ARABIC

ATAR COURSE

Year 11 and Year 12 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2023.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

Content

Introduction

Course

The School Curriculum and Standards Authority (the Authority) accesses the Arabic: ATAR syllabus and external examination by arrangement with the Victorian Curriculum and Assessment Authority (VCAA). The syllabus content is the equivalent of two years of study, one typically at Year 11 and the other typically at Year 12. Each year of this course is equivalent to two units for the Western Australian Certificate of Education (WACE) requirements. The notional time for the pair of units is 110 class contact hours.

Delivery requirements

There are two models of delivery for this course. These two models are:

- delivery by a community organisation/school
  - Mode 1: community organisation prepares students to sit the external examination for the course as non-school candidates
  - Mode 2: community organisation delivers the course and students are enrolled in the course through one or more main schools or a single mentor school
- delivery by a registered school.

The *Guidelines for course delivery and assessment of student achievement* provides information about these models. This information can be accessed on the Interstate Languages page on the Authority website at https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/interstate-languages.

Target group

This syllabus is designed for students who, typically, will have studied Arabic for 400 to 500 hours by the time they have completed Year 12. Students with less formal experience can meet the requirements of the syllabus successfully.

Rationale

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

The study of Arabic develops students' ability to understand and use a language which has both economic and political significance and which is associated with major intellectual, artistic and scientific achievements. The ability to communicate in Arabic, in conjunction with other skills, may provide opportunities for employment in fields such as translation, interpreting, banking and social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts and education.

The place of the Arabic culture and language in Australia and in the world

Arabic is spoken by approximately 280 million people in 22 countries over two continents. It is the official language of the Arab world, which includes countries of the Middle East, North Africa and the Gulf region, and it is one of the official languages of the United Nations. The Arabic-speaking world has a long history, and the Arabic language has evolved and flourished over time, as evidenced by the richness of its literature. Arabic is comprised of a number of dialects that reflect the cultural diversity of Arabic-speaking countries, regions and communities.

Since the end of the nineteenth century, large communities of Arabic speakers have migrated to places such as the United States, Europe and Australia. More than 370 000 Australians are of Arab descent, living predominantly in Sydney and Melbourne. Australia has strong relationships with countries in the Middle East, North Africa, the Gulf and the wider Arabic-speaking world through family ties, trade and education.

Arabic-speaking communities in Australia comprise diverse groups, differing in ancestral origins, religious backgrounds and histories. They hold a heritage that shares common linguistic and cultural traditions, and these are the ties that bind. Arabic language and culture represent an important part of the linguistic and cultural diversity of Australia. The Arabic-speaking community has made, and continues to make, a significant contribution to the development and enrichment of Australian society, in areas such as commerce, agriculture, industry, health, education, journalism, hospitality, tourism and international relations.

The nature of Arabic language learning

Arabic 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, has been and continues to be, the language of religious texts as well as the basis for a rich heritage of classical poetry and literary prose. Today, speakers of Arabic come from a variety of social, cultural and religious backgrounds. Their views, cultures and beliefs are manifested in the language they use formally and informally in every aspect of their private lives and public affairs. Language is an inseparable part of their identity and the way they view themselves and the world around them.

The Arabic language has two forms: Modern Standard Arabic (اللغة العربية الفصحى) and colloquial Arabic. Modern Standard Arabic is the official language taught worldwide and used in formal situations, such as at school and university and in mosques, churches and official media. Colloquial Arabic is used in everyday situations, such as at home and in the marketplace, the street, restaurants, cafés, and popular and social media. Modern Standard Arabic is common to all countries of the Arabic-speaking world, while colloquial Arabic varies according to geographical location. For example, two individuals from Iraq and Morocco speaking in dialects would not easily understand each other unless they injected elements of Modern Standard Arabic into the conversation.

Arabic is a scripted language and is written from right to left. There are 28 letters, which are all consonants with short and long vowels. These vowels are represented in the forms of letters and marks called diacritic symbols which identify how words and letters are pronounced. Arabic is a highly inflectional language, with words formed according to a root system. Various vowels, prefixes and suffixes are used with root letters to create the desired inflection of meaning.

The language to be studied and assessed in this course is Modern Standard Arabic. Dialects of Arabic will be accepted in the oral examination.

Course outcomes

The Arabic: ATAR course is designed to facilitate achievement of the outcomes listed below, which represent the knowledge, skills and understanding that students will achieve by the end of this course.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts in Arabic.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in Arabic through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts in Arabic.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in Arabic.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

Communicating and understanding languages and cultures

The Arabic ATAR course is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning each specific language while the interpersonal, interpretive and presentational contexts define the ways in which the student uses the language they are studying.

