC9LA8EU01 | Refined | Understand features of the Arabic sound system, including intonation and pronunciation[Key concepts: alphabetical systems, writing conventions, sound and letter differentiation; Key processes: distinguishing, relating, applying] (ACLARU012) |
| develop knowledge of the Arabic alphabet, and use structures and features of Arabic letter positions, vowel marks, and grammatical systems, to understand and create spoken, written and multimodal textsAC9LA8EU02 | CombinedRefined | Understand features of the Arabic sound system and how these are represented in written form, and apply writing conventions to form letters, words and texts[Key concepts: alphabetical systems, writing conventions, sound and letter differentiation; Key processes: distinguishing, relating, applying] (ACLARU012)Understand and use aspects of key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs, statements, negation and questions, and use vocabulary that relates to familiar environments and activities[Key concepts: grammar, syntactic relationship; Key processes: understanding, applying, comparing] (ACLARU013) |
| compare Arabic language structures and features with English, using familiar metalanguageAC9LA8EU03 | New |  |
|  | Removed | Identify the structure and textual features of a range of personal, informative and imaginative texts, and recognise how these contribute to meaning[Key concepts: meaning, genre, structure; Key processes: identifying, sequencing, organising] (ACLARU014) |
| Removed | Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships[Key concepts: variation, dialect, context; Key processes: identifying, distinguishing, relating, analysing] (ACLARU015) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values AC9LA8EU04 | New |  |
|  | Removed | Reflect on personal responses and reactions during interactions in Arabic, recognising how interaction involves culture as well as language[Key concepts: intercultural exchange, language, culture, response; Key processes: identifying, reflecting, explaining] (ACLARC010) |
| Removed | Reflect on own identity, including aspects that relate to personal observations, experiences and feelings, and recognise how elements of identity such as family background, school and interests impact on intercultural exchange[Key concepts: self, profile, identity; Key processes: recognising, relating, discussing] (ACLARC011) |
| Removed | Understand that the Arabic language has changed and continues to change through interaction with other languages and cultures[Key concepts: change, language contact, intercultural contact; Key processes: observing, identifying, classifying] (ACLARU016) |
| Removed | Explore how language use reflects one’s thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making[Key concepts: perception, influence; Key processes: reflecting, discussing, questioning, making meaning] (ACLARU017) |

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| Years 9–10 (Year 7 entry) |
| Achievement standard |
| Version 9.0 | Version 8.4 |
| By the end of Year 10, students initiate and sustain Arabic language 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 understanding of different perspectives. They synthesise information and respond in Arabic or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of 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 and create texts. They support discussion of structures and features of 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 learning influences their ideas and ways of communicating. | By the end of Year 10, students use written and spoken Arabic to initiate and sustain interactions with peers and adults. They use language spontaneously to exchange ideas, opinions and feelings, compare experiences and discuss future plans. They sustain interactions by asking and responding to questions, requesting clarification (for example, هل تعني....؟ ما قصدك؟), elaborating on opinions, and expressing agreement or disagreement, for example, على أتفق؟ لا أتفق؛ أعترض. In classroom interactions, they share ideas and suggestions, negotiate options, solve problems and complete transactions. They apply pronunciation and intonation rules to convey emotions and enhance expression. They obtain information from multiple sources on a range of issues and analyse and evaluate meaning, gist and purpose. They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation selected to suit different audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing opinions on themes, events and values and explaining key ideas and messages. They manipulate language and use different techniques to produce imaginative texts in a range of forms that draw on past experiences or future possibilities, such as التلاعب بالألفاظ بواسطة إستخدام المفردات ذات المعاني المزدوجة؛ إستخدام عبارات مثل ليتني كنت...؛ فرحت فرحاً عظيماً؛ لو ربحت المسابقة. When creating texts, students use a variety of grammatical elements, such as conditional and subjunctive moods, embedded clauses and imperative forms (for example, لو سمح أبي لي ٍآتي معك ما نذهب إلى السينما يوم السبت ؛ قد أسافر في العطلة؛الكتاب المفضل لدي والذي أحبه كثيرا هو ... لنذهب إلى المعلم ونسأله؛ هيا حاول مرة ثانية؛ ممتاز! أحسنت؛ تكلم مع سامر ), future tense and vocative case to convey meaning. They use vocabulary and expressions that are culturally embedded, such as سوف أكتب رسالة إلى المدير أعبر فيها عن رأيي؛ يا سمير هل أشتريت الجيتار الذي رأيته في المحل؟ , and apply appropriate writing conventions to increase text cohesion and enhance expression. Students translate and interpret texts from Arabic into English and vice versa, comparing own interpretations with others’ and explaining reasons for differences in translations. Students create bilingual texts for the wider community, interpreting cultural and linguistic aspects of texts. They explain how cultural concepts, practices and values influence ways in which they communicate from a bilingual perspective, and question assumptions and describe adjustments they make when moving from Arabic to English and vice versa.Students identify the meaning and emotions conveyed in spoken texts, such as .ها سمير ماذا قررت؟؛ لا لا ؛ لا أقصد هذا؛ كم مرة قلت لك .. , and apply their understanding of the Arabic writing system to enhance meaning and aesthetic effect in written texts. They analyse the relationship between language choices and textual features, and the audience, purpose and context of different spoken, written and multimodal texts. Students explain how spoken and written forms of Arabic vary according to context, purpose and audience, and identify ways in which the Arabic language influences and is influenced by cultural, political and social change. They explain the power of language in determining the nature of intercultural communication in local and global contexts. |

