



# Arabic

Victorian Certificate of Education Study Design

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Latoya BARTON  
*The sunset* (detail)  
from a series of twenty-four  
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK  
*Visage* (detail)  
201.0 x 170.0 cm  
synthetic polymer paint, on cotton duck



Liana RASCHILLA  
*Teapot* from the *Crazy Alice* set  
19.0 x 22.0 x 22.0 cm  
earthenware, clear glaze, lustres



Nigel BROWN  
*Untitled physics* (detail)  
90.0 x 440.0 x 70.0 cm  
composition board, steel, loudspeakers,  
CD player, amplifier, glass



Kate WOOLLEY  
*Sarah* (detail)  
76.0 x 101.5 cm, oil on canvas



Chris ELLIS  
*Tranquility* (detail)  
35.0 x 22.5 cm  
gelatin silver photograph



Christian HART  
*Within without* (detail)  
digital film, 6 minutes



Kristian LUCAS  
*Me, myself, I and you* (detail)  
56.0 x 102.0 cm  
oil on canvas



Merryn ALLEN  
*Japanese illusions* (detail)  
centre back: 74.0 cm, waist (flat): 42.0 cm  
polyester cotton



Ping (Irene) VINCENT  
*Boxes* (detail)  
colour photograph



James ATKINS  
*Light cascades* (detail)  
three works, 32.0 x 32.0 x 5.0 cm each  
glass, fluorescent light, metal



Tim JOINER  
*14 seconds* (detail)  
digital film, 1.30 minutes



Lucy McNAMARA  
*Precariously* (detail)  
156.0 x 61.0 x 61.0 cm  
painted wood, oil paint, egg shells, glue, stainless steel wire

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2005–2011

The accreditation period commences on 1 January 2005.

### **Other sources of information**

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.



# Introduction

## **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.

## **RATIONALE**

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

The study of Arabic develops students' ability to understand and use a language which has both economic and political significance and which is associated with major intellectual, artistic and scientific achievements. The influence of Arabic goes far beyond the confines of modern Arab countries. Arabic is the language of a great number of Australians from various Arabic-speaking backgrounds and is the first language of people inhabiting a vast area of West Asia and North Africa.

The ability to communicate in Arabic, in conjunction with other skills, may provide opportunities for employment in the fields of translation, interpreting, banking and social services, ethnic affairs, the tourist and hospitality industries, international relations, the arts and education.

## **AIMS**

This study is designed to enable students to:

- use Arabic to communicate with others;
- understand and appreciate the cultural contexts in which Arabic is used;
- understand their own culture(s) through the study of other cultures;

- understand language as a system;
- make connections between Arabic and English, and/or other languages;
- apply Arabic to work, further study, training or leisure.

## **STRUCTURE**

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

## **ENTRY**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Arabic is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to a standard equivalent to the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## **DURATION**

Each unit involves at least 50 hours of scheduled classroom instruction.

## **CHANGES TO THE STUDY DESIGN**

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

## **MONITORING FOR QUALITY**

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Arabic to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

## **SAFETY**

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

**USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY**

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

**KEY COMPETENCIES AND EMPLOYABILITY SKILLS**

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

**LEGISLATIVE COMPLIANCE**

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

**VOCATIONAL EDUCATION AND TRAINING OPTION**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

# Assessment and reporting

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **AUTHENTICATION**

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Arabic the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Arabic are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations\*: oral component } 12.5 per cent  
written component } 37.5 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

\*A single grade is awarded.

## Units 1–4: Common areas of study

The areas of study for Arabic comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### **THEMES, TOPICS AND SUB-TOPICS**

There are three prescribed themes:

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

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 22 and 23.

## PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Arabic-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal world</b> <i>For example, personal details, interests and priorities, opinions and values, free time and leisure activities.</i></li> <li>• <b>Family and friends</b> <i>For example, role of the family, relationships within the family, the importance of friendship, pressures and influences.</i></li> <li>• <b>Education and aspirations</b> <i>For example, job applications, planning a career, priorities for the future, a student's view of an ideal world.</i></li> <li>• <b>Health</b> <i>For example, food and nutrition, hygiene, sport and exercise, physical and mental wellbeing.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, comparing lifestyles in Australia and Arabic-speaking countries, travel and tourism, impact of migration.</i></li> <li>• <b>Culture and traditions</b> <i>For example, stories from the past, festivals, celebrations, entertainment and the arts, film, theatre, song, music.</i></li> <li>• <b>Arabic civilisation</b> <i>For example, the influence of the past on the present, the Arab world through contemporary writers, life in contemporary Arab society.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social issues</b> <i>For example, current issues, youth and the elderly, the influence of the media, globalisation, providing for the future.</i></li> <li>• <b>The natural world</b> <i>For example, natural resources, environmental issues, pollution and conservation, ecotourism.</i></li> <li>• <b>The world of work</b> <i>For example, different types of employment, the role of women, technology, innovation in the workplace, inventors and their contributions.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

## TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

Advertisement*	Interview (script)*	Presentation
Announcement*	Invitation*	Proverb
Article*	Journal entry*	Recipe
Chart	Leaflet*	Report*
Conversation*	Map	Résumé*
Discussion*	Menu	Review*
Documentary	Message*	Song
Editorial	News item*	Speech/talk (script)*
Email	Note*	Story*
Film	Personal account*	Summary*
Folk tale*	Play	Survey
Formal letter*	Poem	Table
Informal letter*	Postcard	Timetable

## KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the Advice for Teachers section.)

## VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 30, and published annually in the *VCE and VCAL Administrative Handbook*.

## GRAMMAR

The student is expected to recognise and use the following grammatical items:

<b>Prepositions and conjunctions</b>	Prepositions	في، من، ب، ل، مع...
	Conjunctions	و، ف، ثم، أو، أم، بل، لكن، لأن، غير أن، إلا أن...
	Verb preposition idioms	حصل على، كتب ب، إستمع إلى
<b>Numerals</b>	Cardinal, ordinal, gender	واحد، اثنان، ثلاث... أول، ثاني، ثالث... ثلاثة أولاد، ثلاث بنات...
	<b>Sentence types</b>	Verbal, nominal الطقسُ جميلٌ أحب الطقسَ الجميلَ إنَّ الطقسَ جميلٌ... كان الطقسُ جميلاً...
<b>Gender</b>	Masculine, feminine with nouns, adjectives and pronouns	معلمٌ ناجحٌ.. معلمةٌ ناجحةٌ.. هو، هي، أنت، أنتِ...
<b>Dual</b>	With nouns, adjectives and pronouns	هذان الشابان الوسيمان.. سَلِّمْتَ على الشابين الوسيمين.. هُمَا، أَنْتَما..

<b>Plural</b>	Sound masculine and feminine, broken	المسافرون، المسافرين المسافرات، المسافرات أبواب، شيوخ، غرف، مقاعد..
<b>Verbs</b>	Tense (present, past, future)	درس، يدرس، سيدرس
	Mood (indicative, subjunctive†, jussive†, imperative)	يدرس، أن يدرس، لم يدرس، أدرس
	Voice (active, passive†)	دُرِسَ الدرسُ دُرِسَ التلميذُ الدرسَ
	Subject and object of the verb	أكلَ الولدُ البرتقالةَ
	Indirect object	أَكَلَتِ البرتقالةُ
<b>Adverbs</b>	Types: time and place	نهاراً، ليلاً، غداً، يوماً شمالاً، يميناً، بحراً، جواً، تحت، بين، أمام..
<b>Adjectives</b>	Agreement	السيارة جميلة البنتان مجتهدتان الكتب جديدة
<b>Pronouns</b>	Personal pronouns, suffixes, demonstratives, interrogatives, relative	مرت في الشارع سيارةٌ جديدةٌ. كتب التلميذُ بالقلم الجديدِ.
<b>Nouns</b>	Case: nominative, accusative, genitive	سافر المسافرُ، حيَّيتُ المسافرَ، سلَّمتُ على المسافرِ.
	Nunation	عاد مهاجرٌ إلى القرية، إتقنت مهاجرٌ في القرية، سلَّمت على مهاجرٍ في القرية.
	Diptotes†	ركبت في سيارةٍ حمراءَ.