The integration of these contexts through the teaching and learning program enables the student to develop their understanding and skills in the language.

Communicating

The Arabic ATAR course requires communication in Arabic in a variety of situations and for multiple purposes. These purposes include socialising, exchanging information, creating texts, interpreting from one language to another and reflecting on language experiences to improve communication in the future.

Interpersonal communication

Interpersonal communication requires interaction with other speakers of the language in oral or written form. Information is exchanged in a manner that is accessible to others, offers coherent views and stimulates reasoned responses in Arabic in a range of contexts. Interactions will relate to the themes and topics selected for the unit and may include text types such as a conversation, email exchange, letter, participation in a debate, telephone call, text message or discussion.

Interpretive communication

Interpretive communication requires the location, interpretation and analysis of information obtained in Arabic. The content is drawn from the themes and topics selected for the unit and includes listening and reading texts and may include visual materials that reflect some aspect of language or culture.

Presentational communication

Content related to the themes and topics selected for the unit is presented to a specified audience in oral or written form in Arabic, and may include visual, movement or musical elements. In Units 1 and 2, the presentation focus is on introducing cultural aspects associated with Arabic-speaking communities to a specific audience, through narration, recounting and explaining in an informative and engaging way. In Units 3 and 4, the focus is on integrating concepts, information and ideas from a range of sources, and presenting them to persuade an audience, to reflect and express ideas, explain a point of view or evaluate information.

Understanding languages and cultures

Understanding languages and cultures requires an investigation of the roles of language and culture in shaping meaning and reflection on the practices, cultural products and perspectives of the cultures of Arabic-speaking communities.

Connections

The study of any language provides access to additional information on new and familiar topics, including those of immediate interest and relevance to the student. Within the themes and topics selected for each unit, the student is encouraged to draw on perspectives and ways of thinking and acting in the world which complement what they have learned in their own language from other disciplines, research or informal sources. Intercultural awareness requires the student to reflect on the ways that culture influences how language is used and received. The student considers the process of learning another language, investigating another culture or participating as a global citizen in areas such as travel, tourism, work, economic activity or research.

Comparisons

Comparisons are undertaken between Arabic and other languages, including English, to reflect on the dynamic nature of language, the notion of language as a system, limitations on equivalence between languages and the interplay between language, culture and the individual.

Language is used to reflect on and explain the similarities and differences between the cultures studied and the student's own culture/s.

Communities

Within the themes and topics selected for each unit, the student investigates a variety of cultural products and practices and their use or role in Arabic-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. The student identifies aspects of cultural products or practices that originate in, or are influenced by, the language and cultures of Arabic-speaking communities in their own lives.

Organisation of content

Themes and topics are prescribed and create a framework of content for the activities and tasks that students undertake for the areas of study in each unit. Language content suited to the level and scope of the themes and topics includes grammar, text types and writing styles that the student is expected to be familiar with by the end of the course.

The following content is relevant to both Year 11 and Year 12. While it is expected that over Year 11 and Year 12 students will cover all of the required content, the exact sequencing and timing of delivery is a school decision. It is also expected that the treatment of the content and the outcomes expected of students will increase in cognitive complexity from Year 11 to Year 12.

Prescribed themes and topics, and suggested subtopics

The course content is organised into three prescribed themes:

- The individual
- The Arabic-speaking communities
- The world around us.

The themes have a number of prescribed topics and suggested subtopics as shown in the table below.

The placement of topics under one or more of the themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested subtopics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

All the themes and topics are to be studied over the course of Units 1–4. The order in which the themes and topics are studied is not prescribed; teachers may choose which themes and topics are studied for each unit. In each unit, the learning program will include topics from more than one theme and at least one topic and subtopic for each area of study. The subtopic will provide the context for teaching, learning and assessment of achievement.

Themes	Prescribed topics	Suggested subtopics
The individual This theme enables students to explore aspects of their personal world; for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. The theme also enables students to study topics from the perspective of other people.	Personal identity and lifestyles	For example, personal details, interests and priorities, opinions and values, cultural identity, health and wellbeing, free time and leisure activities, tourism and travel.
	Relationships	For example, family, friends, school and social relationships, pressures and influences, rights and responsibilities.
	Aspirations, education and careers	For example, experiences of schooling, job applications, planning a career, priorities for the future, the world of work, women in the workplace, innovation in the workplace, a student's view of an ideal world.
The Arabic-speaking communities This theme explores topics from the perspective of groups within those communities or the communities as a whole, and encourages students to reflect on their own culture and	The Arabic cultural heritage	For example, stories from the past, festivals, celebrations, entertainment and the arts, film, theatre, song and music.
	Historical and contemporary people and events	For example, the influence of the past on the present, important historical figures, famous contemporary figures in a selected field of endeavour (the arts,

