



ARABIC (WACE VERSION)

ATAR Course

Year 11 and Year 12 syllabus

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

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

Acknowledgement

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<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/continuers/arabic-continuers-syllabus>

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Introduction

The School Curriculum and Standards Authority (the Authority) accesses the Arabic: ATAR syllabus and external examination from the NSW Education Standards Authority (NESA) in New South Wales. 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 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 will also be able to meet the requirements of the syllabus successfully.

The Arabic language

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, have been and continue to be the language of religious texts as well as the basis for a rich heritage of classical poetry and literary prose. Today, speakers of Arabic come from a variety of social, cultural and religious backgrounds. The language to be studied and assessed is Modern Standard Arabic, which is used throughout Arabic-speaking countries and Arab communities in Australia, and is the language of modern writers and media in the Arab world.

Rationale

The Arabic ATAR course connects students with a language spoken by approximately 380 million people around the world, ranking as the fourth language in the world by number of native speakers and the fifth most-spoken language in total. It is an official language of 22 countries on two continents as well as one of the six official languages of the United Nations and its agencies, such as UNESCO and the World Health Organisation. It is also the language of religious texts across the Islamic world. In addition, Arabic is an important language in fields such as architecture, calligraphy, commerce, literature, mathematics, music, religion and science.

The course provides students with a rich and challenging experience of the linguistic and cultural diversity of Arabic-speaking communities. Through Arabic, students explore aspects of their personal world and the diverse perspectives of others, and the effect of change and current issues in the changing world. Within these prescribed themes, they reflect on personal identity, family and friends, and health. Students investigate modern Arabic literature and lifestyles, cultures and traditions in Arabic-speaking communities, and explore media, the environment and the world of work.

Students expand and consolidate their skills, knowledge and linguistic resources in Arabic, enabling them to communicate effectively in a range of situations. They gain a broader and deeper understanding of the language and cultures, fostering a stronger sense of intercultural awareness and empathy. The course also enhances students' literacy skills and awareness of their own language. By comparing information and ideas from Arabic media, texts and cultural practices, students strengthen their critical thinking skills and learn to approach global issues from diverse themes.

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth and broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to hear and use Arabic in real-life situations as well as through Arabic media, and to make actual and virtual connections with Arabic-speaking communities throughout the world.

Australia has strong personal, cultural, political and trade connections with Arabic-speaking communities and a proficiency in Arabic may provide students with enhanced vocational opportunities in a wide range of sectors. Studying Arabic opens pathways for further academic study in fields like languages, international studies and cross-cultural communication, and careers in areas such as education, business, trade, commerce, diplomacy, tourism, government and law. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

Aims

The Arabic ATAR course builds on students' skills in, and understanding of, Arabic and knowledge about the cultures of Arabic-speaking communities. It enables students to:

- use Arabic to communicate with others
- understand and appreciate the cultural contexts in which Arabic is used
- reflect on their own culture/s through the study of other cultures
- understand language as a system
- make connections between Arabic and English, and/or other languages
- strengthen their cognitive, learning and social skills
- develop their potential to apply Arabic to work, further study, training or leisure.

Outcomes

Meeting the outcomes involves using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Arabic and English.

Students should be able to achieve the following outcomes.

Outcome 1 – exchange information, opinions and experiences in Arabic

In achieving this outcome, students:

- use a range of strategies to maintain communication
- convey information appropriate to context, purpose and audience
- exchange and justify opinions and ideas
- reflect on aspects of past, present and future experience.

Outcome 2 – express ideas through the production of original texts in Arabic

In achieving this outcome, students:

- apply knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas)
- compose descriptive, evaluative, informative, persuasive or reflective texts appropriate to context, purpose and/or audience
- structure and sequence ideas and information.

Outcome 3 – analyse, process and respond to texts that are in Arabic

In achieving this outcome, students:

- convey the gist of texts and identify specific information
- summarise the main ideas
- identify the tone, purpose, context and audience
- draw conclusions from or justify an opinion
- interpret, analyse and evaluate information
- infer points of view, attitudes or emotions from language and context.

Outcome 4 – understand aspects of the language and culture of Arabic-speaking communities

In achieving this outcome, students:

- recognise and employ language appropriate to different social contexts
- identify values, attitudes and beliefs of cultural significance
- reflect upon significant aspects of language and culture.

Organisation of content

This syllabus presents the content and expectations for both Year 11 and Year 12 students in this course. While the core content applies to both years, it is expected that the cognitive complexity of the content increases from Year 11 to Year 12. The required content, exact sequencing and timing of delivery are school decisions.

