Interstate Assessed Arabic Continuers Level

2020 Subject Outline | Stage 1 and Stage 2

This subject outline is based on the *Arabic Victorian Certificate of Education Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA) and accredited by the Victorian Qualifications Authority from 2019 (Stage 1) and 2020 (Stage 2) to 2023. Refer to the VCAA website (www.vcaa.vic.edu.au) for past examination papers and associated material.

This subject outline is accredited for teaching at Stage 1 from 2019 and at Stage 2 from 2020

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INTRODUCTION

SUBJECT DESCRIPTION

Interstate assessed Arabic at continuers level is a 10-credit or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

The subject outline for interstate assessed Arabic at continuers level has been developed from the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning, and assessment of language subjects. The three levels in the framework are:

- beginners — for students with little or no previous knowledge of the language
- continuers — for students who will have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge
- background speakers — for students who have a background in the language and who have had more than 1 year's education in a country where the language is spoken.

Eligibility criteria apply for entry to a program at beginners level, and to a program at continuers level when a program at background speakers level is also available in the language.

In interstate assessed Arabic at continuers level students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

- interacting with others to exchange information, ideas, opinions, and experiences in Arabic
- creating texts in Arabic for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
- analysing a range of texts in Arabic to interpret meaning
- examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

Students develop an understanding of how Arabic is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Arabic-speaking communities and in their own community.

The Language

The language to be studied and assessed is modern standard Arabic, which is used throughout Arabic-speaking countries and Arabic communities in Australia, in the language of modern writers, and in press and news broadcasts on the radio and television. Dialects of Arabic will be accepted in the oral examination.

Description of Target Group

Interstate assessed Arabic at continuers level is designed for students who, typically, will have studied Arabic for 400 to 500 hours by the time they have completed Stage 2. Some students with less formal experience than this will be able to meet the requirements of this subject outline successfully.

CAPABILITIES

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The five capabilities that have been identified are:

- communication
- citizenship
- personal development
- work
- learning.

The capabilities, in particular those for communication and citizenship, are reflected in the learning requirements, content, assessment design criteria, and performance standards of the interstate assessed Arabic at continuers level subject outline. In Arabic at continuers level, students develop intercultural communication skills to communicate effectively and appropriately in a variety of contexts for a range of purposes.

Communication

Students develop their ability to communicate and interact effectively and appropriately in a variety of contexts, within and across languages and cultures.

By interacting with others to exchange information, ideas, opinions, and experiences in Arabic, students develop their ability to interpret and understand interactions between diverse individuals. They develop their understanding of how meaning is created and interpreted in the process of communication.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills. They create texts in Arabic, and analyse and interpret meaning in a range of written, spoken, visual, and multimodal texts that are in Arabic, to share new insights and information with others.

Students examine relationships between language, culture, and identity by comparing and making connections between languages and cultures, and reflecting on the ways in which culture influences communication.

Citizenship

Students develop their intercultural communication skills to interact effectively and appropriately with people within and across local and global communities. The development of intercultural communication skills has the potential to contribute to social cohesiveness through better communication and understanding, and helps students to know and understand themselves, others, and the world around them.

Students develop their own understanding of diverse ways of knowing, being, and doing, through meaningful interaction with other peoples and other cultures, and through analysis of linguistic and cultural similarities and differences.

Students explore themes and topics from perspectives of diverse individuals and communities, including their own. Through this learning, students gain an understanding of how cultural concepts and practices affect how people see the world, interact, and communicate with others. They have opportunities to see their own view of the world in context, as one of many.

Students develop the ability to understand and interpret meaning in a variety of texts and are sensitive to the ideas, values, and beliefs presented in those texts.

Personal Development

Students' personal, linguistic, and cultural identity is strengthened through the study of languages. They develop their understanding of the relationship between language and culture, and an awareness of the role of languages and culture in human interaction and identity. Students develop personal ways of responding to linguistic and cultural diversity by interpreting and reflecting on their own intercultural experiences and by considering the ways in which they might respond in the future.

Students' learning experiences in language also offer opportunities to consolidate and extend their interpersonal skills and skills in self-expression.

During the program of study, students explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. They reflect on their own attitudes, beliefs, values, and perspectives. In doing so, students develop awareness and understanding of the ways in which their own language and culture shape their actions, personal behaviour, thoughts, attitudes, perceptions, and identity.

Work

Students develop an understanding that learning a language helps them to live and work successfully as linguistically and culturally aware citizens of the world. Through their language learning, students develop communication, intercultural, and interpersonal skills, which are valued skills for employment in a changing workforce. Students can apply these skills to living and working in a global environment.

Students explore change as it affects the world of work from the perspective of the Arabic-speaking communities and their own communities.

Learning

Language learning develops students' cognitive skills through analytical, critical, creative, and reflective thinking. These skills help students to become effective and organised communicators, analysers, and researchers.

Students acquire an active working knowledge of Arabic by identifying, exploring, and explaining features of Arabic such as lexicology, morphology, phonology, orthography, and syntax.

Language learning enables students to understand the dynamic nature of language and how language is used to express identity.

Language learning requires students to understand and create links between existing and new knowledge. Students apply their knowledge and understanding of their own and other languages and cultures to developing their intercultural communication skills.

LITERACY IN INTERSTATE ASSESSED ARABIC AT CONTINUERS LEVEL

Learning in Arabic strongly supports students' general literacy development.

Through their study of Arabic, students deepen their knowledge and understanding of how language functions. They gain insights into the nature, styles, and purposes of language, and consider the dimensions of context and audience. Students are able to make connections between Arabic and English and/or other languages through recognising patterns and by comparing similarities and differences between languages.

Students develop skills to communicate effectively and appropriately in Arabic in a variety of contexts for a range of purposes and audiences. Language learning also provides ideal opportunities for students to develop and refine the communication skills of listening, speaking, reading, and writing. Students have opportunities to engage with and reflect on the ways in which texts are created for specific purposes and audiences.

NUMERACY IN INTERSTATE ASSESSED ARABIC AT CONTINUERS LEVEL

Students use and understand pattern, order, and relationships and develop an understanding of concepts such as time, number, and space in different cultures as expressed through language. Students become familiar with numbers, dates, and terms for mathematical operations in Arabic.