Themes	Prescribed topics	Suggested subtopics
other cultures.		literature, inventions, science, sports, business).
	Living in an Arab community	For example, life in contemporary Arab society, comparing lifestyles in Australia and Arabic-speaking countries, the impact of migration, the migrant experience, a selected Arabic-speaking community.
The world around us This theme enables students to explore change as it affects aspects of work, social and world issues.	Global and contemporary society	For example, current issues, youth and the elderly, globalisation, cultural diversity, urbanisation, poverty and famine.
	Communication and media	For example, the internet and social media, news media and its influence, bias in media, advertising and its impact.
	The influence of science and technology	For example, the impact of information technology on society, innovations in science and technology, natural resources, environmental issues, the effect of humans on nature, pollution and conservation, ecotourism, providing for the future.

Text types

The student comes into contact with a wide range of texts when undertaking the Arabic ATAR course and practises listening, speaking, reading, writing and viewing skills through texts of all types. The texts used by the student to practise receptive language skills (listening, reading and viewing) should be chosen for their suitability to develop student learning in the selected subtopics for each unit.

The demands on the student are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language learning of the student. For the purpose of this syllabus, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic.

It is important that the student has an awareness of the features, context, purpose and audience of each text used and the text type in general. The text types that the student can reasonably be expected to produce by the completion of this syllabus include:

- advertisement
- announcement
- article
- biography
- blog
- discussion
- email
- interview

- interview (script)
- invitation
- journal entry
- letter (formal or informal)
- message
- news item
- note
- personal account

- report
- resume
- review
- role-play
- script of a speech or talk
- story
- summary

Teachers may introduce the student to a wider range of text types during the teaching of the course.

Writing styles

The student is expected to be able to produce different styles of writing. Writing styles include: personal, imaginative, persuasive, informative and evaluative.

While students need to be aware of the general features of writing styles, teaching and learning activities should clearly define the context, purpose and audience to provide direction for students on managing the writing style required for each activity.

Refer to Appendix 1 for details of the characteristics of the styles of writing.

Vocabulary

There is no prescribed vocabulary list for the Arabic ATAR course. The student is expected to be familiar with a range of vocabulary and idioms relevant to the themes and topics prescribed in the syllabus.

Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Students are allowed to use monolingual and/or bilingual printed dictionaries in the external **written** examination. The use of dictionaries is **not** permitted in the external **oral** examination.

Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.

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

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

Students studying the Arabic ATAR course are expected to recognise and use the grammatical items listed on the following two pages. These grammatical items apply to both Year 11 and Year 12. While it is expected that students will cover all of these items, the exact sequencing and timing of delivery is a school decision.

Grammatical Item	Sub-elements	Example(s)
Nouns	Definite and indefinite:	ال التعـــــريف
	Case: nominative, accusative, genitive	سافر المسافرُ، حيَّيتُ المسافرَ، سلَّمتُ على المسافرِ.
	Nunation	عاد مهاجرٌ الى القرية، إلتقيت مهاجراً في القرية، سلَّمت على مهاجرٍ في القرية.
	Diptotes†	ركبت في سيارةٍ حمراءَ.
Gender	Masculine, feminine with nouns, adjectives and pronouns	معلمٌ ناجحٌ.. معلمةٌ ناجحةٌ.. هو، هي، انت، أنتِ...
Dual	With nouns, adjectives and pronouns	هذان الشابان الوسيمان.. سلَّمت على الشابين الوسيمين. هما، أنتما..
Plural	Sound masculine and feminine, broken	المسافرون، المسافرين المسافراتُ، المسافراتِ أبواب، شيوخ، غرف، مقاعد..
Pronouns	Personal pronouns, suffixes, demonstratives, interrogatives, relative	مرت في الشارع سيارةٌ جديدةٌ. كتب التلميذُ بالقلمِ الجديدِ.
Adjectives	Agreement	السيارة جميلة البنتان مجتهدتان الكتب جديده
Numerals	Cardinal, ordinal, gender	واحد، اثنان، ثلاث... أول، ثاني، ثالث... ثلاثة أولاد، ثلاث بنات...
Sentence types	Verbal, nominal	الطقسُ جميلٌ أحب الطقسَ الجميلَ
	Inna and her sisters	إنَّ الطقسَ جميلٌ ...
	Kana and her sisters	كان الطقسُ جميلاً...

