



Government of **Western Australia**
School Curriculum and Standards Authority

ARABIC (WACE VERSION)

ATAR COURSE

Year 11 and Year 12 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2019.

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.

Acknowledgement

This syllabus document has been adapted by the School Curriculum and Standards Authority of Western Australia from the Arabic syllabus produced by the Victorian Curriculum and Assessment Authority, Victoria.

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Introduction

Course

The School Curriculum and Standards Authority accesses the Arabic: ATAR syllabus and external examination from Victoria. 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 2019* provides information about these models. This information can be accessed on the Interstate Languages page 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.

Organisation of content

Unless specified, 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.

Themes, topics and sub-topics

The course content is organised into three prescribed themes:

- The individual
- The Arabic-speaking communities
- The changing world.

The themes have a number of prescribed topics and suggested sub-topics 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 sub-topics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

During Year 12, students are required to undertake one detailed study. The detailed study should be based on a sub-topic related to one or more of the prescribed topics. For details about the detailed study, see pages 10–11.

Themes	Prescribed topics	Suggested sub-topics
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 world	For example, personal details, interests and priorities, opinions and values, free time and leisure activities.
	Family and friends	For example, role of the family, relationships within the family, the importance of friendship, pressures and influences.
	Education and aspirations	For example, job applications, planning a career, priorities for the future, a student's view of an ideal world.
	Health	For example, food and nutrition, hygiene, sport and exercise, physical and mental wellbeing.
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 other cultures.	Lifestyles	For example, comparing lifestyles in Australia and Arabic-speaking countries, travel and tourism, impact of migration.
	Culture and traditions	For example, stories from the past, festivals, celebrations, entertainment and the arts, film, theatre, song, music.
	Arabic civilisation	For example, the influence of the past on the present, the Arab world through contemporary writers, life in contemporary Arab society.

Themes	Prescribed topics	Suggested sub-topics
The changing world This theme enables students to explore change as it affects aspects of work, social and world issues.	Social issues	For example, current issues, youth and the elderly, the influence of the media, globalisation, providing for the future.
	The natural world	For example, natural resources, environmental issues, pollution and conservation, ecotourism.
	The world of work	For example, different types of employment, the role of women, technology, innovation in the workplace, inventors and their contributions.

Text types

The student is expected to be familiar with all the text types listed below. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types during the teaching of the course.

- advertisement*
- announcement*
- article*
- chart
- conversation
- discussion*
- documentary
- editorial
- email
- film
- folk tale*
- formal letter*
- informal letter*
- interview (script)
- invitation*
- journal entry*
- leaflet*
- map
- menu
- message*
- news item*
- note*
- personal account*
- play
- poem
- postcard
- presentation
- proverb
- recipe
- report*
- resume*
- review*
- speech/talk (script)*
- story*
- summary*
- survey*
- table
- timetable

Kinds of writing

The student is expected to be familiar with, and able to produce, the following kinds of writing: personal, imaginative, persuasive, informative, and evaluative.

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

Vocabulary

Although there is no prescribed vocabulary list, the candidate should be familiar with a range of vocabulary and idioms relevant to the 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 Arabic 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)
Prepositions and conjunctions	Prepositions	في، من، ب، ل، مع...
	Conjunctions	و، ف، ثم، أو، أم، بل، لكن، لأن، غير أن، إلا أن...
	Verb preposition idioms	حصل على، كتب ب، إستمع إلى
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...
Gender	Masculine, feminine with nouns, adjectives and pronouns	معلمٌ ناجحٌ.. معلمةٌ ناجحةٌ.. هو، هي، أنت، أنتِ...
Dual	With nouns, adjectives and pronouns	هذان الشابان الوسيمان.. سلمت على الشابين الوسيمين. هما، أنتما..

Grammatical Item	Sub-elements	Example(s)
Plural	Sound masculine and feminine, broken	المسافرون، المسافرين المسافرات، المسافرات أبواب، شيوخ، غرف، مقاعد..
Verbs	Tense (present, past, future)	درس، يدرس، سيدرُسُ
	Mood (indicative, subjunctive†, jussive†, imperative)	يدرُسُ، أن يدرسَ، لم يدرسَ، أدرُسْ
	Voice (active, passive†)	دُرِسَ الدرسُ دُرِسَ التلميذُ الدرسَ
	Subject and object of the verb	أكلَ الولدُ البرتقالةَ
	Indirect object	أُكِلَتِ البرتقالةُ
Adverbs	Types: time and place	نهاراً، ليلاً، غداً، يوماً شمالاً، يميناً، بحراً، جواً، تحت، بين، أمام..
Adjectives	Agreement	السيارة جميلة البنتان مجتهدتان الكتب جديدة
Pronouns	Personal pronouns, suffixes, demonstratives, interrogatives, relative	مرت في الشارع سيارةٌ جديدةٌ. كتب التلميذُ بالقلم الجديدِ.
Nouns	Case: nominative, accusative, genitive	سافرَ المسافرُ، حيَّيتُ المسافرَ، سلَّمتُ على المسافرِ.
	Nunation	عاد مهاجرُ الى القرية، إلْتَقيت مهاجرًا في القرية، سلَّمت على مهاجرٍ في القرية.
	Diptotes†	ركبت في سيارةٍ حمراءِ.