Students apply numeracy skills when they use tables or graphs for analysis to support an idea, opinion, or position when creating texts and interacting in Arabic.

ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
- drawing students' attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

Stage 1 Interstate Assessed Arabic Continuers Level

LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 interstate assessed Arabic at continuers level.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange information, ideas, opinions, and experiences in Arabic
2. create texts in Arabic to express information, feelings, ideas, and opinions
3. analyse texts that are in Arabic to interpret meaning
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

CONTENT

Stage 1 interstate assessed Arabic at continuers level is a 10-credit subject or a 20-credit subject.

Stage 1 Arabic at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The Arabic-speaking Communities
- The World Around Us.

These themes have a number of prescribed topics and suggested subtopics with which students engage in their study of Arabic. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives on each of the topics. The suggested subtopics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

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 subtopics. Students may respond to a text in either Arabic or English, as specified in each assessment type.

The length of time and depth of treatment for each topic will depend on a number of factors, including the:

- particular learning requirement(s) being covered
- degree of familiarity that the student has with topics studied previously
- needs and interests of the students
- nature of the language itself
- linguistic and conceptual 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 the conditions under which they are set)
- language of the response
- access to resources.

Teachers should structure and organise programs based on the prescribed themes and topics so that they address all the learning requirements of this subject outline.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual

- **Personal Identity and Lifestyles**
  Examples
  Personal details, interests and priorities, opinions and values, cultural identity, health and wellbeing, free time and leisure activities, tourism and travel.

- **Relationships**
  Examples
  Family, friends, school and social relationships, pressures and influences, rights and responsibilities.

- **Aspirations, Education and Careers**
  Examples
  Experiences of schooling, job applications, planning a career, priorities for the future, the world of work, women in the workplace, innovation in the workplace, a student's view of an ideal world.

The Arabic-speaking Communities

- **The Arabic Cultural Heritage**
  Examples
  Stories from the past, festivals, celebrations, entertainment and the arts, film, theatre, song and music.

- **Historical and Contemporary People and Events**
  Examples
  The influence of the past on the present, important historical figures, famous contemporary figures in a selected field of endeavour (the arts, literature, inventions, science, sports, business).

- **Living in an Arab Community**
  Examples
  Life in contemporary Arab society, comparing lifestyles in Australia and Arabic-speaking countries, the impact of migration, the migrant experience, a selected Arabic-speaking community.

The World Around Us

- **Global and Contemporary Society**
  Examples
  Current issues, youth and the elderly, globalisation, cultural diversity, urbanisation, poverty and famine.

- **Communication and Media**
  Examples
  The internet and social media, news media and its influence, bias in media, advertising and its impact.

- **The Influence of Science and Technology**
  Examples
  The impact of information technology on society, innovations in science and technology, natural resources, environmental issues, the effect of humans on nature, pollution and conservation, ecotourism, providing for the future.

Note: **Bold** = prescribed themes, ***bold italics*** = prescribed topics, *italics* = suggested subtopics

Text Types

Students come into contact with a wide range of texts when undertaking VCE Arabic and practise listening, speaking, reading, writing and viewing skills through texts of all types. The texts used by students to practise receptive language skills (listening, reading and viewing) should be chosen for their suitability to develop student learning in the selected subtopics for each unit. The demands on students are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language learning of the students. For the purpose of this study, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic. It is important that students have an awareness of the features, context, purpose and audience of each text used and the text type in general.

The text types that students can reasonably be expected to produce by the completion of this study include:

Advertisement	*Invitation*	*Résumé*
Announcement	*Journal entry*	*Review*
Article	*Letter (formal or informal)*	*Role-play*
Biography	*Message*	*Script of a speech or talk*
Blog	*News item*	*Story*
Discussion	*Note*	*Summary*
Email	*Personal account*	
Interview	*Report*	

Writing Styles

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

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

Vocabulary

Although there are no prescribed vocabulary lists, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in this subject outline.

Dictionaries

Students should be encouraged to use monolingual and/or bilingual printed dictionaries and develop the necessary skills and confidence to do so effectively.

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 below are not intended to promote or favour any particular theory of grammar.

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 in a program at continuers level are expected to recognise and use the grammatical items listed on the following 2 pages.

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

Grammatical Items	Sub-elements	Example(s)
Prepositions and conjunctions	Prepositions	في، من، بِ، لِ، مع...
	Conjunctions	و، ف، ثم، أو، أم، بل، لكن، لأن، غير أن، إلا أن...
	Verb preposition idioms	حصل على، كتب بِ، إستمع إلى
Verbs	Tense (present, past, future)	درسَ، يدرسُ، سيدرسُ
	Mood (indicative, subjunctive†, jussive†, imperative)	يدرسُ، أن يدرسَ، لم يدرسْ، أدرسْ
	Voice (active, passive†)	دُرسَ الدرسُ دَرَسَ 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..

†for recognition only

ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in
Stage 1 Arabic at continuers level:
- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation.

For a 10-credit subject, students should provide evidence of their learning through five assessments. Students undertake:
- one interaction
- one text production
- one text analysis
- one response in Arabic and one reflective response in English for the investigation.

Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

Teachers should ensure a balance of macro skills and knowledge, skills, and topics across the set of assessments.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:
- clarify for the student what he or she needs to learn
- design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:
- students should demonstrate in their learning
- teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:
- ideas
- expression
- interpretation and reflection.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Ideas

The specific features are as follows:

I1 Relevance
– relevance to context, purpose, audience, and topic
– conveying appropriate detail, ideas, information, or opinions
– creating interest and engaging the audience.

I2 Depth of treatment of ideas, information, or opinions
– depth and breadth of content
– elaboration of ideas and support of opinions
– planning and preparation.

Expression

The specific features are as follows:

E1 Capacity to convey information accurately and appropriately
– range of expression (i.e. linguistic structures and features)
– accuracy of expression (i.e. linguistic structures and features, grammar)
– use of cohesive devices
– appropriateness of expression, including cultural appropriateness
– clarity of expression, including fluency, pronunciation, and intonation.