Grammatical Item	Sub-elements	Example(s)
Prepositions and conjunctions	Prepositions	في، من، بِ، لِ، مع...
	Conjunctions	و، ف، ثم، أو، أم، بل، لكن، لأن، غير أن، إلا أن...
	Verb preposition idioms	حصل على، كتب بِ، إستمع إلى
Verbs	Tense (present, past, future)	درسَ، يدرسُ، سيدرسُ
	Mood (indicative, subjunctive[†], jussive[†], imperative)	يدرسُ، أن يدرسَ، لم يدرسْ، أدرسْ
	Voice (active, passive[†])	دُرسَ الدرسُ دَرَّسَ التلميذُ الدرسَ
	Subject and object of the verb	أكلَ الولدُ البرتقالةَ
	Indirect object	أُكلَتِ البرتقالةُ
Adverbs	Types: time and place	نهاراً، ليلاً، غداً، يوماً شمالاً، يميناً، بحراً، جواً، تحت، بين، أمام..

[†]for recognition only

Unit 1

In this unit, students develop an understanding of the language and culture/s of Arabic-speaking communities through the study of three or more topics from the prescribed themes listed on pages 7 and 8. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through Arabic and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Arabic culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

Area of Study 1

Interpersonal communication

In this area of study, students develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in Arabic on a selected subtopic.

Students consider language as a tool for communication and focus on language important for effective participation in spoken interaction. They develop their understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding.

Area of Study 2

Interpretive communication

In this area of study, students locate and use information from two texts in Arabic, chosen from a written, spoken or audiovisual format. They develop skills and knowledge to read, listen to or view texts in Arabic effectively, to summarise content and to combine information from the texts in written responses in Arabic and English. The subtopic selected for the texts will be drawn from the prescribed themes and topics and should provide an opportunity for students to learn about the culture/s of the Arabic-speaking communities.

In preparation for understanding and interpreting information on the selected subtopic, students consider relevant content, language and cultural information. They focus on language important for presenting information in written form, such as answering questions or writing for a specific purpose and audience. Students identify and clarify aspects of language and culture in the texts.

Area of Study 3

Presentational communication

Students present content related to the selected subtopic in Arabic in written form, which may include supporting visual elements. Students develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

The presentation will feature cultural products or practices from Arabic-speaking communities which can be drawn from a diverse range of texts, activities and creations.

Unit 2

In this unit, students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes listed on pages 7 and 8. Each area of study must focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Arabic and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

Area of Study 1

Interpersonal communication

In this area of study, students participate in a written exchange in Arabic. They develop skills and knowledge that enable them to read, listen to and view texts in Arabic and to develop a suitable response in Arabic. The stimulus material may be in spoken or written form, such as a letter, telephone message, video call or email, and may be accompanied by visual information, such as maps, advertisements, menus, photographs, film clips or diagrams.

In preparation for engaging with the subtopic, students consider relevant content, language and cultural information. They focus on language that is important for writing for a specific purpose and audience. Students identify and clarify aspects of language in the exchange and account for the influence of cultural perspectives on meaning and mutual understanding.

Area of Study 2

Interpretive communication

In this area of study, students extract information from texts provided in Arabic and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in Arabic and to use information in a new context. The topic selected for the texts will be drawn from the prescribed themes, with students developing their understanding of the culture/s of Arabic-speaking communities.

In preparation for understanding and interpreting information on the topic, students consider relevant content, language and cultural information. They focus on language that is important for identifying and synthesising information presented in Arabic and for recounting information in Arabic. They recognise and account for other perspectives in their interpretation of information, ideas and opinions.

Area of Study 3

Presentational communication

In this area of study students research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in Arabic on an aspect of the selected subtopic of interest to them.

Students consider relevant content, language and cultural information that can be used in the development of their oral presentation. They focus on skills and knowledge that enable them to read, listen to and view texts in Arabic and to speak about cultural connections and comparisons.

Students may consider aspects of culture such as:

- cultural products or practices that demonstrate cultural differences between different Arabic-speaking communities
- the cultural dimension underpinning social behavioural norms, social expectations and the way individuals engage with the world
- differences and similarities between Arabic-speaking and other communities and social structures
- the interplay between culture and the individual, including attitudes to social conformity.

Unit 3

In this unit, students investigate the way Arabic speakers interpret and express ideas and negotiate and persuade in Arabic through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Arabic, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Arabic-speaking communities. They reflect on how knowledge of Arabic and Arabic-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

Area of Study 1

Interpersonal communication

In this area of study, students develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in Arabic on a selected subtopic. Students research relevant content, language and cultural information, in particular that associated with acknowledging other speakers' points of view, and negotiating and persuading in culturally appropriate ways. They consider the interplay between cultural perspectives and mutual understanding, and focus on language important for effective participation in spoken interactions in Arabic. Students develop their understanding that language choices influence outcomes and impressions created in the exchange.