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| Content descriptions |
| Version 9.0 Strand: Communicating meaning in Arabic |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Interacting in Arabic |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worlds AC9LA10EC01 | Refined  | Initiate and sustain interactions to develop relationships with peers and adults, exchanging ideas, opinions and feelings, comparing experiences and discussing future plans[Key concepts: relationships, opinion, experiences, future; Key processes: exchanging, comparing, discussing] (ACLARC018) |
| use Arabic language in exchanges to question, offer opinions and compare and discuss ideas AC9LA10EC02 | Refined  | Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding, elaborating on opinions and expressing agreement or disagreement[Key concepts: discussion, opinion; Key processes: discussing, clarifying, expressing] (ACLARC020) |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersAC9LA10EC03 | Refined | Participate in collaborative projects, providing ideas and suggestions, negotiating and justifying options, solving problems and completing transactions[Key concepts: participation, contribution, prioritisation; Key processes: suggesting, justifying, discussing, negotiating, transacting] (ACLARC019) |

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| Version 9.0 Sub-strand: Mediating meaning in and between languages |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience AC9LA10EC04 | CombinedRefined | Extract, organise and evaluate information and ideas from a range of texts, analysing meaning, gist and purpose[Key concepts: meaning, purpose, audience; Key processes: extracting, organising, analysing] (ACLARC021)Convey ideas and viewpoints from a range of perspectives to various audiences in familiar contexts using different modes of presentation[Key concepts: context, audience, perspective; Key processes: selecting, conveying, constructing, presenting] (ACLARC022) |
|  | Removed  | Respond to imaginative texts such as poems and films, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences[Key concepts: genre, theme, values, connection; Key processes: comparing, explaining, analysing] (ACLARC023) |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9LA10EC05 | New  |  |
|  | Removed  | Translate and interpret texts from Arabic into English and vice versa, compare own translations and interpretations with others’ and discuss reasons for differences[Key concepts: representation, perspectives, interpretation; Key processes: translating, interpreting, comparing, critical and cultural understanding] (ACLARC025) |
| Removed  | Create bilingual texts for the wider community, such as notices, promotional material, instructions or announcements, interpreting cultural and linguistic aspects[Key concepts: culture, interpretation, equivalence; Key processes: interpreting, composing, selecting, explaining] (ACLARC026) |

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| Version 9.0 Sub-strand: Creating text in [Language] |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesAC9LA10EC06 | Refined | Create imaginative texts in multimodal forms, including digital, that draw on past experiences or future possibilities, experimenting with different techniques[Key concepts: culture, narrative, creativity; Key processes: creating, imagining, entertaining, relating] (ACLARC024) |

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| Version 9.0 Strand: Understanding language and culture |
| Version 9.0 | Action taken | Version 8.4 |
| Version 9.0 Sub-strand: Understanding systems of language |
| apply features of the Arabic sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts AC9LA10EU01 | Refined  | Understand rules of pronunciation and intonation and writing conventions, and apply these to own constructions to enhance meaning and aesthetic effect[Key concepts: sound and writing systems; Key processes: experimenting, speaking, writing, connecting, transposing] (ACLARU029) |
| select and use structures and features of the Arabic grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts AC9LA10EU02 | CombinedRefined | Understand rules of pronunciation and intonation and writing conventions, and apply these to own constructions to enhance meaning and aesthetic effect[Key concepts: sound and writing systems; Key processes: experimenting, speaking, writing, connecting, transposing] (ACLARU029)Expand spoken and written expression by extending grammatical knowledge of Arabic, including features such as conditional and subjunctive moods, embedded clauses, imperative, future tense and vocative case, and acquisition of vocabulary and expressions that are culturally embedded[Key concepts: grammatical structures, irregularity, expansion of ideas; Key processes: applying, analysing, selecting] (ACLARU030) |
| reflect on and evaluate Arabic texts, using metalanguage to discuss language structures and featuresAC9LA10EU03 | New  |  |
|  | Removed  | Analyse different texts in a variety of forms, including digital, considering the relationship between audience, purpose and context, and the use of textual conventions, features and cohesive devices[Key concepts: genre, purpose, audience, cohesion; Key processes: analysing, explaining, comparing] (ACLARU031) |
| Removed  | Explore how spoken and written forms of Arabic can be used for different purposes and audiences, in different contexts and situations, and with specific meanings and intentions[Key concepts: formality, register, intention; Key processes: analysing, explaining] (ACLARU032) |
| Version 9.0 Sub-strand: Understanding the interrelationship of language and culture |
| reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicatingAC9LA10EU04 | Refined  | Reflect on own sense of identity as an Arabic and English speaker, recognising how own cultural assumptions, practices and values influence ways of communicating, and considering reactions and how they adjust behaviours and language in own interactions[Key concepts: assumptions, values, impact, judgement, adjustments; Key processes: reflecting, connecting interculturally] (ACLARC028) |
|  | Removed  | Reflect on how conventions of speech and Arabic cultural concepts can influence own communication style when using both English and Arabic[Key concepts: cultural concept, norms, communication; Key processes: understanding, explaining, reflecting] (ACLARC027) |
| Removed  | Explore and reflect on how the Arabic language influences and is influenced by cultural, political and social change[Key concepts: globalisation, popular culture; Key processes: reflecting, discussing, examining] (ACLARU033) |
| Removed | Understand the symbolic nature and influence of language in local and global contexts and how the use of language determines the nature of intercultural communication[Key concepts: symbolism, globalisation, new terminology; Key processes: exploring, reflecting, evaluating, understanding] (ACLARU034) |