E2 Coherence in structure and sequence
– organisation of information and ideas
– use of the conventions of text types.

E3 Capacity to interact and maintain a conversation
– interaction on topics (i.e. relating to interlocutor, interest in the topic)
– use of communication strategies (i.e. comprehension, responding to cues)
– fluency of responses.

Interpretation and Reflection

The specific features are as follows:

IR1 Interpretation of meaning in texts, by identifying and explaining
– the content (general and specific information)
– the context, purpose, and audience of the text
– concepts, perspectives, and ideas represented in the text.

IR2 Analysis of the language in texts
– linguistic and cultural features (e.g. word choice, expressions, idiom)
– stylistic features (e.g. tone, register, phrasing and repetition, textual features and organisation).

IR3   Reflection
– reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts
– reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
– reflection on own learning.

SCHOOL ASSESSMENT

Assessment Type 1: Interaction

Students interact with others to exchange information, ideas, opinions, and experiences in spoken Arabic.

Students may participate in, for example, conversations, interviews, and discussions, or give multimodal presentations or talks to specific audiences and respond to questions in Arabic.

The design of the assessments should specify a context, purpose, and audience.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- ideas
- expression.

Assessment Type 2: Text Production

Students create a text, in which they express ideas and/or information and/or opinions and/or feelings in written Arabic.

This may include writing articles, emails, journal entries, messages, reports, reviews, or stories, or responding to a stimulus such as a letter, email, article, advertisement, song, story, or film.

The design of the assessments should specify:

- a context, purpose, and audience
- the text type for production
- the kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, or descriptive).

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- ideas
- expression.

Assessment Type 3: Text Analysis

Students analyse and interpret a text or texts that are in Arabic with a response or responses in Arabic and/or English.

Students analyse and interpret meaning and reflect on language use by responding to written, spoken, or multimodal texts in Arabic, for example, magazine and newspaper articles, journal entries, advertisements, brochures, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, podcasts, radio broadcasts, surveys, and websites.

The design of the assessments should enable students to:

- interpret meaning in text(s), by identifying and explaining
  – the content (general and specific information)
  – the context, purpose, and audience of the text
  – concepts, perspectives, and ideas represented in texts
- analyse the language in text(s) (e.g. tone, register, linguistic, cultural, and stylistic features)
- reflect on how cultures, values, beliefs, practices, and ideas are represented or expressed in text(s).

When selecting texts for interpretation, teachers should take into consideration the processing demands placed on students, for example, the:

- nature and complexity of ideas in the text
- reading time required to access meaning in the text (based on the length of text and the processing demands of the writing system of the language).

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- expression
- interpretation and reflection.

Assessment Type 4: Investigation

Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect or issue of a topic or subtopic associated with 'The Arabic-speaking Communities' or 'The Changing World' themes. The aspect or issue for research may be chosen by negotiation with, or at the direction of, the teacher. Students should complete both assessments for the investigation:

- an oral, written, or multimodal response in Arabic (e.g. a report, article, journal entry, presentation, or talk)
- a reflective response in English.

An Oral, Written, or Multimodal Response in Arabic

Students:

- interact with people to exchange information, ideas, opinions, and experiences in spoken Arabic. Students may give a multimodal presentation, talk, or speech to a specific audience and respond to questions

or

- create a text, in which they express ideas, information, and opinions about their investigation in written Arabic. This may include, for example, writing articles, letters, or reports.

The design of the assessment(s) should specify a context, purpose, and audience. The design of an assessment requiring a written response should specify the text type for production and the specific kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive).

A Reflective Response in English

Students reflect on their experience in undertaking the investigation in English.

Students may reflect on, for example:

- learning that was new, surprising, challenging
- how the learning may have changed their thinking
- how cultures, values, beliefs, practices, and ideas are represented or expressed in the texts studied

- their own values, beliefs, practices, and ideas in relation to those represented or expressed in texts studied
- how the investigation has increased their understanding of the Arabic-speaking communities
- how their learning in their investigation has contributed to their understanding of themselves (e.g. identity, culture(s), values).

Students:

- write a reflective response, for example, a reflective essay, or a personal journal entry

or

- give, for example, an oral presentation, talk, or speech to a specific audience

or

- participate in a discussion (individual or round table).

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- ideas
- expression
- interpretation and reflection.

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- taking into account the weighting of each assessment type
- assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).

A generic set of performance standards have been developed for languages at continuers level.

The complexity of language and ideas in texts selected for interpretation, and the complexity of ideas that students exchange and express when interacting and creating texts, will vary between languages. The complexity of language and ideas is based on, for example, the nature of the writing system and the linguistic and cultural distance of the language from English.

Performance Standards for Stage 1 Interstate Assessed Arabic at Continuers Level

	Ideas	Expression		Interpretation and Reflection
A	*Relevance* Responses are consistently relevant to context, purpose, audience, and topic. Responses consistently convey the appropriate detail, ideas, information, and opinions. Responses successfully create the desired impact and interest, and engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Depth and breadth in the treatment of ideas, information, or opinions on familiar topics. Effective elaboration of ideas and support of opinions. Comprehensive evidence of planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Familiar vocabulary and sentence structures are used with a high degree of accuracy in familiar contexts. Some errors when trying to use more complex structures, but errors do not usually impede meaning. Effective use of a range of cohesive devices to connect ideas. Expression consistently appropriate to the cultural and social context. Fluent expression and effective use of intonation and stress, with mostly accurate pronunciation. *Coherence in Structure and Sequence* Information and ideas are organised logically and coherently. Conventions of the text type are observed.	*Capacity to Interact and Maintain a Conversation* Interaction is sustained on familiar topics with minimal input from the interlocutor. Interest and enthusiasm for the topic of conversation are conveyed highly effectively. Use of a number of communication strategies to maintain interaction (e.g. using new vocabulary encountered during interaction, asking for repetition, affirming, self-correcting). Responses to open-ended questions on familiar topics are quick, confident, and fluent. There may be some hesitation when dealing with unfamiliar topics.	*Interpretation of Meaning in Texts* Thoughtful interpretation of texts containing familiar and unfamiliar language and content on a range of familiar topics. Conclusions are drawn about purpose, audience, message (argument) of the text, and justified with evidence from the text. Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight. *Analysis of the Language in Texts* The functions of particular linguistic and cultural features in the text (e.g. idiom, word choice, expressions) are identified and explained clearly. The ways in which stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation) are explained clearly. *Reflection* In-depth reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts. Thoughtful reflection on own learning.