† for recognition only

School-based assessment

The *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 2019* 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 for types
<p>Oral</p> <p>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.</p> <p>Text types include interviews (formal and informal), conversations, role-plays, oral presentations and discussions.</p>	12.5%
<p>Listening and responding</p> <p>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.</p> <p>Text types include conversations, interviews, charts or tables.</p>	15%
<p>Reading and responding</p> <p>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.</p> <p>Text types include articles, extracts, reviews, advertisements and letters.</p>	12.5%
<p>Writing in Arabic</p> <p>This assessment type involves the production of original written responses to 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.</p> <p>Text types include emails, letters, invitations, journal/diary entries, personal accounts, reviews, reports and narratives.</p>	7.5%
<p>Oral examination (approximately 15 minutes)</p> <p>A representative sample of the syllabus content, based on the external examination specifications.</p>	12.5%
<p>Written examination (2 hours)</p> <p>A representative sample of the syllabus content, based on the external examination specifications.</p>	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 twice. 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. Appendix 2 is a sample assessment outline for Year 12. Teachers can use this as the basis of the assessment outline for their class.

The detailed study

Students are required to undertake a detailed study in Year 12. Students will be expected to discuss their detailed study in Section 2, Discussion, of the external oral examination. Approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics. The sub-topic may be drawn from the table on page 5, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the school-based assessment task(s) set, as well as in the Discussion in Section 2 of the oral examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one of the school-based assessment tasks in Year 12 should focus on the detailed study. This could be, for example:

- an oral presentation in Arabic (3 to 5 minutes)
- a written response to the topic in Arabic (500 words)
- a reflective response in English (600 words or 5 to 7 minutes).

The detailed study assessment task(s) should be designed to assess students' understanding of the language and culture of the Arabic-speaking community. It should enable the students to explore and compare aspects of the language and culture of the Arabic-speaking community through a range of oral and written texts in Arabic related to the selected sub-topic. This will develop students' knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community.

The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity.

In order for students to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Suggested areas for the detailed study

The table below shows possible sub-topics that might form the focus of a detailed study. Teachers may choose to focus on one of these areas, or where they can be linked, focus on more than one area.

Themes	Topic	Possible sub-topics for the detailed study
The individual	Education and aspirations	<ul style="list-style-type: none"> • Attitudes to education vary in different countries • The challenge to achieve • Learning expands the horizon • Education opens doors
The Arabic-speaking communities	Lifestyles	<ul style="list-style-type: none"> • The impact of tourism – prosperity or safeguarding the environment? • Culture shock – what the tourist must prepare for • The challenge of migration • Is life comparable in many Arabic-speaking countries?
	Culture and traditions	<ul style="list-style-type: none"> • Are cultural exchanges important? • Traditions of today and yesterday • Arabic culture – Arabic customs • Language, culture and identity • The Arabian Nights – reality or reverie? • The arts mirror society
	Arabic civilisation	<ul style="list-style-type: none"> • Study of a famous author and their contribution to society • Trends in modern Arabic literature about youth • Social issues as portrayed in a contemporary work • Our present is framed by our past
The changing world	Social issues	<ul style="list-style-type: none"> • Peer group pressure and conflict • The impact of computer games • Caring for the elderly • Do wars ever resolve problems?
	The natural world	<ul style="list-style-type: none"> • Caring for our water resources • We neglect the environment at our peril • Mother Earth – whose responsibility?
	The world of work	<ul style="list-style-type: none"> • The contribution of Arabic-speaking migrants to Australia • Work – a test of responsibility and commitment? • Is there gender equity in the workplace? • Use and abuse of the Internet • Computers underpin our lives today • Is innovation always beneficial? • The expansion of new horizons • Technology and innovation

Grading

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 syllabus 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.

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.