†for recognition only

# Unit 1

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- use vocabulary and expressions appropriate to the topic area;
- apply conventions of informal conversation/correspondence;
- use a range of question and answer forms;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- self-correct/rephrase to maintain communication;
- recognise and respond to cues for turn taking;
- communicate in a range of texts types; for example, letter, fax, email, voicemail and telephone, as well as face-to-face.

**Outcome 2**

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- identify main points and supporting ideas;
- order, classify and link items from various parts of the text;
- convey gist and main points as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and referring to dictionaries.

**Outcome 3**

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to explaining, describing, comparing and commenting on events or experiences;
- summarise, explain, compare and contrast experiences, opinions and ideas;
- infer ideas and feelings;
- link ideas, events and characters;
- select and make use of relevant reference materials;
- identify main ideas, events and sequences of action.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- informal conversation

*or*

- reply to personal letter/fax/email.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Arabic or English

*and*

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Arabic or English.

**Outcome 3:**

- oral presentation

*or*

- review

*or*

- article.

It is expected that the student will respond in Arabic to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Arabic, and the other a response in English. Over the course of the unit, both oral and written skills in Arabic should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

# Unit 2

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving advice or assistance, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to the topic areas;
- apply the conventions of a range of text types;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreements, and reach decisions;
- obtain and provide goods, services and public information;
- initiate, maintain, direct as appropriate, and close an exchange;
- use gesture, stance and facial expression to enhance meaning and persuade;
- use examples and reasons to support arguments and to convince.

**Outcome 2**

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use vocabulary, structures and content related to topics studied;
- apply the conventions of text types such as an interview or a newspaper report;
- infer meaning from linguistic and contextual features;
- classify, compare and predict information and ideas;
- summarise, explain and contrast ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas from one text type to another.

**Outcome 3**

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types; for example, journal entry, short story;
- use structures related to describing, recounting, narrating and reflecting upon events or experiences;
- use a range of appropriate vocabulary and expressions;
- use stylistic techniques such as repetition, questions and exclamations;
- structure writing to sequence main ideas/events and develop ideas logically.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- formal letter, or fax, or email

*or*

- role-play

*or*

- interview.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

*and*

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**

- journal entry

*or*

- personal account

*or*

- short story.

It is expected that the texts used are in Arabic and that the student respond in Arabic to all assessment tasks selected. Over the course of the unit, both oral and written skills in Arabic should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

## Units 3 and 4

### **DETAILED STUDY**

The student is required to undertake a detailed study during Units 3 and 4.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

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

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Arabic-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on pages 27 and 28). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

### **Language and culture through texts**

The detailed study should enable the student to explore and compare aspects of the language and culture of the Arabic-speaking community through a range of oral and written texts in Arabic related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of

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

**Language and culture through VET**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

# Unit 3

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- create an imaginative or personal text focusing on an event or experience in the past or present;
- use a range of relevant text types;
- show knowledge of first- and third-person narrative perspectives;
- vary style and register for audience, context and purpose;
- organise and sequence ideas;
- use stylistic techniques such as repetition, questions, exclamations or changes in tone;
- make appropriate use of reference materials, including dictionaries.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;

- accurately convey meaning;
- establish and confirm meaning through re-listening, using dictionaries.

### **Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- exchange and justify opinions and ideas;
- present and comment on factual information;
- describe and comment on aspects of past, present and future experience;
- ask for and give assistance or advice;
- speak and write using registers for familiar and unfamiliar audiences;
- link, sequence and show relationship at sentence and paragraph level;
- produce text appropriate to audience, context and purpose.