The course content is organised into five areas:

- Themes, topics and sub-topics
- Text types and kinds of writing
- Linguistic resources
- Intercultural understanding
- Language learning and communication strategies.

Progression from the Years 7–10 curriculum

The Australian Curriculum: Arabic Year 7 to Year 10 is organised through two interrelated strands: Communicating meaning in Arabic and Understanding language and culture. Communicating meaning in Arabic is focused on using language for communicative purposes in interpreting, creating and exchanging meaning, while Understanding language and culture involves examining language and culture as resources for interpreting and creating meaning in intercultural exchange.

Together, these strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understanding and skills that ensure students communicate in Arabic; understand language, culture and learning and their relationship; and thereby develop their intercultural communication capability.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless they are identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Arabic ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through their study of the Arabic language and cultures. Content in the course is presented through three themes – The individual, Arabic-speaking communities and The changing world – encouraging students to compare information and evaluate ideas from these diverse perspectives. By analysing and interpreting spoken and written texts, students strengthen their ability to identify and process information and engage in logical and reflective thinking. By extending their skills, knowledge and understanding of the Arabic language, they learn to assess how language conveys meaning and how context, purpose and audience influence communication.

Through the course, students learn and practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. The process of transferring linguistic and cultural knowledge and applying it to new contexts fosters students' metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is core to language learning. In learning a second or additional language, students develop an appreciation of languages, cultures, and beliefs, including their own. In the course, students explore various aspects of life such as personal identity, culture and traditions, and the world of work. This helps students to develop connections with communities and cultures, become aware of similarities and differences, cultivate mutual respect and understanding, and improve communication. The course also provides opportunities for students to apply communication strategies in culturally and linguistically diverse contexts. They understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices.

Intercultural understanding is one of the five content areas of this course.

Literacy

Students develop their literacy as they use Arabic to listen to, read, view and respond to a range of texts, participate in spoken interaction, and write texts in Arabic for different purposes and contexts. They expand their skills, knowledge and understanding of the Arabic language and apply their knowledge of linguistic resources to exchange information, ideas and opinions in Arabic.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include developing an ability to decode and encode from sound to written systems; mastering grammatical, orthographic and textual conventions; and developing semantic, pragmatic and critical literacy skills. For learners in Arabic, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Arabic.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Arabic ATAR course, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Arabic ATAR course

A representation of the general capabilities for the two years is summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Arabic (AEARB)	ATAR	✓			✓	✓		
Year 12	Arabic (ATARB)	ATAR	✓			✓	✓		

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Arabic ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the syllabus content.

Aboriginal and Torres Strait Islander histories and cultures

The study of Languages involves recognising the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to Australia's linguistic landscape. The Arabic ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia.

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities.

Asia and Australia's engagement with Asia

In the Languages learning area, students are able to learn languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving – locally, regionally and within an international context.

In learning Arabic, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

Sustainability

The Arabic ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Arabic-speaking communities and the wider world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, conservation, social and political change and how language and culture evolve. They develop their knowledge, understanding and skills relating to sustainability within particular topics.

Through interacting with others, respectfully negotiating meaning and mutual understanding, and reflecting on communication, students can learn to live and work in ways that are both productive and sustainable.

Content

Themes, topics and sub-topics

The course content is organised into three prescribed themes:

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

The themes have a number of prescribed topics and suggested sub-topics as shown in the table on the next page. Topics are placed under one or more of the themes 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.

The topics are broad enough to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time.

Students should study a range of spoken, written, visual and multimodal texts in Arabic in their treatment of themes, topics and sub-topics. The length of time and depth of treatment for each topic will depend on a number of factors, including the:

- particular outcome/s being covered
- degree of familiarity that the students have with topics studied previously
- needs and interests of the students
- linguistic and cultural complexity of the texts selected for study
- linguistic and sociocultural distance between the topic and the student's own world and experience
- assessments (including ways in which they are structured and conditions under which they are set)
- language of the response
- nature of the language itself
- access to resources.

Teachers should structure and organise programs based on the prescribed themes and topics so that they address the outcomes of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one outcome, such as Outcome 3 – analyse, process, and respond to a range of texts that are in Arabic. Other topics may lend themselves to focusing on more than one outcome. It is understood that Outcome 4 – understand aspects of the language and culture of Arabic-speaking communities – underlies the study of all the themes and topics.