Examination specifications

Oral examination: time allocation – approximately 15 minutes		
Weighting:	25%	
Section 1: Conversation	10%	approximately 7 minutes
Section 2: Discussion	15%	approximately 8 minutes
Written examination: time allocation – 2 hours plus 15 minutes reading time		
Weighting:	75%	
Section 1: Listening and responding		
Part A:	15%	Two to three texts in Arabic with responses in English
Part B:	15%	One or two texts in Arabic with responses in Arabic
Section 2: Reading and responding		
Part A:	20%	One or two texts in Arabic with responses in English
Part B:	10%	One or two texts in Arabic with response in Arabic
Section 3: Writing in Arabic		
Weighting:	15%	Choice of five 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)

The examination will begin with a conversation between the candidate and the marker/s. It will consist of a general conversation about the candidate's personal world (e.g. school and home life, family and friends, interests, and aspirations).

Section 2: Discussion (approximately 8 minutes)

Following the conversation, the candidate will indicate to the marker/s the sub-topic chosen for the detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic. The focus of the discussion will be to explore aspects of the language and culture of Arabic-speaking communities and the candidate will be expected to make reference to texts studied.

Notes and cue cards are **not** permitted in either section of the oral examination.

Note: Western Australian candidates undertake the oral examination via telephone or video link with the marker/s in Victoria. Candidates may **not** support the conversation and discussion with objects such as photographs, pictures, or maps.

Written examination (2 hours plus 10 minutes reading time)

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

Section 1: Listening and responding

Purpose

Section 1 of the written examination is designed primarily to assess the candidate's knowledge and skill in analysing information from spoken Arabic texts.

The candidate will be expected to demonstrate understanding of general and specific information from spoken Arabic texts and to respond, in English in Part A and Arabic in Part B, to questions on this information. The questions may require the candidate to identify information related to:

- the context, purpose, and audience of the text
- aspects of the language of the text (e.g. tone, register, knowledge of language structures).

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The candidate will hear three to five texts in Arabic covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 4.5–5 minutes. The length of the individual texts will not be specified but one text will be longer than the others.

Each text will be heard twice. There will be an announcement at the start of the first reading and a sound to alert students just before the commencement of the second reading. There will be a pause between the first and second readings in which the candidate may take notes. The candidate will be given sufficient time after the second reading to complete answers.

The candidate will be expected to respond to a range of question types, such as completing a table, chart, list, or form, or responding to a message, open-ended questions, or multiple-choice items.

Part A

There will be two to three texts in Arabic. Questions on the texts will be phrased in English for responses in English.

Part B

There will be one or two texts in Arabic. Questions on the texts will be phrased in Arabic and English for responses in Arabic.

Section 2: Reading and responding

Purpose

Section 2 of the written examination is designed primarily to assess the candidate's knowledge and skill in analysing information from written Arabic texts.

In Part A, the candidate will be required to demonstrate understanding of written Arabic texts. The candidate may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the candidate may be required to compare and/or contrast aspects of both.

In Part B, the candidate will be expected to demonstrate understanding of a written text in Arabic by responding in Arabic to information provided in the text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes. The overall length of text will be 350–450 words and there will be two to three texts in total over Parts A and B.

Part A

The candidate will be required to read one or two texts in Arabic. When there are two texts they will be different in style and purpose but may be related in subject matter or context. Questions on the texts will be phrased in English for responses in English.

Part B

The candidate will be required to read one or two texts in Arabic. Questions on the text(s) will be phrased in English and Arabic for response(s) in Arabic.

Section 3: Writing in Arabic

Purpose

Section 3 of the written examination is designed primarily to assess the candidate's ability to express ideas through the creation of an original text in Arabic.

Specifications

The candidate will be required to write a text involving the presentation of ideas and/or information and/or opinions. There will be a choice of five tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the candidate is given opportunities to produce different kinds of writing (e.g. personal, imaginative, persuasive, informative and evaluative) by, for example:

- having different purposes, audiences, and contexts
- requiring different text types (see the list of text types for productive use).
- The candidate will be expected to write a response of 200–300 words in Arabic. The tasks will be phrased in English and Arabic for a response in Arabic.

Criteria for judging performance – external examination

These criteria are based on information made available by the VCAA of Victoria. They are provided as a guide for teachers and students with the understanding that the final criteria used for marking external examinations for Arabic is a VCAA decision.

Oral examination

Section 1: Conversation

When judging performance in the oral examination, the marker/s will take into account the extent to which the candidate demonstrates:

- the capacity to maintain and advance the exchange appropriately and effectively
- relevance breadth and depth of information, opinions and ideas
- accuracy of vocabulary and grammar
- range and appropriateness of vocabulary and grammar
- clarity of expression (pronunciation, intonation, stress and tempo).