	Ideas	Expression		Interpretation and Reflection
B	*Relevance*	*Capacity to Convey Information Accurately and Appropriately*	*Capacity to Interact and Maintain a Conversation*	*Interpretation of Meaning in Texts*
	Responses are mostly relevant to context, purpose, audience, and topic.	Familiar vocabulary and sentence structures are used with a sound degree of accuracy in familiar contexts.	Use of well-rehearsed language to maintain an interaction on familiar topics. Some reliance on input from the interlocutor to maintain interaction. Interest in the topic is conveyed effectively.	Key ideas represented in texts containing familiar language and familiar content are identified and explained.
	Responses mostly convey the appropriate detail, ideas, information, and opinions.	Errors made when more complex structures are attempted may sometimes impede meaning.	Use of a number of communication strategies to maintain interaction (e.g. responding to correction by the interlocutor, using prepared phrases to indicate lack of comprehension and ask for support).	Some conclusions are drawn about purpose, audience, message (argument) of the text, and supported with some relevant examples from the text.
	Responses generally create the desired impact and interest, and engage the audience.	Use of simple cohesive devices to link ideas.		Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity.
	Depth of Treatment of Ideas, Information, or Opinions	Expression mostly appropriate to the cultural and social context.	Some fluency in responding to questions on familiar topics. Occasional silences because of lack of comprehension and time required to process more complex language.	*Analysis of the Language in Texts*
	Breadth and some depth in the treatment of ideas, information, or opinions on familiar topics.	Some degree of fluency. Responses are hesitant when dealing with unfamiliar contexts. Reasonably accurate pronunciation and intonation.		The functions of particular linguistic features in the text are identified and described. Cultural references in the text are recognised and described (e.g. idiom, word choice, expressions).
	Generally effective elaboration of ideas, and some support of opinions.	*Coherence in Structure and Sequence*		Stylistic features in the text are identified (e.g. register, tone, textual features/organisation).
	Sound planning and preparation.	Mostly coherent organisation of information and ideas.		*Reflection*
		Most conventions of the text type are observed.		Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.
				Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.
				Some depth in reflection on own learning.

	Ideas	Expression		Interpretation and Reflection
C	*Relevance* Responses are generally relevant to the topic and purpose, with some relevance to context and audience. Responses generally convey simple ideas and opinions, with generally appropriate information. Responses generally create some interest and partly engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Some variety in the treatment of information and simple ideas or opinions on familiar topics. Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion. Competent planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Use of familiar vocabulary and sentence structures and well-rehearsed language to convey meaning. Structure often based on word order derived from English when attempts are made to elaborate. Accuracy tends to be variable, with some quite basic errors. Generally accurate when using formulaic expressions and rehearsed patterns. Often relies on one or two cohesive devices to link ideas. Expression generally appropriate to the cultural and social context. Some hesitancy in responding. Pronunciation and information are understandable. *Coherence in Structure and Sequence* Generally coherent organisation of information and ideas. Some of the conventions of the text type are observed (e.g. can use rehearsed salutations).	*Capacity to Interact and Maintain a Conversation* Use of well-rehearsed language to maintain an interaction by responding to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic is conveyed. Often relies on the interlocutor's sentence patterns to respond. Partial understanding of questions may lead to a response that is not relevant. Responses may be hesitant and fluency is often confined to learnt material.	*Interpretation of Meaning in Texts* Identifies and extracts some relevant information from texts on familiar topics containing predictable and familiar language structures. Competent understanding of context, purpose, and audience, supported with isolated examples from the text. Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation. *Analysis of the Language in Texts* Particular linguistic and cultural features in the text are identified. Particular stylistic features are identified. *Reflection* Some reflection on, with mostly description of, cultures, values, beliefs, practices, and ideas represented or expressed in texts. Some reflection on own values, beliefs, ideas, and practices in relation to those represented in texts. Some reflection on learning experiences.

	Ideas	Expression		Interpretation and Reflection
D	*Relevance* Responses partially relevant to the topic and purpose. Responses convey some basic information that may be appropriate. Responses include one or more elements of interest that may engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Some basic treatment of information or ideas relating to simple aspects of familiar topics. Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete. Some planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Reliance on learnt structures and formulaic expressions to convey meaning. Learnt vocabulary and structures are recombined to create simple sentences on very familiar topics. The language produced contains frequent errors and only partially communicates what is intended. Responses may resemble literal translations from first language. A cohesive device may be used with some effectiveness in pauses. Expression occasionally appropriate to the cultural and social context. Frequent hesitancy in responding. Pronunciation may impede meaning. *Coherence in Structure and Sequence* Responses tend to be loosely connected sentences. Inconsistent use of limited conventions of the text type.	*Capacity to Interact and Maintain a Conversation* Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Interaction is maintained by input from the interlocutor. Some interest in the topic may be conveyed. Utterances rarely consist of more than two or three words and there are frequent pauses, repetition, and inaccuracies. Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension.	*Interpretation of Meaning in Texts* Keywords and some supporting detail are identified in texts dealing with familiar situations. Some basic understanding of context, purpose, and/or audience. Identification of one or more concepts or ideas, with specific information in the text transcribed rather than interpreted. *Analysis of the Language in Texts* One or more basic linguistic, cultural, and/or stylistic features in the text are identified. *Reflection* One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified. One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are described. Learning experiences are recounted.