Area of Study 2

Interpretive communication

In this area of study, students extract information from three or more texts relating to the selected subtopic, and create written responses to specific questions or instructions in Arabic. Students synthesise information from written, spoken and visual texts.

Students consider relevant content, language and cultural information from three or more texts to identify and interpret key ideas and detail on the selected subtopic. Texts could include extracts, articles, blogs, webpages, postcards, stories, podcasts, songs, plays, news items, films, photographs, maps and other written, spoken or viewed texts. Students connect and compare ideas and identify different points of view or perspectives in each of the texts.

Students respond to the texts in writing in Arabic. They consider the influence of language, culture, social norms and ways of thinking in shaping meaning and the sequencing of ideas in the response.

Area of Study 3

Presentational communication

In this area of study, students create an extended original piece of personal, informative or imaginative writing in Arabic to express ideas, thoughts or responses on an aspect of the selected subtopic.

Students analyse and reflect on content related to the selected subtopic to assist in identifying aspects suited to reflection, informing or storytelling. They may use cultural products or practices as stimulus material for their writing. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students consider the language and features of the types of text they encounter to ensure that their writing includes culturally appropriate content.

Unit 4

In this unit, students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Area of Study 1 and Area of Study 2 may focus on the same subtopic. Area of Study 3 should cover a different subtopic to the subtopic/s chosen for Areas of Study 1 and 2. Students build on their knowledge of Arabic-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Arabic.

Students identify and reflect on cultural products or practices that provide insights into Arabic-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

Area of Study 1

Interpersonal communication

In this area of study, students research and present information on a cultural product or practice from an Arabic-speaking community. Students develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour.

Through the investigation of a cultural product or practice, students research specialised content, language and cultural information related to the selected subtopic. The subtopic for Area of Study 1 may be the same as the subtopic for Area of Study 2. Students use knowledge of the subtopic to explain differences and similarities between cultural contexts, such as the present and the past or between Arabic-speaking communities in different locations around the world. They develop language important for effective participation in spoken interaction in Arabic, including deep knowledge of the subtopic, to present information, ideas and opinions about the cultural product or practice and to participate in an extended discussion.

Area of Study 2

Interpretive communication

In this area of study, students analyse and present in writing information extracted from written, spoken and viewed texts in Arabic on a selected subtopic. The subtopic for Area of Study 2 may be the same as the subtopic for Area of Study 1. The texts should provide insights into an aspect of life in Arabic-speaking communities and opportunities for students to make comparisons between cultures, places or times. Viewed texts may include photographs, drawings, maps, films or posters.

Students respond to the texts in an extended piece of writing in Arabic that requires a different text type to the stimulus material. Students identify and analyse key ideas and make comparisons between the details, ideas and points of view expressed in each of the texts.

Area of Study 3

Presentational communication

In this area of study, students present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected subtopic. The selected subtopic must be different from the subtopic/s used in Areas of Study 1 and 2.

Students investigate relevant content, language and cultural information to assist in persuading others of a particular position or evaluating existing positions and opinions on an issue related to the subtopic. They develop knowledge and understanding of the issue, such as the benefits of learning Arabic, the ongoing effects of an historical event, environmental concerns, youth issues in contemporary society or an aspect of the literary or artistic heritage of the Arabic-speaking communities.

Students create an original written text in Arabic on an aspect of the subtopic for a specified audience and text type. The written text is for a persuasive or evaluative purpose. Students consider acceptable ways of persuading others or evaluating arguments, and carefully select and sequence language for the audience and purpose of the writing.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus. The *WACE Manual* is available from the Authority website at https://www.scsa.wa.edu.au/publications/wace-manual.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Arabic ATAR syllabus and the weighting for each assessment type.

Assessment table

Type of assessment	Weighting
Oral This assessment type involves participation in oral activities to establish and maintain a spoken exchange related to personal areas of experience; to exchange information and opinions; to discuss aspects of the language and culture of Arabic-speaking communities and to give expression to real or imaginary experiences in Arabic. Text types include interview, conversation, role-play, personal account, discussion.	12.5%
Listening and responding This assessment type requires comprehension and interpretation skills to respond to a range of spoken and/or audio texts in Arabic. It also involves analysing and using the obtained information to respond critically, in Arabic or English, to spoken texts which reflect aspects of the language and culture of Arabic-speaking communities. Text types include discussion, news item, and announcement.	15%
Reading and responding This assessment type involves reading, extracting, analysing and using information and ideas from written texts in Arabic and may require reorganising information in a different text type. It also comprises responding critically, in English and Arabic, to written texts which reflect aspects of the language and culture of Arabic-speaking communities. Text types include article, blog, review, advertisement and letter.	12.5%
Writing in Arabic This assessment type involves the production of original written texts, focusing on giving expression to real or imaginary experiences and ideas, as well as responding critically to written texts which reflect aspects of the language and culture of Arabic-speaking communities. Text types include email, letter, invitation, journal entry, report and story.	10%
Oral examination (approximately 15 minutes) A representative sample of the syllabus content, based on the external examination specifications.	12.5%
Written examination (2 hours) A representative sample of the syllabus content, based on the external examination specifications.	37.5%

Teachers are required to use the assessment table to develop an assessment outline for Year 11 and an assessment outline for Year 12.