### **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

#### **Assessment of levels of achievement**

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

#### *Contributions to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

#### **School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student respond in Arabic to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Express ideas through the production of original texts.	20	A 250-word personal or imaginative written piece.
<b>Outcome 2</b> Analyse and use information from spoken texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
<b>Outcome 3</b> Exchange information, opinions and experiences.	20	A three- to four-minute role-play, focusing on the resolution of an issue.
<b>Total marks</b>	<b>50</b>	

\*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

# Unit 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a related topic;
- accurately convey meaning;
- show knowledge of and use a range of text types;
- infer meaning from cognates, grammatical markers and common patterns of word formation.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Arabic-speaking communities.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Arabic-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;

- present an opinion about an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

## **ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

### **Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

#### *Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

### **School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. The student must respond in Arabic to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Analyse and use information from written texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of Arabic-speaking communities.	20	A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.
	20	<b>and</b> A three- to four-minute interview on an issue related to the texts studied.
<b>Total marks</b>	<b>50</b>	

\*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

### **End-of-year examinations**

The end-of-year examinations are:

- an oral examination
- a written examination.

#### **Oral examination (approximately 15 minutes)**

##### *Purpose*

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

##### *Specifications*

The oral examination has two sections.

#### **Section 1: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

#### **Section 2: Discussion (approximately 8 minutes)**

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Arabic-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)

**Written examination (2 hours plus 15 minutes reading time)**

The student may use monolingual and/or bilingual print dictionaries in the written examination.

**Section 1: Listening and responding***Purpose*

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

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

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

*Specifications*

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

The student hears three to five texts in Arabic covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 4½–5 minutes. The length of the individual texts will not be specified but one text will be longer than the others.

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

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

**Part A**

There will be two to three texts.

Questions will be phrased in English for responses in English.

**Part B**

There will be one or two texts.

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

**Section 2: Reading and responding***Purpose*

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

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

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

*Specifications*

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

**Part A**

The student will be required to read one or two texts in Arabic. When there are two texts they will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

**Part B**

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

**Section 3: Writing in Arabic***Purpose*

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

*Specifications*

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

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–300 words in Arabic. The tasks will be phrased in English and Arabic for a response in Arabic.

## SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

### Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter, or fax, or email. or Role-play. or Interview.
2 Listen to, read and obtain information from spoken <b>and</b> written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Arabic or English. <b>and</b> (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Arabic or English.	2 Listen to, read, and extract and use information and ideas from spoken <b>and</b> written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. <b>and</b> (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in spoken or written form.	Journal entry. or Personal account. or Short story.

### Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken <b>and</b> written texts which reflect aspects of the language and culture of Arabic-speaking communities.	(a) A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review. <b>and</b> (b) A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

### Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
<b>Unit 3</b>		<b>Oral examination</b>	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
<b>Unit 4</b>		<b>Written examination</b>	
Response to written texts.	5	Listening and responding	
		Part A: Response in English	7.5
		Part B: Response in Arabic	7.5
250–300 word informative, persuasive or evaluative written piece.	10	Reading and responding	
		Part A: Response in English	10
		Part B: Response in Arabic	5
Three- to four-minute interview.	10	Writing	7.5

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<b>Overall contribution of school-assessed coursework and end-of-year examinations</b>	<b>%</b>
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

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# Advice for teachers

## **DEVELOPING A COURSE**

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 34.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## **Methods**

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

## **Structure and organisation**

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

## USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Arabic, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

### Language learning applications

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word-processing skills in the language.

### Information gathering

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.