	Ideas	Expression		Interpretation and Reflection
E	*Relevance* Responses have limited relevance to the topic and purpose. Responses attempt to convey some basic information, with limited appropriateness. Responses attempt to include an element of interest. *Depth of Treatment of Ideas, Information, or Opinions* Attempted treatment of simple information relating to one or more aspects of familiar topics. Responses are brief and often rely on a keyword to attempt to convey basic meaning. Attempted planning or preparation.	*Capacity to Convey Information Accurately and Appropriately* Limited range of vocabulary and sentence structures, with use of single words and set formulaic expressions to convey basic information relating to familiar topics. High incidence of basic errors that impede meaning, with evidence of the influence of syntax of English and/or other languages. Attempted use of a cohesive device, with limited effectiveness. Limited appropriateness of expression. Hesitancy in responding. Pronunciation may still be strongly influenced by first or different language and impedes meaning. *Coherence in Structure and Sequence* Responses are disjointed. Attempted use of one or more conventions of the text type.	*Capacity to Interact and Maintain a Conversation* Relies on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings. Mostly single words are used to respond. Frequent misunderstandings of simple questions. Frequent long pauses to process questions.	*Interpretation of Meaning in Texts* Isolated items of information are identified in texts on familiar topics containing simple language. Identification of a context, purpose, or audience. Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions). *Analysis of the Language in Texts* Attempted identification of a basic linguistic, cultural, and/or stylistic feature. Attempted identification of a stylistic feature. *Reflection* One or more formulaic cultural expressions are identified. One or more of own values, beliefs, practices, or ideas are identified. Learning experiences are listed.

ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

ADVICE ON ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).

Stage 2 Interstate Assessed Arabic Continuers Level

LEARNING SCOPE AND REQUIREMENTS

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 interstate assessed Arabic at continuers level.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange information, ideas, opinions, and experiences in Arabic
2. create texts in Arabic to express information, feelings, ideas, and opinions
3. analyse texts that are in Arabic to interpret meaning
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

CONTENT

Stage 2 interstate assessed Arabic at continuers level is a 20-credit subject.

Stage 2 Arabic at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The Arabic-speaking Communities
- The World Around Us.

These themes have a number of prescribed topics and suggested subtopics with which students engage in their study of Arabic. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives on each of the topics. The suggested subtopics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

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 subtopics. Students may respond to a text in either Arabic or English, as specified in each assessment type.

The length of time and depth of treatment for each topic will depend on a number of factors, including the:

- particular learning requirement(s) being covered
- degree of familiarity that the student has with topics studied previously
- needs and interests of the students
- nature of the language itself
- linguistic and conceptual 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 the conditions under which they are set)
- language of the response
- access to resources.

Teachers should structure and organise programs based on the prescribed themes and topics so that they address all the learning requirements of this subject outline.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Arabic-speaking Communities	The World Around Us
Personal Identity and Lifestyles Examples *Personal details, interests and priorities, opinions and values, cultural identity, health and wellbeing, free time and leisure activities, tourism and travel.*	**The Arabic Cultural Heritage** Examples *Stories from the past, festivals, celebrations, entertainment and the arts, film, theatre, song and music.*	**Global and Contemporary Society** Examples *Current issues, youth and the elderly, globalisation, cultural diversity, urbanisation, poverty and famine.*
Relationships Examples *Family, friends, school and social relationships, pressures and influences, rights and responsibilities.*	**Historical and Contemporary People and Events** Examples *The influence of the past on the present, important historical figures, famous contemporary figures in a selected field of endeavor (the arts, literature, inventions, science, sports, business).*	**Communication and Media** Examples *The internet and social media, news media and its influence, bias in media, advertising and its impact.*
Aspirations, Education and Careers Examples *Experiences of schooling, job applications, planning a career, priorities for the future, the world of work, women in the workplace, innovation in the workplace, a student's view of an ideal world.*	**Living in an Arab Community** Examples *Life in contemporary Arab society, comparing lifestyles in Australia and Arabic-speaking countries, the impact of migration, the migrant experience, a selected Arabic-speaking community.*	**The Influence of Science and Technology** Examples *The impact of information technology on society, innovations in science and technology, natural resources, environmental issues, the effect of humans on nature, pollution and conservation, ecotourism, providing for the future.*

Note: **Bold** = prescribed themes, ***bold italics*** = prescribed topics, *italics* = suggested subtopics

Text Types

Students come into contact with a wide range of texts when undertaking VCE Arabic and practise listening, speaking, reading, writing and viewing skills through texts of all types. The texts used by students to practise receptive language skills (listening, reading and viewing) should be chosen for their suitability to develop student learning in the selected subtopics for each unit. The demands on students are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language learning of the students. For the purpose of this study, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the subtopic. It is important that students have an awareness of the features, context, purpose and audience of each text used and the text type in general.

The text types that students can reasonably be expected to produce by the completion of this study include:

Advertisement	*Invitation*	*Résumé*
Announcement	*Journal entry*	*Review*
Article	*Letter (formal or informal)*	*Role-play*
Biography	*Message*	*Script of a speech or talk*
Blog	*News item*	*Story*
Discussion	*Note*	*Summary*
Email	*Personal account*	
Interview	*Report*	

Writing Styles

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

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

Vocabulary

Although there are no prescribed vocabulary lists, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in this subject outline.

Dictionaries

Students should be encouraged to use monolingual and/or bilingual printed dictionaries and develop the necessary skills and confidence to do so effectively.

Students are allowed to use printed dictionaries in the written 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 below are not intended to promote or favour any particular theory of grammar.

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 in a program at continuers level are expected to recognise and use the grammatical items listed on the following 2 pages.

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

Grammatical Items	Sub-elements	Example(s)
Prepositions and conjunctions	Prepositions	في، من، بِ، لِ، مع...
	Conjunctions	و، ف، ثم، أو، أم، بل، لكن، لأن، غير أن، إلا أن...
	Verb preposition idioms	حصل على، كتب بِ، إستمع إلى
Verbs	Tense (present, past, future)	درسَ، يدرسُ، سيدرسُ
	Mood (indicative, subjunctive[†], jussive[†], imperative)	يدرسُ، أن يدرسَ، لم يدرسْ، أدرسْ
	Voice (active, passive[†])	دُرسَ الدرسُ دَرَسَ 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..