Prescribed 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. This theme also enables students to study topics from the perspective of other individuals.	Personal identity	<ul style="list-style-type: none"> • Interests • Hobbies • Travelling • Education and aspirations
	Family and friends	<ul style="list-style-type: none"> • Roles • Relationships
	Health	<ul style="list-style-type: none"> • Food and nutrition • Diseases • Hygiene
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 and other cultures.	Lifestyles	<ul style="list-style-type: none"> • In Australia and abroad
	Culture and traditions	<ul style="list-style-type: none"> • Festivals • Celebrations
	Modern Arabic literature	<ul style="list-style-type: none"> • The Arab world through contemporary writers* • Life in contemporary Arab society • Personalities*
The changing world The theme enables students to explore change as it affects the world of work, media and the environment.	Media	<ul style="list-style-type: none"> • Current issues • Youth issues • Travelling
	The environment	<ul style="list-style-type: none"> • Nature • Pollution*
	The world of work	<ul style="list-style-type: none"> • Job applications • Professions

*For receptive use

Texts and styles of writing

Texts

Students will access the themes and topics through texts. They should be wide-ranging and could include films, short stories, songs, newspaper articles or documentaries. While it is expected that students will study a range of oral and written texts in Arabic in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either Arabic or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by an asterisk (*) in the table above.

Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. Students will be expected to be familiar with the text types listed below. Text types with two asterisks** are those that students may be expected to produce in the external written examination.

- account
- advertisement
- announcement
- article**
- blog
- chart
- comic strip
- conversation/interview
- description
- diary entry**
- discussion
- email**
- form
- image
- infographic
- letter**
- message**
- note**
- notice**
- plan
- poem
- postcard**
- presentation
- recount**
- report**
- review
- role play
- script of a conversation
- script of a speech or talk**
- script of an interview**
- song
- speech
- summary
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

In the oral examination, students participate in a conversation.

Styles of writing

The student is expected to be able to produce the following styles of writing:

- descriptive
- evaluative
- informative
- persuasive
- reflective.

Refer to Appendix 3 for details of characteristics of the styles of writing.

Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar, sound and writing systems of Arabic.

As well as enabling communication, developing an understanding of the linguistic resources enhances intercultural understanding, literacy skills and awareness of one's own language. In the Arabic ATAR course, students are required to further develop their knowledge and understanding of the structure of Arabic.

Vocabulary

Although there is no prescribed vocabulary list, students should be familiar with a range of vocabulary and idioms relevant to the themes and topics prescribed in the syllabus.

Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote or favour any particular theory of grammar or methodology.

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 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 teacher decision. This list is not exhaustive.

Grammatical item	Sub-elements	Example/s
Verbs لأفعال	tense (present, past, future) ماضي، مضارع... mood (indicative, subjunctive †, jussive †, imperative) الرفع، النصب، الجزم، الأمر. voice (active, passive †) المجهول، المعلوم subject and object of the verb الفاعل، المفعول به indirect object نائب الفاعل	درس، يدرس، سيدرس يدرس، أن يدرس، لم يدرس، أدرس درسَ الدرسُ درسَ التلميذُ الدرسَ أكلَ الولدُ البرتقالةَ أُكِلتِ البرتقالةُ
Adverbs الظرف	types: time and place ظرف الزمان، ظرف المكان	نهاراً، ليلاً، غداً، يوماً شمالاً، يميناً، بحراً، جواً، تحت، بين، أمام..
Adjectives الصفة	Agreement مطابقة الصفة مع الموصوف	مر في الشارع سيارةً جديدةً. كتب التلميذُ بالقلمِ الجديدِ.

Grammatical item	Sub-elements	Example/s
Pronouns الضمائر	personal pronouns, suffixes, demonstratives, interrogatives, relative الضمائر المنفصلة، الضمائر المتصلة، أسماء الإشارة، أدوا الاستفهام، الاسم الموصول.	هو، هي، هما، أنتم... هـ، ها، هما، كم... هذا، هذه، ذلك، تلك... كيف، كم، ماذا، مَنْ، هل الذي، التي، اللذان، اللتان..
Nouns الأسماء	case: nominative, accusative, genitive الرفع، النصب، الجر nunation التنوين diptotes † الممنوع من الصرف	سافر المسافرُ، حَيَّيْتُ المسافرَ، سَلَّمْتُ على المسافرِ. عاد مهاجرٌ إلى القرية، إلتقيت مهاجرًا في القرية، سَلَّمْتُ على مهاجرٍ في القرية. ركبت في سيارةٍ حمراءَ.
Prepositions and conjunctions حروف الجر و حروف العطف	prepositions حروف الجر conjunctions حروف العطف verb preposition idioms الحروف التي تتبع الفعل	في، من، ب، ل، مع... و، ف، ثم، أو، أم، بل، لكن، لأن، غير أن، إلا أن... حصل على، كتب ب، إستمع إلى
Numerals الأعداد	cardinal, ordinal, gender العدد الأصلي، العدد الترتيبي، التذكير والتأنيث	واحد، اثنان، ثلاث... أول، ثاني، ثالث... ثلاثة أولاد، ثلاث بنات...
Sentence types الجملة	verbal, nominal الجملة الاسمية، الجملة الفعلية Inna and her sisters ان و أخواتها Kana and her sisters كان وأخواتها	الطقسُ جميلٌ أحب الطقسَ الجميلَ إنَّ الطقسَ جميلٌ... كان الطقسُ جميلاً...
Gender الجنس	masculine, feminine with nouns, adjectives and pronouns للتذكير والتأنيث في الأسماء والصفات والضمائر	معلمٌ ناجحٌ.. معلمةٌ ناجحةٌ.. هو، هي، انت، انتِ...