### Presentation applications

Students can use information and communications technology to:


- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

### KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Personal or imaginative written piece	Communication (written), planning and organising, self management
Analysis and response to spoken texts	Communication, problem solving
Role play to resolve an issue	Communication (oral), teamwork, problem solving, initiative and enterprise
Informative, evaluative or persuasive written response	Communication, problem solving, planning and organising, use of information and communications technology
Interview	Communication, teamwork, planning and organising, use of information and communications technology
Detailed study	Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, initiative and enterprise

### LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

## Unit 1

### Theme

The individual

### Topic

Personal world

### Sub-topic

Leisure time

### Grammar

Verbs – Past, Present and Future

Personal pronouns

Prepositions

Conjunctions

### Text types

Article / audio tape / broadcast /  
debate / discussion / letter /  
magazine / note / PowerPoint  
presentation / profile / report /  
survey / web page

### Examples of learning activities

#### Listening


listen to an audio tape about different people's interests and hobbies and complete a chart about the indoor activities mentioned

listen to a broadcast by two students planning a 'get fit' program for the holidays; jot down future tenses and adverbs used

#### Speaking

practice establishing, maintaining and closing a conversation using appropriate forms of address

on the whiteboard draw an annotated scale of fitness from 'Obsessive to Lazy'; ask each person to position themselves on the continuum, explaining their personal program

 discuss hobbies in pairs and present a PowerPoint presentation to the class in 2 to 3 minutes


debate: 'There is too much sport in schools'

discuss the layout and language differences between a formal / informal letter and take notes

#### Reading


read a magazine article about sports accidents and extract key ideas about some of the risks

read a newspaper report on soccer and complete a vocabulary exercise


 search the Internet about the latest news in sport in the Arabic-speaking world

#### Writing

write an informal letter to a relative telling about a remarkable sporting event that you attended

 online, create a survey to find out about hobbies of friends

survey your class about outdoor leisure time pursuits and summarise the findings

 in a small group produce a computer-generated sports magazine; include an interview, the profile of a famous sports person, and several advertisements for sporting goods

**Example assessment task**

**Outcome 1:** Establish and maintain a spoken or written exchange related to personal areas of experience.

**Assessment task:** Reply to a personal letter.

**Details of the task:** Write an informal letter in reply to your penfriend overseas, telling him/her about your interests and hobbies.

**Unit 1****Theme**

The Arabic-speaking communities

**Topic**

Lifestyles

**Sub-topic**

Travel and tourism

**Grammar**

Revision of verbs and tenses  
Direct and indirect speech  
Question forms  
Relative adjectives  
Adverbs (time and place)

**Text types**

Advertisement / brochure / cloze exercise / conversation / discussion / exercise / letter / list / poster / presentation / report / role-play / song / table / web page


**Examples of learning activities***Listening*

listen to an advertisement about a travel agency and analyse the details of their 'special offers'

listen to the song 'The Arabic dream' and complete a cloze exercise in Arabic


*Speaking*


participate in a role-play between a client and a travel agent to negotiate a cheap airline ticket

 online, research tourism in an Arabic-speaking country, using the information to make a poster, and give a talk to the class using your poster


discuss text types and kinds of writing and provide three different samples for a class noticeboard

*Reading*

 search the Internet for details of different Arabic-speaking countries to extract information, e.g. location, currency, and capital city


 go to [www.Arabia.com](http://www.Arabia.com) to find out about different Arabic-speaking countries and make a poster

*Writing*

 design a travel brochure for a competition using publishing software

list requirements for a real or imaginary trip and compare in pairs

draft and write an informative report on the country you have researched

 write a formal email to book accommodation in a hotel overseas

**Example assessment task**

**Outcome 2:** Listen to, read and obtain information from spoken and written texts.

**Assessment task 2(a):** Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Arabic.

**Details of the task:** Listen to a conversation between a travel agent and a relative booking a ticket to an overseas destination; fill in a table of prices and locations in Arabic.