[†]for recognition only

ASSESSMENT SCOPE AND REQUIREMENTS

Refer to the Victorian Curriculum and Assessment Authority website (www.vcaa.vic.edu.au) for past examination papers and associated material.

All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Arabic at continuers level:

School Assessment (70%)
- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)
- Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- three to five assessments for the folio
- one oral presentation in Arabic, one written response to the topic in Arabic, and one reflective response in English for the in-depth study
- one oral examination
- one written examination.

Teachers should ensure a balance of macro skills and knowledge, skills, and topics across the set of assessments.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by:
- teachers to clarify for the student what he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:
- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:
- ideas
- expression
- interpretation and reflection.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Ideas

The specific features are as follows:

I1   Relevance
– relevance to context, purpose, audience, and topic
– conveying appropriate detail, ideas, information, or opinions
– creating interest and engaging the audience.

I2   Depth of treatment of ideas, information, or opinions
– depth and breadth of content
– elaboration of ideas and support of opinions
– planning and preparation.

Expression

The specific features are as follows:

E1   Capacity to convey information accurately and appropriately
– range of expression (i.e. linguistic structures and features)
– accuracy of expression (i.e. linguistic structures and features, grammar)
– use of cohesive devices
– appropriateness of expression, including cultural appropriateness
– clarity of expression, including fluency, pronunciation, and intonation.

E2   Coherence in structure and sequence
– organisation of information and ideas
– use of the conventions of text types.

E3   Capacity to interact and maintain a conversation and discussion
– interaction on topics (i.e. relating to the interlocutor, interest in the topic)
– use of communication strategies (i.e. comprehension, responding to cues)
– fluency of responses.

Interpretation and Reflection

The specific features are as follows:

IR1   Interpretation of meaning in texts, by identifying and explaining
– the content (general and specific information)
– the context, purpose, and audience of the text
– concepts, perspectives, and ideas represented in the text.

IR2   Analysis of the language in texts
– linguistic and cultural features (e.g. word choice, expressions, idiom)
– stylistic features (e.g. tone, register, phrasing and repetition, textual features and organisation).

IR3   Reflection
– reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts
– reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
– reflection on own learning.

SCHOOL ASSESSMENT

Assessment Type 1: Folio (50%)

There are three assessments for the folio:

- Interaction
- Text Production
- Text Analysis.

Students should undertake all three assessments for the folio at least once.

Interaction

Students interact with others to exchange information, ideas, opinions, and experiences in spoken Arabic.

Students may participate in, for example, conversations, interviews, discussions, forums, or debates, or give multimodal presentations or talks to specific audiences and respond to questions in Arabic (5 to 7 minutes).

The design of the assessments should specify a context, purpose, and audience.

For interaction, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- ideas
- expression.

Text Production

Students create a text, in which they express ideas and/or information and/or opinions and/or feelings in written Arabic.

This may include writing articles, emails, essays, journal entries, reports, reviews, or stories, or responding to a stimulus such as a personal letter, letter to the editor, email, article, advertisement, film, or story.

The design of the assessment(s) should specify:

- a context, purpose, and audience
- the text type for production
- the kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive).

For text production, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- ideas
- expression.

Text Analysis

Students analyse and interpret texts that are in Arabic with a response or responses in Arabic and/or English. Teachers may negotiate the form of presentation of the response with students.

Students analyse and interpret meaning and reflect on language use by responding to written, spoken, or multimodal texts in Arabic (e.g. magazine and newspaper articles, advertisements, journal entries, brochures, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, podcasts, radio broadcasts, surveys, and websites).

The design of the assessment(s) should enable students to:

- interpret meaning in texts, by identifying and explaining
  – the content (general and specific information)
  – the context, purpose, and audience of the text
  – concepts, perspectives, and ideas represented in texts
- analyse the language in texts (e.g. tone, register, linguistic, cultural, and stylistic features)
- reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts.

When selecting texts for interpretation, teachers should take into consideration the processing demands placed on students, for example, the:

- nature and complexity of ideas in the text
- reading time required to access meaning in the text (based on the length of the text and the processing demands of the writing system of the language).

For text analysis, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- expression
- interpretation and reflection.

Assessment Type 2: In-depth Study (20%)

There are three assessments for the in-depth study:

- one oral presentation in Arabic (3 to 5 minutes)
- one written response to the topic in Arabic (maximum of 500 words)
- one reflective response in English (maximum of 600 words, or 5 to 7 minutes).

Students should undertake all three assessments for the in-depth study.

The three assessments should differ in context, audience, and purpose, and be supported by evidence of research, interpretation and text analysis, and preparation.

Students undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with 'The Arabic-speaking Communities' or 'The Changing World' themes. The in-depth study is intended to be more than learning a body of facts and reporting on them. It requires analysis and reflection.

The subject of the in-depth study will be the focus of the discussion section of the external oral examination. Details of the discussion are under 'External Assessment — Oral Examination — Section 2: Discussion'.

Teachers may *either* choose the topic of the in-depth study and the associated texts or support materials that the class will study, *or* allow each student to choose his or her own topic, and give advice and assistance in selecting and analysing appropriate texts. If the teacher chooses the topic of the in-depth study, then each student should research a different aspect of this topic.

It is important that there is some individuality in the research focus, so that students bring their own knowledge, insights, and opinions to their study. Students should participate as much as possible in selecting their own topic, so that they take ownership and view the study as a personal investigation of relevance and meaning to them. Some topics may enable students to make comparisons between their learning and their personal experience.

The texts that form the basis of the in-depth study will depend on the availability of appropriate resources. These could include, for example, guest speakers, newspaper articles, websites, documentaries, films, stories, songs, interviews, and oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled, or produced in English, if appropriate.

A range of different texts relating to the topic of the in-depth study should be selected for analysis and interpretation, so that students are able to explore their topic in sufficient depth. At least three of the texts should be in Arabic.

Students collate evidence of their preparation for the in-depth study. Such evidence may include:

- a list of words, phrases, or expressions
- a draft of the response in Arabic
- a draft of the response in English
- personal notes, paragraphs, or short summaries relating to texts, analysed in the student's own words
- personal reflections
- charts, maps, diagrams, pictures, as appropriate
- a bibliography or references.