Grammatical item	Sub-elements	Example/s
Dual † المثنى	with nouns, adjectives and pronouns المثنى في الأسماء والصفات والضمائر	هذان الشابان الوسيما.. سلّمت على الشابين الوسيمين. هّما، أنتما..
Plural الجمع	sound masculine and feminine, broken جمع المذكر السالم، جمع المؤنث السالم، جمع التكسير	المسافرون، المسافرين المسافرات، المسافرات أبواب، شيوخ، غرف، مقاعد..
<i>Idafa</i> الإضافة	first term, second term and complex <i>idafa</i> † المضاف والمضاف إليه	أخذتُ القلمَ من يدِ الرجلِ رسمتُ ورقةَ شجرة حقيبةُ تلميذِ المدرسةِ ثقيلةٌ

† receptive use

Sound and writing systems

Students consolidate their understanding of the sound and writing systems of Arabic.

Intercultural understanding

Intercultural understanding in this course involves developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as those of the Arabic-speaking world. The study of the themes, topics and sub-topics, text types and styles of writing, and linguistic resources enables students to develop intercultural understanding, which enhances their ability to communicate, interact and negotiate within and across languages and cultures, and to understand themselves and others.

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. It is not expected that students will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues that govern speech and behaviour in Arabic-speaking communities, and begin to apply these to communicate effectively.

The course should provide students with opportunities to enhance understanding of their own language/s and culture/s in relation to the Arabic language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting language learning and acquisition
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

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 permitted to use monolingual and/or bilingual printed dictionaries in the external written ATAR examination. Students are not permitted to use a dictionary for the external oral examination.

Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards or after completing a unit or units. These assessments should be limited to eight or less and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of predetermined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use them to determine how well a student has demonstrated their learning.

Where relevant, higher-order cognitive skills (e.g. application, analysis, synthesis and evaluation) and the General Capabilities should be included in the assessment of student achievement in this course. All assessments should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning.
- Assessment should be educative.
- Assessment must be fair.
- Assessment should be designed to meet its specific purpose/s.
- Assessment should lead to informative reporting.
- Assessment should lead to school-wide evaluation processes.
- Assessment should provide significant data for improvement of teaching practices.

Summative assessments in this course must:

- be limited to eight tasks or less
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

The Assessment tables below provide details of the assessment types and their weighting for the Arabic ATAR Year 11 and Year 12 syllabus.

Assessment table – Year 11

Type of assessment	Weighting
<p>Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Arabic. Typically, these tasks are administered under test conditions.</p>	15%
<p>Responding to texts Comprehension and interpretation of spoken and written texts in Arabic. Texts represent different text types and styles of writing. Questions for spoken and written texts are either phrased in Arabic and English for responses in English, or phrased in Arabic and English for responses in Arabic, depending on the requirements of the question. Typically, these tasks are administered under test conditions.</p>	35%
<p>Written communication Production of written texts to convey information and express ideas, opinions and/or experiences in Arabic. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.</p>	20%
<p>Examination</p> <p>Practical (oral) examination Typically conducted at the end of each semester. In preparation for Year 12, the examination should reflect the External examination information in this syllabus.</p> <p>Written examination Typically conducted at the end of each semester. In preparation for Year 12, the examination should reflect the External examination information in this syllabus.</p>	10%
	20%

Teachers must use the assessment table to develop an assessment outline for the pair of Year 11 units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted or the issue and submission dates for an extended task).