The format for an assessment outline is a school decision, but each outline for a pair of units must include the following information:

- the number of tasks to be assessed
- a general description of each task
- the assessment type, as prescribed in the syllabus
- an indication of the syllabus content on which each task is based
- the approximate timing of each task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
- the weighting of each assessment task
- the weighting of each assessment type, as prescribed in the assessment table of the syllabus.

In the assessment outline for each year, each assessment type must be included at least once. The set of assessment tasks must provide a representative sampling of the syllabus content. Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

Reporting

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions. The grade descriptions for the Arabic ATAR course are provided in Appendix 3.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

Students who enrol to sit the external examination as a non-school candidate are not assigned a grade.

External examination

The external examination consists of:

- an oral examination
- a written examination.

All relevant key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable. The written examination will be set by a panel appointed by the VCAA.

Examination specifications

Oral examination: time allocation – approximately 15 minutes		
Weighting:	25%	
Section 1: Conversation	20 marks	approximately 7 minutes
Section 2: Discussion	20 marks	approximately 8 minutes
Written examination: time allocation – 2 hours plus 15 minutes reading time		
Weighting:	75%	
Section 1: Listening and responding		
Part A:	10 marks	One listening text in Arabic with responses in English
Part B:	10 marks	One listening text in Arabic with responses in Arabic
Section 2: Reading and responding		
Part A:	20 marks	One reading text in Arabic and one listening text in Arabic with a response in English
Part B:	15 marks	One reading text in Arabic with a response in Arabic
Section 3: Writing in Arabic		
Weighting:	20 marks	Choice of four tasks with response of 200 to 300 words in Arabic

Oral examination (approximately 15 minutes)

Candidates are **not** permitted to use a dictionary in the oral examination.

Purpose

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

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

Section 1 of the examination involves a general conversation between the student and the two assessors about the student's personal world and their interactions with the Arabic language and culture as learners.

The assessors will begin the conversation with questions about the student's personal world. The assessors will then ask general questions about the student's interactions with the Arabic language and culture as learners. Students may support their personal reflections by referring to any of the relevant subtopics studied in class from the prescribed theme 'The individual' and the prescribed theme 'The Arabic-speaking communities'.

Section 1 will be worth 20 marks.

Section 2: Discussion (approximately 8 minutes)

Following the conversation, the student will be required to discuss their chosen subtopic and the supporting visual material that they have brought with them. The subtopic and the supporting visual material must be related to either the prescribed theme 'The Arabic-speaking communities' or the prescribed theme 'The world around us'. The focus of the discussion will be on exploring aspects of the subtopic, including information, opinions and ideas. The student will be expected to respond to questions on the subtopic itself and the supporting visual material that they have brought with them.

Section 2 will be worth 20 marks.

The total marks for the examination will be 40.

Approved materials and equipment

The supporting visual material must consist of one image on a piece of paper no larger than A3 size. Three-dimensional objects are not permitted. The quality of the supporting visual material will not be assessed. The supporting visual material should not include any writing. If the supporting visual material does contain writing, the amount of writing must be minimal. Dictionaries, notes and cue cards are not permitted.

Note: Western Australian candidates undertake the oral examination via telephone or video link with the marker/s in Victoria.

Written examination (2 hours plus 15 minutes reading time)

The examination will be sat at a time and date to be set annually by the Victorian Curriculum and Assessment Authority (VCAA). There will be 15 minutes reading time and 2 hours writing time. The examination will be marked by a panel appointed by the VCAA.

All of the key knowledge and key skills that underpin the relevant outcomes in Units 3 and 4 are examinable. The examination will relate to the themes and topics prescribed on pages 6 and 7 of the WACE syllabus.

Candidates are allowed to use monolingual and/or bilingual printed dictionaries in the written examination.

Format

The examination will be in the form of a question and answer book. The examination will consist of three sections.

Section 1

Section 1 will consist of two parts, Part A and Part B. Candidates will hear two listening texts in Arabic, one for each part. The texts will be related to one or more of the prescribed themes and will represent two different text types.