The assessment of the in-depth study should enable students to demonstrate what they have learnt about the topic and to share findings, information, opinions, and interpretations with others.

An Oral Presentation in Arabic (3 to 5 minutes)

Students present ideas, opinions, information, and experiences in spoken Arabic about an aspect of their in-depth study. Students may participate in, for example, a multimodal presentation or a talk for a specific audience. The design of the assessment should specify a context, purpose, and audience.

A Written Response to the Topic in Arabic (maximum of 500 words)

Students write one text in Arabic, in which they express ideas and/or information and/or opinions in relation to their in-depth study.

The design of the assessment should specify:

- a context, purpose, and audience
- the text type for production
- the kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, or descriptive).

A Reflective Response in English (maximum of 600 words, or 5 to 7 minutes)

Students reflect on, for example, their experience in undertaking the in-depth study in English.

Students may reflect on:

- how the research experience was similar to or different from their preconceptions
- how the research has influenced their thinking about language and culture
- how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied
- how the research has influenced their own understanding or perspectives on issues/topics
- learning that was new, surprising, or challenging
- how the learning may have changed their thinking
- how the in-depth study has increased their understanding of the Arabic-speaking communities
- how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, culture(s), values)
- their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
- how they may use this experience in the future.

Students are required to:

- write a reflective response, for example, a reflective essay, or a personal journal entry

or

- give, for example, an oral presentation or talk to a specific audience.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- ideas
- expression
- interpretation and reflection.

EXTERNAL ASSESSMENT

Assessment Type 3: Examination (30%)

The examination consists of two assessments:

- an oral examination
- a written examination.

Oral Examination

The oral examination is designed to assess primarily students' knowledge and skill in using spoken Arabic. The oral examination takes approximately 15 minutes and has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination begins with a conversation between the student and the examiner(s). It consists of a general conversation about the student's personal world (e.g. school and home life, family and friends, interests and aspirations).

Section 2: Discussion (approximately 8 minutes)

After the conversation the student indicates to the examiner(s) the subject of the in-depth study chosen for the discussion. The student may also briefly introduce the main focus of the in-depth study, in no more than 1 minute, alerting the examiner(s) to any objects brought to support the discussion. The student explores with the examiner(s) the subject of the in-depth study and refers to the texts studied. The student may also refer to personal experiences related to the subject of the in-depth study.

The student may support the conversation and discussion with objects such as photographs, pictures, and maps. Notes and cue cards are not permitted.

Written Examination

The 135-minute written examination has three sections:

- Section 1: Listening and Responding
    - Part A
    - Part B
- Section 2: Reading and Responding
    - Part A
    - Part B
- Section 3: Writing in Arabic.

Students should be encouraged to use monolingual and/or bilingual printed dictionaries and develop the necessary skills and confidence to do so.

Students are allowed to use printed dictionaries in the written examination.

Section 1: Listening and Responding

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

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

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

Part A

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

Part B

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

Each part will be worth 10 marks. Section 1 will be worth a total of 20 marks.

Section 2: Reading and Responding

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

Part A

In Part A students will be required to read one text in Arabic (Text 3A) and listen to one text in Arabic (Text 3B). The two texts will be related in subject matter and/or context. Students will be given five minutes to read Text 3A and Question 3 before the listening text (Text 3B) is played. Questions may relate to either Text 3A or Text 3B, or to both texts.

Students may be required to extract, summarise, interpret and/or evaluate information and/or compare aspects of both texts. Students may also be required to comment on the target audience, the purpose of the text and/or the way in which language is used in the text to achieve purpose.

Questions will be phrased in English for responses in English.

Part B

In Part B students will be required to read one text in Arabic and respond to a task based on information and ideas provided in the text. Students will produce a text in Arabic in which they develop ideas, opinions and/or arguments based on evidence in the text. The task will specify a context, purpose, style of writing (personal, imaginative, persuasive, informative or evaluative), audience and text type. The text type that students will be required to produce will be drawn from those listed for productive use on page 26. Students will be required to write a response of approximately 150 words. The task will be phrased in English and Arabic for a response in Arabic.

A visual text may be included in Part A and/or Part B of Section 2

Part A will be worth 20 marks. Part B will be worth 15 marks.

Section 2 will be worth a total of 35 marks.

Section 3: Writing in Arabic

In Section 3 students will be required to write a text that presents ideas and/or information and/or opinions and/or arguments. There will be a choice of four tasks. Students must attempt *one* of these tasks. Each task will be related to one of the prescribed themes. Each task will specify a context, purpose, style of writing (personal, imaginative, persuasive, informative or evaluative), audience and text

type. The text type that students will be required to produce will be drawn from those listed for productive use on page 26 of this document.

The four tasks in Section 3 will differ from the task in Part B of Section 2 in both text type and style of writing.

The students will be expected to write a response of 200 to 300 words in Arabic. The tasks will be phrased in English and Arabic for a response in Arabic.

A visual text may be included in this section of the examination.

Section 3 will be worth a total of 20 marks.

The total marks for the examination will be 75.

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

Questions will be written in English and Arabic for a response in Arabic.

Additional information on texts

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

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

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

All specific features of the assessment design criteria for this subject may be assessed in the external examination.

PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:
- referring to the performance standards
- assigning a grade between A– and E– for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A– and E–.

A generic set of performance standards have been developed for languages at continuers level.

The complexity of language and ideas in texts selected for interpretation, and the complexity of ideas exchanged and expressed by students when interacting and creating texts, will vary between languages. The complexity of language and ideas is based on, for example, the nature of the writing system and the linguistic and cultural distance of the language from English.