Assessment table – Year 12

Type of assessment	Weighting
<p>Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Arabic. Typically, these tasks are administered under test conditions.</p>	10%
<p>Responding to texts Comprehension and interpretation of spoken and written texts in Arabic. Texts represent different text types and styles of writing. Questions for spoken and written texts are either phrased in Arabic and English for responses in English, or phrased in Arabic and English for responses in Arabic, depending on the requirements of the question. Typically, these tasks are administered under test conditions.</p>	32.5%
<p>Written communication Production of written texts to convey information and express ideas, opinions and/or experiences in Arabic. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.</p>	7.5%
<p>Examination</p> <p>Practical (oral) examination Typically conducted at the end of each semester. The examination should reflect the External examination information in this syllabus.</p> <p>Written examination Typically conducted at the end of each semester. The examination should reflect the External examination information in this syllabus.</p>	10%
	40%

Teachers must use the assessment table to develop an assessment outline for the pair of Year 12 units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted or the issue and submission dates for an extended task).

Reporting

Schools report student achievement underpinned by a set of predetermined standards, using the following grades:

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

The grade descriptions for the Arabic ATAR Year 11 and Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of grades. They can also be accessed on the course page of the Authority website at www.scsa.wa.edu.au.

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.

The grade is determined by reference to the standard, not allocated on the basis of a predetermined range of marks (cut-offs).

External examination specifications

The external examination and its marking relate to the syllabus by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the grade descriptions
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Examination questions may require candidates to integrate knowledge, understanding and skills developed through studying the course.

The examination will consist of a written paper worth 80 marks and an oral examination worth 20 marks.

Oral examination

20 marks

Section	Supporting information
Oral examination 20 marks Approximate duration: 10 minutes	The oral examination will consist of a conversation between the candidate and the examiner. In the oral examination, the candidate will respond to the examiner's questions on the prescribed syllabus topics as they relate to the candidate's personal world.

Written examination

80 marks

Time allocated

Reading time before commencing work: 10 minutes

Working time: 2 hours and 50 minutes

The stimulus texts and the writing tasks will relate to the topics as listed in the syllabus.

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: monolingual and/or bilingual print dictionaries

Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Section	Supporting information
<p>Section I</p> <p>Listening and responding</p> <p>25 marks</p> <p>Approximately 8 questions</p> <p>Suggested working time: approximately 30 minutes</p>	<p>The candidate will be required to demonstrate their understanding of spoken texts. The texts will include a range of text types. The texts will vary in length ranging from approximately 35 seconds to approximately 80 seconds. The total time for one playing of all the texts will be approximately eight minutes.</p> <p>The spoken texts will be read twice with a short pause between the readings and a longer pause after the second reading, to allow time for the candidate to respond to the question/s.</p> <p>There will be approximately eight questions phrased in English. Each question will be based on a spoken text in Arabic.</p> <p>Questions are in formats such as short-answer questions that require a response in English or the completion of a table, list or form in Arabic or English, and objective response questions with distractors in Arabic or English.</p> <p>Questions may contain parts. There will be at least one question worth from five to six marks.</p>

Section	Supporting information
<p>Section II</p> <p>Reading and responding</p> <p>40 marks</p> <p>Suggested working time: approximately 80 minutes</p> <p>Part A (25 marks)</p> <p>Two written texts in Arabic</p> <p>Two questions</p> <p>Part B (15 marks)</p> <p>One written text in Arabic</p> <p>One extended response question</p>	<p>This section will consist of two parts.</p> <p>Part A</p> <p>The candidate will be required to demonstrate their understanding of written texts. Each question will be based on a written text in Arabic. The total length of the two texts will be approximately 600 words in Arabic.</p> <p>There will be two questions phrased in English requiring a response in English. Questions will contain short-answer parts and may contain objective response parts. There will be approximately eight parts in total. There will be at least one part worth from five to seven marks.</p> <p>Part B</p> <p>The candidate will be required to demonstrate their understanding of written text by writing an extended response in Arabic. The question will be based on a written text of approximately 150 words in Arabic.</p> <p>There will be one extended response question phrased in English relating to Outcomes 1 and 2. The question will specify the context, purpose and audience of the response. Candidates will be required to respond to questions, statements, comments and/or specific information in the text. The expected length of response will be approximately 200 words in Arabic.</p>
<p>Section III</p> <p>Writing in Arabic</p> <p>Two questions</p> <p>15 marks</p> <p>Suggested working time: 60 minutes</p>	<p>There will be two questions phrased in English requiring a response in Arabic. Each question will specify the audience, purpose and context of the response.</p> <p>The first question will be worth five marks and candidates will be required to write an informative or descriptive response of approximately 75 words in Arabic.</p> <p>The second question will be worth 10 marks and will have two extended response alternatives, each requiring the same text type. Candidates will be required to answer one alternative and write an evaluative, persuasive or reflective response of approximately 200 words in Arabic.</p>