Section 2: Discussion

When judging performance in the oral examination, the marker/s will take into account the extent to which the candidate demonstrates:

- the capacity to maintain and advance the exchange appropriately and effectively
- the capacity to present information, ideas, and opinions on a chosen topic
- accuracy of vocabulary and grammar
- range and appropriateness of vocabulary and grammar
- clarity of expression (pronunciation, intonation, stress and tempo).

Written examination

Section 1: Listening and responding

Part A

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand and convey general and specific aspects of texts.

Part B

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and specific aspects of texts
- convey the information accurately and appropriately
 - structure and sequence of ideas, where relevant
 - accuracy, variety and appropriateness of vocabulary and grammar, including punctuation.

Section 2: Reading and responding

Part A

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand and convey general and specific aspects of texts.

Part B

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand and convey general and specific aspects of texts
- convey information accurately and appropriately (structure, sequence, accuracy and variety of vocabulary and sentence structure) (relevance, use of conventions of text types)
 - structure and sequence of ideas, where relevant
 - accuracy, variety and appropriateness of vocabulary and grammar, including punctuation.

Section 3: Writing in Arabic

When judging performance in this section, the marker/s will take into account the extent to which the candidate demonstrates:

- relevance, breadth and depth of content
 - relevance of content in relation to task set
 - comprehensiveness and sophistication of content.
- appropriateness of structure and sequence
 - introduction, body, conclusion as appropriate to text type
 - organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs.
- accuracy, range and appropriateness of vocabulary and grammar
 - accuracy of vocabulary and grammar
 - variety of vocabulary and grammatical structures
 - appropriateness of vocabulary and grammar for the text type, audience, purpose and context of the task.

Appendix 1 – Main characteristics of different kinds of writing

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students 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 – Sample assessment outline (Year 12)

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content*
Oral 12.5%	6.25%	Semester 1 Week 13	Task 3 A 3–4 minute role play, focusing on the resolution of an issue.	Topics: the world of work; social issues Text types: conversation Grammar: adjectival phrases, conjunctions, subordinate conjunctions
	6.25%	Semester 2 Week 8	Task 7 Interview based on the question: People say that nothing changes, that life just goes on. Do you think this is true?	Topics: personal identity; arts and entertainment; culture and traditions Text types: conversation Grammar: question words; conjunctions; superlatives
Listening and responding 15%	7.5%	Semester 1 Week 7	Task 2A Listen to a discussion on changing attitudes to work etc. Respond in English or Arabic to questions.	Topics: the world of work; education and aspirations; social issues Text types: discussion; interview Grammar: prepositions; adverbs
	7.5%	Semester 2 Week 4	Task 5 Listen to a radio report. Respond in English or Arabic to questions.	Topics: the natural world Text types: report/article Grammar: range of grammar from the syllabus
Reading and responding 15%	7.5%	Semester 1 Week 5	Task 1 Read articles related to the detailed study topic. Respond in English or Arabic to questions.	Topics: detailed study Text types: letter, news item, diary entry Grammar: conjunctions, conditional sentences
	7.5%	Semester 2 Week 6	Task 6 Read articles on the role of family today and yesteryear. Respond in English or Arabic to questions.	Topics: personal world, family and friends; culture and traditions Text types: article, text of a speech Grammar: range of grammar from the syllabus
Writing in Arabic 7.5%	3.75%	Semester 1 Week 7	Task 2B Using the information provided in the text for 2A, write a summary of the different attitudes.	Topics: the world of work; education and aspirations; social issues Text types: article Grammar: compound and complex sentences, construct state of noun
	3.75%	Semester 2 Week 10	Task 8 A 250–300 word journal entry for a significant day.	Topics: culture and traditions; Arabic civilisation Text types: narrative account Grammar: range of grammar from the syllabus

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content*
Oral examination 12.5%	6.25%	Semester 1 Week 15	Task 4A: Semester 1 Examination	A conversation/discussion about on the detailed study based on the external examination specifications
	6.25%	Semester 2 Week 15	Task 9A: Semester 2 Examination	A conversation/discussion about on the detailed study based on the external examination specifications
Written examination 37.5%	7.5%	Semester 1 Week 15	Task 4B: Semester 1 Examination	A representative sample of the syllabus content, based on the external examination specifications
	7.5%		Listening and responding	
	3.75%		Reading and responding Writing in Arabic	
	7.5%	Semester 2 Week 15	Task 9B: Semester 2 Examination	A representative sample of the syllabus content, based on the external examination specifications
	7.5%		Listening and responding	
	3.75%		Reading and responding Writing in Arabic	

* The course content is organised into three prescribed themes: 1) the individual; 2) the Arabic-speaking communities; 3) the changing world.

Appendix 3 – 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.