Each text will be played twice. There will be a pause between the first and second playings. There will be an announcement at the start of the first playing and a sound to alert candidates just before the start of the second playing. Candidates may make notes in the designated space for notes in the question and answer book at any time during the two playings and pauses. Notes in this note-taking space will not be assessed. Candidates will be given time after the second playing to complete their responses.

Candidates will be expected to respond to a range of question types, such as tables, charts, lists, forms, multiple-choice items or open-ended questions.

Questions in Part A will be phrased in English for responses in English.

Questions in Part B will be phrased in English and Arabic for responses in Arabic.

Each part will be worth 10 marks.

Section 1 will be worth a total of 20 marks.

Section 2

Section 2 will consist of two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes and will represent different text types.

In **Part A** candidates will be required to read one text in Arabic (Text 3A) and listen to one text in Arabic (Text 3B). The two texts will be related in subject matter and/or context. Candidates will be given five minutes to read Text 3A and Question 3 before the listening text (Text 3B) is played. The listening text (Text 3B) will be played twice. Questions may relate to either Text 3A or Text 3B, or to both texts. Candidates may be required to extract, summarise, interpret and/or evaluate information and/or compare aspects of both texts. Candidates may also be required to comment on the target audience, the purpose of the text and/or the way in which language is used in the text to achieve a purpose. Questions will be phrased in English for responses in English.

In **Part B** candidates will be required to read one text in Arabic and respond to a task based on information and ideas provided in the text. Candidates will produce a text in Arabic in which they develop ideas, opinions and/or arguments based on evidence in the text. The task will specify a context, purpose, style of writing (personal, imaginative, persuasive, informative or evaluative), audience and text type. The text type that candidates will be required to produce will be drawn from those listed for productive use on pages 6 and 7 of the Arabic ATAR course syllabus. Candidates will be required to write a response of approximately 150 words. The task will be phrased in English and Arabic for a response in Arabic. A visual text may be included in Part A and/or Part B of Section 2.

Part A will be worth 20 marks.

Part B will be worth 15 marks.

Section 2 will be worth a total of 35 marks.

Section 3

In Section 3 candidates will be required to write a text that presents ideas and/or information and/or opinions and/or arguments. There will be a choice of four tasks. Candidates must attempt one of these tasks. Each task will be related to one of the prescribed themes. Each task will specify a context, purpose, style of writing (personal, imaginative, persuasive, informative or evaluative), audience and text type. The text type that candidates will be required to produce will be drawn from those listed for productive use on page 8 of the Arabic ATAR course syllabus.

The four tasks in Section 3 will differ from the task in Part B of Section 2 in both text type and style of writing. Candidates will be required to write a response of 200–300 words. The tasks will be phrased in English and Arabic for a response in Arabic. A visual text may be included in this section of the examination.

Section 3 will be worth a total of 20 marks.

The total marks for the examination will be 75.

Answers are to be recorded in the spaces provided in the question and answer book.

Additional information on texts

The total length of one playing of the three listening texts will be 4½ – 5 minutes.

The total length of the two reading texts in Section 2 will be approximately 500 words.

There will be one or two visual texts in this examination.

Appendix 1 – Main characteristics of writing styles

The following descriptions outline the main characteristics of five different styles of writing. They are intended as a guide only; the student would not be expected to include all aspects in their writing.

Personal writing

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language, such as adjectives and adverbs (or their equivalents), is important.
- Uses techniques, such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose; that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/ disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence too make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively, using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