Appendix 1 – Grade descriptions Year 11 and Year 12

A	<p>Written production</p> <p>Competently conveys information and develops ideas that are relevant to the topic.</p> <p>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.</p> <p>Uses a broad range of language with a high degree of grammatical accuracy, and appropriately for the context, purpose, audience and/or text type.</p> <p>Produces writing that is fluent and sequenced logically, using a sophisticated vocabulary, complex sentence structures and range of verb tenses.</p> <p>Demonstrates comprehensive understanding of the language features and the conventions of text types.</p>
	<p>Oral production</p> <p>Capably identifies and comments on culturally specific aspects of language, behaviour and/or attitudes.</p> <p>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.</p> <p>Capably maintains and advances the exchange, using efficient communication and repair strategies.</p> <p>Uses highly accurate, well-structured responses, and a broad range of language and sentence structures.</p> <p>Demonstrates excellent pronunciation, intonation, register, stress and/or tempo.</p>
	<p>Comprehension of spoken and written text</p> <p>Accurately identifies, extracts and processes information from the text.</p> <p>Effectively infers aspects such as points of view, attitudes and/or emotions and cultural cues from the text.</p> <p>Effectively summarises, interprets, evaluates, compares and/or contrasts relevant information.</p> <p>Misinterprets only minor details in complex texts.</p>

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 and structures and a variety of verb tenses.

Uses language appropriate for the context, purpose, audience 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 most of the 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.

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 context, purpose, audience 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 culture associated with the language.
 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 errors 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.
 Gives occasional idiomatic translations or misinterprets some details in complex texts.
 Summarises, interprets, evaluates, compares and/or contrasts some relevant information.
 Presents a response appropriate to the text type.

D	<p>Written production</p> <p>Produces writing that expresses simple ideas and provides basic information related to the topic. Produces writing with inaccuracies and/or omissions that affect the 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 context, purpose, audience and/or text type. Uses familiar vocabulary, with frequent errors in spelling and/or syntax; incorrectly applies the rules of grammar. Produces writing that lacks structure and where ideas may be disjointed, disorganised or unsequenced, which impedes meaning.</p>
	<p>Oral production</p> <p>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.</p>
	<p>Comprehension of spoken and written text</p> <p>Identifies, extracts and processes some information from texts, with limited comprehension and frequent misunderstandings. 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.</p>
E	<p>Does not meet the requirements of a D grade.</p>

Appendix 2 – Text types

The table below is presented as a guide for the text types that have been identified for productive use in the external examination. Further elaboration, including examples of the language features and sample questions, are available in the document *Arabic Continuers Stage 6: Understanding the requirements of text types (PDF)*, available at <https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-11-12/s6-arabic-continuers-text-types>.

Text type	Purpose	Structure	Language features
Article	<ul style="list-style-type: none"> To inform about a topic and/or sustain an argument To persuade the reader to think about a topic To entertain To express the author's thoughts and feelings 	<ul style="list-style-type: none"> Title or heading Introduction that includes statement of argument to be addressed Body paragraphs that include development of arguments or ideas and sequencing and linking of ideas, with supporting evidence Conclusion that reviews or summarises the argument or topic. It should be short and accentuate the main idea of the article 	<ul style="list-style-type: none"> Range of tenses (past, present, future, conditional) Descriptive, factual, evaluative or persuasive language, depending on context, purpose and audience An objective or a subjective tone, depending on the context and purpose Use of language structures, vocabulary and expressions to describe facts or topics, persuade the audience or evaluate an issue (for or against) Rhetorical questions to lead the audience to a particular conclusion Repetition to emphasise a given idea Use of expert opinion where appropriate Modality language Language of cause and effect to draw conclusions Emotive language to stimulate the reader's feelings Evaluative language (supportive or critical words)