**Unit 1****Theme**

The changing world

**Topic**

Social issues

**Sub-topic**

The influence of the media

**Grammar**

Subjunctive mood of verbs

Singular/plural nouns

Nominal sentences

Qualified nouns and the adjective

Adverbs of time and place

**Text types**

Advertisement / article / broadcast / debate / discussion / exercise / letter / note / presentation / report / talk / videotape

**Examples of learning activities***Listening*

listen to a radio broadcast on the influence of the media and in two columns jot down main positive and negative effects


invite a journalist from an Arabic-language newspaper to talk about his/her reporting experiences and take notes

watch an SBS TV broadcast on a current issue and note the points of view in the reporting

*Speaking*


discuss the language used in media reporting; what sort of linguistic strategies do reporters use to lead to a particular conclusion?

debate: 'Media representations can be biased'

 in pairs, create a short videotape presentation for a school competition to report on a school function

discuss differences in personal / informative styles of writing and find samples of each


*Reading*

 search the Internet for two articles on an issue, e.g. immigration, youth issues, unemployment, and make notes for an informative report

from a newspaper select several advertisements; discuss the language and techniques used to persuade the reader

*Writing*

list the names of Arabic language newspapers and magazines

 on computer, plan and draft a letter to a newspaper editor complaining about misrepresentation of a social issue using one or more specific examples

**Example assessment task**

**Outcome 2:** Listen to, read and obtain information from spoken and written texts.

**Assessment Task 2(b):** Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in English.

**Details of the task:** Read an extract from an article on biased reporting and complete notes in English.

**Unit 1****Theme**

The individual

**Topic**

Education and aspirations

**Sub-topic**

Future aspirations

**Grammar**

Adverbs: place and time  
Comparative and superlative forms  
Gender  
Conjunctions

**Text types**

Advertisement / diary entry / email / PowerPoint presentation / note / summary / talk / web page


**Examples of learning activities***Listening*


listen to two guest speakers, firstly a professional and then a tradesperson; complete a table of the different requirements for a professional / trade career

listen to a talk by a student counsellor and complete the chart provided to show which courses lead to certain careers


*Speaking*


in class, discuss careers and the qualifications required; jot down notes for those which interest you

 in pairs, search the Internet for job advertisements; tell your partner which is the best suited to you and why

 make a two to three minute PowerPoint presentation comparing the education system(s) in an Arabic-speaking country and Australia; discuss the qualifications required for careers there and here

*Reading*


 search the Internet for schools in Arabic-speaking countries and make notes about entry requirements

 online, obtain information from VCAA on subjects required for VCE, VET, VCAL study and discuss options in class

research opportunities for the study of Arabic literature overseas and make notes

*Writing*

draft and write an imaginative diary entry about your life in ten years time (hopes, successes, career, status)

 write an email to a prospective exchange student giving information and advice about your Australian school life

**Example assessment task**

**Outcome 3:** Produce a personal response to a text focusing on real or imaginary experience.

**Assessment task:** Oral presentation.

**Details of the task:** View a film about a young person's experiences at work and present an oral review of the film to your class.

**Unit 2****Theme**

The individual

**Topic**

Family and friends

**Sub-topic**

Relationships with family members and friends

**Grammar**

Adjectives

Revision of tenses past, present and future

Expressions of agreement / disagreement

Prepositions and prepositional phrases

Pronouns attached to nouns

Question forms

**Text types**

Conversation / email / family tree / oral presentation / poem / role-play / story / survey / web page

**Examples of learning activities***Listening*

listen to a song about the family by Wadih Safi or Fairouz and discuss the role of each family member

listen to a conversation between relatives on family structure and complete a family tree


*Speaking*

using a family tree, make an oral presentation about the role of family members from different age groups

participate in a role-play with a friend to seek advice about an awkward family situation

*Reading*


read a collection of poems, e.g. 'Nezar Kabbani' or 'Mahmoud Darwish' and analyse them

 search the Internet for computer-generated visuals on the value of friendship and download to paste on a class poster with captions

*Writing*

complete a survey to find out about the expected roles and responsibilities of friends

plan and draft an imaginative children's story about a family outing which almost ended in disaster

 write an email to a penfriend describing parental guidance in your family



