Performance Standards for Stage 2 Interstate Assessed Arabic at Continuers Level

	Ideas	Expression		Interpretation and Reflection
A	*Relevance* Responses are consistently relevant to context, purpose, audience, and topic. Responses consistently convey the appropriate detail, ideas, information, opinions. Responses successfully create the desired impact and interest, and engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Depth and breadth in the treatment of the topic and content are very detailed and varied. Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively, with originality and creativity. Comprehensive evidence of planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion. A few errors may be evident when attempting to use more complex language, but errors do not impede meaning. Effective use of a range of sophisticated cohesive devices to connect ideas. Expression consistently appropriate to the cultural and social context. Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning. *Coherence in Structure and Sequence* Information and ideas are organised logically and coherently. Conventions of the text type are observed.	*Capacity to Interact and Maintain a Conversation and Discussion* Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest and enthusiasm for the topic of discussion are conveyed. A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers). Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well.	*Interpretation of Meaning in Texts* Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions). Conclusions are drawn about the purpose, audience, and message (argument) of the text, and conclusions are justified with evidence from the text. Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight. *Analysis of the Language in Texts* The functions of particular linguistic and cultural features in the text are explained with clarity and insight. Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation). *Reflection* Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts. Critical reflection on own learning.

	Ideas	Expression		Interpretation and Reflection
B	*Relevance*	*Capacity to Convey Information Accurately and Appropriately*	*Capacity to Interact and Maintain a Conversation and Discussion*	*Interpretation of Meaning in Texts*
	Responses are mostly relevant to context, purpose, audience, and topic.	Use of a range of linguistic structures and features with good control to convey meaning.	Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.	Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples.
	Responses mostly convey the appropriate detail, ideas, information, and opinions.	Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.	A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).	Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.
	Responses generally create the desired impact and interest, and engage the audience.	A range of cohesive devices are used to connect ideas.	Occasional pauses to process questions and to search for linguistic resources.	Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity.
	Depth of Treatment of Ideas, Information, or Opinions	Expression is mostly appropriate to the cultural and social context.		*Analysis of the Language in Texts*
	Breadth and some depth in the treatment of the topic.	Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.		The functions of particular linguistic and cultural features in the text are described.
	Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.	*Coherence in Structure and Sequence*		Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).
	Sound planning and preparation.	Mostly coherent organisation of information and ideas.		*Reflection*
		Most conventions of the text type are observed.		Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.
				Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.
				Thoughtful reflection on own learning.

	Ideas	Expression		Interpretation and Reflection
C	*Relevance* Responses are generally relevant to topic and purpose, with some relevance to context and audience. Responses generally convey simple ideas and opinions, with generally appropriate information. Responses generally create some interest and partly engage the audience. *Depth of Treatment of Ideas, Information, or Opinions* Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics. Simple sentences usually containing one idea are used to convey meaning with some effectiveness and support an opinion. Competent planning and preparation.	*Capacity to Convey Information Accurately and Appropriately* Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns. Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns. Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level. Expression is generally appropriate to the cultural and social context. Some hesitancy in responding. Pronunciation and intonation are understandable. *Coherence in Structure and Sequence* Generally coherent organisation of information and ideas. Responses generally conform to the conventions of the text type.	*Capacity to Interact and Maintain a Conversation and Discussion* Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed. Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor's sentence patterns to respond. *Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts.*	*Interpretation of Meaning in Texts* Identifies and extracts some relevant information from texts on familiar topics containing predictable and familiar language structures. Competent understanding of context, purpose, and audience, supported with isolated examples from the text. Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation. *Analysis of the Language in Texts* Particular linguistic and cultural features in the text are identified. Identification of stylistic features in the text (e.g. register, tone, textual features/organisation). *Reflection* Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts. Some reflection on, with mostly description of, own values, beliefs, ideas, and practices in relation to those represented in texts. Some reflection on own learning.

	Ideas	Expression		Interpretation and Reflection
D	*Relevance*	*Capacity to Convey Information Accurately and Appropriately*	*Capacity to Interact and Maintain a Conversation and Discussion*	*Interpretation*
	Responses partially relevant to the topic and purpose.	Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.	Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.	Keywords and some supporting detail are identified in texts dealing with familiar situations.
	Responses convey some basic information that may be appropriate.			Some basic understanding of context, purpose, and/or audience.
	Responses include one or more elements of interest that may engage the audience.	Frequent errors and incorrect selection of words from the dictionary impede meaning.	Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.	Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.
	Depth of Treatment of Ideas, Information, or Opinions	A cohesive device may be used with some effectiveness in pauses.		*Analysis of the Language in Texts*
	Some basic treatment of information or ideas relating to simple aspects of familiar topics.	Expression occasionally appropriate to cultural and social context.	Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers.	One or more basic linguistic and/or cultural features of the text are identified.
		Pronunciation may impede meaning.		One or more stylistic features are identified.
	Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete.	*Coherence in Structure and Sequence*		*Reflection*
	Some planning and preparation.	Some basic organisation of information and/or ideas.		One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.
		Some use of very basic conventions of the text type.		One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are described.
				Learning experiences are recounted.

	Ideas	Expression		Interpretation and Reflection
E	*Relevance* Responses have limited relevance to the topic and purpose. Responses attempt to convey some basic information, with limited appropriateness. Responses attempt to include an element of interest. *Depth of Treatment of Ideas, Information, or Opinions* Attempted treatment of simple information relating to one or more aspects of familiar topics. Responses are brief and often rely on a keyword to convey basic meaning. Attempted planning or preparation.	*Capacity to Convey Information Accurately and Appropriately* Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning. Frequent errors impede meaning. Attempted use of a cohesive device, with limited effectiveness. Limited appropriateness of expression. Hesitancy in responding. Pronunciation impedes meaning. *Coherence in Structure and Sequence* Limited organisation of information or ideas. Limited evidence of conventions of text type.	*Capacity to Interact and Maintain a Conversation and Discussion* Reliance on interlocutor to assist with communication breakdowns, to complete sentences, or to interpret intended meanings. Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions. Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning.	*Interpretation of Meaning in Texts* Isolated items of information are identified in texts on familiar topics containing simple language. Identification of a context, purpose, or audience. Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions). *Analysis of the Language in Texts* Attempted identification of a basic linguistic feature of the text. Attempted identification of a stylistic feature. *Reflection* One or more formulaic cultural expressions are identified. One or more of own values, beliefs, practices, or ideas are identified. Learning experiences are listed.

ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).

SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

The SACE website will link you to the website of the Victorian Curriculum and Assessment Authority (www.vcaa.vic.edu.au) for past examination papers and associated material.

ADVICE ON ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).