Text type	Purpose	Structure	Language features
Diary entry	<ul style="list-style-type: none"> To document thoughts, reflections and experiences To explore the emotions, attitudes, values, beliefs, fears, dreams and/or motivations evoked by an experience To reflect on a theme, place, or past events or experiences 	<ul style="list-style-type: none"> Date Attention-grabbing opening sentence Body of the text that includes events in chronological order with detail and description Concluding statement or remark reflecting on the experience Writer's sign-off 	<ul style="list-style-type: none"> First person, to create a personal tone Language can be descriptive, factual, evaluative or emotive Informal register Range of tenses (past, present, future, conditional) – usually past tense Opening sentences Time connectives to relate events in chronological order Reflective language to express opinions and reflect on goals, aspirations, significant experiences and/or deepest thoughts Rhetorical questions Authentic use of idiomatic expressions when describing thoughts and feelings Literary devices, where appropriate, to highlight the impact of an experience or feeling Descriptive and emotive language to explain details and elaborate on feelings Evaluative language
Email or letter	<ul style="list-style-type: none"> To inform or advise To invite To apologise To show appreciation To seek a response To express a point of view and convince To make a complaint 	<ul style="list-style-type: none"> Email address of sender and recipient, subject (applies only to emails) Sender's name and address on the right (informal) Date below sender's address (informal) Opening salutation Introduction that includes initial greeting and reason for writing Body of the text with elaboration of key ideas Conclusion that includes what is expected from the recipient 	<ul style="list-style-type: none"> First person, to create a personal tone Range of tenses (present, perfect, future, imperfect, conditional) Language can be descriptive, factual, emotive, evaluative or persuasive, depending on context, purpose and audience Simple linking devices Rhetorical questions to engage the audience Authentic use of idiomatic expressions where appropriate

Text type	Purpose	Structure	Language features
		<ul style="list-style-type: none"> • Closing statement • Salutation and name 	<ul style="list-style-type: none"> • Formal or informal register depending on the purpose and audience (be consistent throughout the letter or email) • Informal salutation • Informal closing statement and salutation • Initial informal greeting and stating reason for writing • Formal salutation • Initial formal greeting and stating reason for writing • Formal closing statement and salutation
Message or note	<ul style="list-style-type: none"> • To thank or express appreciation • To inform or advise • To request • To instruct • To remind <p>Note: the difference between a message and a note is that a message can vary in type, such as text messages or social media posts, whereas a note is generic.)</p>	<ul style="list-style-type: none"> • Opening salutation • General statement, description or procedure • Lack of descriptive detail • Closing salutation 	<ul style="list-style-type: none"> • Short and to the point (lacking detail) • Informal or formal register (be consistent throughout)
Notice	<ul style="list-style-type: none"> • To inform • To seek and encourage a response 	<ul style="list-style-type: none"> • Name of the issuing agency • Date of issue/release of the notice • Title, heading or addressee • Relevant details; for example, date, time, duration, place or venue • Statement of conclusion or advice; for example, giving contact details 	<ul style="list-style-type: none"> • Verbs usually written in the present tense • Language can be descriptive, factual, emotive or persuasive, depending on context • Language used is simple and formal

Text type	Purpose	Structure	Language features
Postcard	<ul style="list-style-type: none"> To inform and retell events (describe where the writer is and some of the things they are doing and seeing) To communicate thoughts or feelings To amuse or entertain 	<ul style="list-style-type: none"> Recipient name Information about place; for example, weather or mood Activities done Plans Closing statement and salutation 	<ul style="list-style-type: none"> First person Language is usually descriptive, reflective and evaluative Brief description or message Usually informal register Correct tense for activities – what has happened and what is happening next? Descriptions of sights and/or activities Personal impressions
Recount	<ul style="list-style-type: none"> To inform or entertain To retell past events or experiences for the reader's information or enjoyment 	<ul style="list-style-type: none"> Introduction or orientation (setting the scene) Series of events in chronological order with details Closing statement that expresses an opinion regarding the events described 	<ul style="list-style-type: none"> First person or third person (depending on the requirement of the question) Often written in past tense Opening sentences Adjectives Adverbial phrases Time connectives to put events in a chronological order Linking words Evaluative language to summarise and/or reflect on the events and/or the experiences
Report	<ul style="list-style-type: none"> To classify, organise and describe information To draw a conclusion To inform the reader about an issue To present an evaluation of an issue or a social phenomenon 	<ul style="list-style-type: none"> General statement outlining the topic Series of paragraphs – each paragraph presents a new topic sentence followed by facts and details Concluding statement that sums up the topic and provides recommendations or advice where applicable 	<ul style="list-style-type: none"> Language may be factual, descriptive and/or evaluative, depending on context, purpose and audience Present tense of verbs usually used Descriptive and factual topic-specific vocabulary Language of generalisation to provide a broad statement based on information, observations and experiences Language of comparison and contrast to focus on similarities and differences