Appendix 2 – Grade descriptions

A	**Written production** Competently conveys information and develops ideas that are relevant to the topic. Makes comparisons and relevant cultural and cross-cultural references (where required) across a range of topics and uses examples to illustrate ideas and/or opinions. Uses a broad range of language with a high degree of grammatical accuracy, and appropriately for the audience, context, purpose and/or text type. Produces writing that is fluent and sequenced logically, using a sophisticated vocabulary, complex sentence structures and range of verb tenses. Demonstrates comprehensive understanding of the language features and the conventions of text types. **Oral production** Capably identifies and comments on culturally specific aspects of language, behaviour and/or attitudes. Presents an opinion or information about an aspect of the culture associated with the language, with a range of ideas and/or comparisons effectively supported by relevant evidence from the texts studied. Capably maintains and advances the exchange, using efficient communication and repair strategies. Uses highly accurate, well-structured responses, and a broad range of language and sentence structures. Demonstrates excellent pronunciation, intonation, register, stress and/or tempo. **Comprehension of spoken and written text** Accurately identifies, extracts and processes information from the text. Effectively infers aspects such as points of view, attitudes and/or emotions and cultural cues from the text. Effectively summarises, interprets, evaluates, compares and/or contrasts relevant information. Presents relevant information in an organised response, using the correct register and stylistic features. Accurately uses an appropriate range of vocabulary and grammar. Misinterprets only minor details in complex texts.
B	**Written production** Produces writing that is effective and relevant, and covers a range of aspects within the topic. Conveys information, develops ideas and/or expresses opinions and makes relevant cultural and cross-cultural references (where required) across a range of topics using some examples to illustrate. Uses a range of vocabulary, structures and a variety of verb tenses. Uses language appropriate for the audience, context, purpose and/or text type, with occasional errors. Applies the rules of grammar and punctuation, but not always consistently. Observes most of the conventions of text types and sequences content logically. **Oral production** Identifies and comments on culturally specific aspects of language, behaviour and/or attitudes. Presents information about an aspect of the culture associated with the language, with particular ideas, opinions and/or comparisons supported by relevant evidence from the texts studied. Maintains and advances the exchange, using communication and repair strategies. Uses a range of relevant and well-structured language, appropriate vocabulary and grammatical structures. Achieves a high level of accuracy. Demonstrates good pronunciation, intonation, register, stress and/or tempo. **Comprehension of spoken and written text** Identifies, extracts and processes mostly relevant information from the text. Infers some meaning from cultural cues and aspects such as points of view, attitudes and/or emotions. Responds correctly to literal questions and presents relevant information. Provides responses that may lack detail to inferential questions. Accurately and appropriately uses the correct register and stylistic features. Uses a range of vocabulary, grammar and expressions. Summarises, interprets, evaluates, compares and/or contrasts relevant information. Selects the wrong word or phrase occasionally when consulting the dictionary.

C	**Written production** Produces writing that is generally relevant, but often lacks detail and internal cohesion. Expresses a range of simple ideas, opinions and/or comparisons related to the topic. Covers some aspects and provides some cultural references within the topic, but ideas may lack direction. Uses language that is usually suitable for the audience, context, purpose and text type and includes familiar vocabulary and simple sentence structures. Produces writing where the influence of English syntax, incorrect vocabulary choices and/or illogical sequencing may affect meaning. **Oral production** Identifies and comments on some culturally specific aspects of language, behaviour and/or attitudes. Presents a limited range of ideas, opinions and/or comparisons about an aspect of the language culture. Offers evidence from the texts studied for some of the points raised. Occasionally requires some support from the other speaker to sustain the conversation. Uses a range of appropriate vocabulary and simple language structures with a reasonable level of accuracy. Demonstrates minor problems in pronunciation, intonation, register, stress and/or tempo. **Comprehension of spoken and written text** Identifies, extracts and processes some relevant information from the text. Identifies some points of view, attitudes and/or emotions from the text, and extracts some meaning from language and cultural cues. Uses occasional idiomatic translations or misinterprets some details in complex texts. Uses a restricted range of familiar vocabulary, simple grammar and stylistic features. Summarises, interprets, evaluates, compares and/or contrasts some relevant information. Presents a response appropriate to the text type.
D	**Written production** Produces writing that expresses simple ideas and provides basic information related to the topic. Produces writing with inaccuracies and/or omissions that affect the ability to convey meaning. Demonstrates minimal awareness of culturally specific aspects of the topic, and makes cultural references that are not always accurate or appropriate. Makes limited use of language appropriate to the audience, context, purpose and/or text type. Uses familiar vocabulary, with frequent errors in spelling, syntax; incorrectly applies the rules of grammar. Produces writing that lacks structure and ideas may be disjointed, disorganised or unsequenced which impedes meaning. **Oral production** Identifies some culturally specific aspects of language, behaviour and/or attitudes. Presents limited information about an aspect of the culture associated with the language. Attempts to present ideas, opinions and/or comparisons, but does not support these with evidence from the texts. Requires repetition and rephrasing of questions by the other speaker. Maintains a flow of conversation that is often impeded by hesitation and silences. Uses a limited range of vocabulary and basic language structures with minimal accuracy. Demonstrates significant problems with pronunciation, intonation, register, stress and/or tempo. **Comprehension of spoken and written text** Identifies, extracts and processes some information from spoken text with a minimal degree of accuracy. Shows limited ability to identify points of view, attitudes and/or emotions from the text, and extracts little meaning from language or cultural cues. Incorrectly identifies details or identifies isolated detail and/or single words. Summarises, interprets, evaluates, compares and/or contrasts limited information. Presents a response which may be inappropriately organised and includes limited relevant information. Uses a narrow range of grammar and vocabulary.

E	Does not meet the requirements of a D grade.