Text type	Purpose	Structure	Language features
			<ul style="list-style-type: none"> • Cause and effect to highlight phenomenon/consequences, problem/causes, problem/solutions • Words to introduce an explanation such as facts, figures, data statistics and/or examples
Script of an interview	<ul style="list-style-type: none"> • To gain information about a topic, or someone's life or experience • To communicate ideas, opinions and attitudes 	<ul style="list-style-type: none"> • Short introduction about the setting and purpose of the interview • Greeting and thanking the interviewee for their time • Series of questions and responses • Conclusion 	<ul style="list-style-type: none"> • Use of first person and second person • Polite or informal register, depending on context and audience • Question and response sequence shown by the participants' initials followed by a colon; for example, A :..., B: ... • Language may be factual, descriptive, evaluative or emotive, depending on context and purpose • Verbs in a range of tenses depending on the context • Authentic idiomatic expressions • Use of conversation fillers
Script of a speech or talk	<ul style="list-style-type: none"> • To communicate ideas, points of view or opinions • To persuade • To inform • To welcome • To thank • To amuse or entertain 	<ul style="list-style-type: none"> • Salutation • Short introduction to hook the audience • Body paragraphs that make informed judgements with details and/or examples to support • Short conclusion that accentuates the main idea of the speech 	<ul style="list-style-type: none"> • Language may be factual, descriptive, evaluative, persuasive or emotive, depending on context, purpose and audience • First person • Use of a pronoun at times to include the audience • Facts and evidence used to explain and give credibility to the idea presented • Repetition to emphasise a particular idea • Short, simple sentences used where appropriate, to allow the audience to visualise the experience

Text type	Purpose	Structure	Language features
			<ul style="list-style-type: none">• Use of anecdote (a short personal story) where appropriate, to illustrate and personalise the issue for the audience• Salutations• Introductory statement• Words or phrases to present a point of view• Rhetorical questions to frame an argument• Idiomatic expressions or short poetry verses related to the topic• Emotive language to stimulate the feelings of the audience• Evaluative language to make a judgement, referring to the reasons for or against• Modality expressions to encourage the audience to act or make a change• Concluding remarks

Appendix 3 – Styles of writing

The list is provided to enable a common understanding of the styles of writing for this syllabus.

Descriptive

Descriptive writing engages the reader's attention as the writer paints a picture through words to make the reader see what they are depicting. The writer uses precisely chosen vocabulary with adjectives and adverbs to create a vivid impression of a person, place, object, event or character or a particular mood or atmosphere. Descriptive writing evokes feelings and attitudes using connotative language. The writing is structured and ordered, using active verbs and varied sentences, at times with sensory descriptions to enhance the reader's experience.

Evaluative

Evaluative writing aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas. The writer 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. Evaluative writing uses objective style and appeals to reason, not emotion. Creating an impression of balance and impartiality is essential. The writer often includes expressions of cause, consequence, opposition and concession.

Informative

Informative writing conveys information as clearly, comprehensively and accurately as possible. The language should generally be formal and in an objective style using impersonal expressions. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies and sometimes statistical information, quotations and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images except as examples or analogies in explanation.

Persuasive

Persuasive writing aims to convert the reader to a particular point of view or attitude to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action. The language used may be extravagant, using exaggeration, superlatives and humour to create a relationship between the writer and the reader.

Reflective

Reflective writing explores opinions or events for greater understanding and tries to convey something personal to the reader. Generally using a first-person point of view, it allows the writer to examine their own attitudes, beliefs and values. The language used is often emotive, as reflective writing involves personal responses to experiences, events, opinions and situations.

Appendix 4 – Language learning and communication strategies

Language learning and communication strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Purpose of strategy	Strategies
To support language learning and acquisition	• read, listen to and view texts in Arabic
	• connect with a proficient speaker of Arabic
	• learn vocabulary and set phrases in context
	• explain own understanding of a grammar rule or language pattern to someone else
	• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning
	• make connections with prior learning
To make meaning from texts	• listen and determine essential information from key words
	• work out meaning of familiar and unfamiliar language by applying rules
	• make links between English and Arabic texts
	• analyse and evaluate information and ideas
	• scan texts, highlight key words and select appropriate information
	• recognise the attitude, purpose and intention of a text
	• use information in a text to draw conclusions
	• summarise text in own words or reorganise and re-present the information
	• reflect on cultural meanings, including register and tone
To produce texts	• read a question and determine the topic, audience, purpose, text type and style of writing
	• manipulate known elements in a new context to create meaning in written forms
	• structure an argument and express ideas and opinions
	• use synonyms for variety in sentences, and conjunctions to link sentences
	• organise and maintain coherence of written text
	• evaluate and redraft written texts to enhance meaning
	• proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	• connect with speakers of Arabic and practise speaking the language
	• use oral clues to predict and help with interpreting meaning
	• ask for clarification and repetition to assist understanding
	• manipulate known elements in a new context to create meaning in spoken forms
	• structure an argument and express ideas and opinions
	• use cohesive devices, apply register and grammar, and use repair strategies to practise Arabic

