Using indicative progress templates to support Languages assessment and reporting

In the Victorian Curriculum F–10, the achievement standards for Languages are presented at the end of each band of levels: that is, F–2, 3–4, 5–6, 7–8 and 9–10. Teachers use the achievement standards for assessment and reporting purposes.

To assist teachers describe what student learning progress is expected to look like when they are only partially through teaching a band, the VCAA has developed indicative progress templates. Teachers can use these templates to develop a description of what their students’ learning progress may look like between achievement standards, consistent with the whole-school teaching and learning plan.

To populate an indicative progress template, a teacher would draw on the units of learning they have developed to:

1. highlight the specific elements of the achievement standard that are being targeted in both the assessment tool and assessment task
2. select the content descriptions that will be taught and assessed in the unit
3. highlight the corresponding elements in the achievement standard above and below the targeted level
4. develop a description of what a student would be expected to do, make, say or write as they progress towards the next achievement standard, including:
* What does student learning look like *between* the achievement standards?
* What does student progress look like? That is, what should a student be able to know and do? What elements indicate progress? (These teacher judgments will be based on evidence the teacher has collected to illustrate student learning and progress.)

The VCAA has provided indicative progress templates for all Languages curricula F–10 and 7–10 sequences. Each template starts with a generic example of what indicative progress may look like, followed by the Language-specific template.

Annotated example of indicative progress

*Select the relevant Indicative Progress template (i.e. either F*–*10 or 7*–*10 sequence).*

This annotated example uses Modern Greek F–10 as an example of how to fill in an indicative progress template.

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Modern Greek F–10 Sequence: Towards Levels 3–4 Achievement Standard [EXAMPLE ONLY]** |
| **Step 1:** *Draw the context from the learning plan and include an outline of the unit or topic.***Context:** Students interact with peers and the teacher in a variety of communicative activities. Students are provided with opportunitiesto explore the significance of certain traditions, practices and values and the language associated with these. They learn about Greek culture and Easter traditions in Greece, Cyprus and Australia and participate in Easter celebration activities. |
| **Content Descriptions:** * Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges, such as cooking or craft activities, creating a display or taking part in a role-play [(VCELC121)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELC121)

**Step 2:** *Choose which content descriptions will be taught and assessed in this unit.** Make connections between cultural practices and language use, for example, by identifying vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions [(VCELU136)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELU136)

**Step 3:** *Highlight the specific elements of the achievement standard that are being targeted in this context.* |
| **Modern Greek Levels F–2 Achievement Standard**  | **Example of Indicative Progress toward Levels 3–4 Achievement Standard** | **Modern Greek Levels 3–4 Achievement Standard** |
| By the end of Level 2:* They use simple, repetitive language when participating in shared activities and simple exchanges, respond to simple instructions such as, *Έλα εδώ*, and imitate frequently used classroom language, for example, *Όλοι μαζί, Mπράβο, Kλείσε την πόρτα*
* They identify similarities and differences between Greek and their own language and culture.
 | In **Modern Greek**, indicative progression towards the Levels 3**–**4 Achievement Standard may be when students:* participate in shared writing of short dialogues related to an Easter event, for example, family celebration on Easter Sunday and then rehearse in preparation for a classroom performance
* explore the relevance of Easter greetings, traditions and customs for example, red eggs, Easter candles, Easter cards ((τα κόκκινα αυγά, η λαμπάδα, Καλό Πάσχα)).

**Step 4:** *Develop descriptions of what a student would be expected to do, make, say or write as they progress towards the next achievement standard.* | By the end of Level 4:* They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others (for example, *Μπράβο σου*), asking for help, seeking clarification (for example, *Συγγνώμη, κυρία*), and requesting permission (for example, *Μπορώ να πάω έξω*;)
* They give examples of how language use varies according to the context and purpose of the exchange (for example, Γεια σου / σας).
 |

3

Indicative Progress Template: Arabic F–10 Sequence

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Arabic F–10 Sequence: Towards Levels F–2 Achievement Standard** |
| **Context:** **[INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** |
| **Content Description(s): [INSERT Content description/s which will be taught and assessed in this unit]** |
|  | **Examples of Indicative Progress toward** **Levels F–2 Achievement Standard** | **Arabic Levels F–2 Achievement Standard** |
| In **Arabic,** indicative progression towards the Levels F–2 Achievement Standard may be when students: | By the end of Level 2:* Students interact with the teacher and peers to exchange information about themselves, their family and friends, for example, إسمي هاني؛ أنا ليلى؛ عمري ست سنوات؛ أمي سميرة؛ أبي خالد؛ عندي أخ وأخت؛ صديقي رامي؛ صديقتي رنا , and initiate interactions by asking and responding to questions.
* They use repetitive language when participating in shared activities and transactions and responding to classroom instructions.
* When speaking, they use the sounds of the Arabic language, for example, حروف مثل خ؛ ح؛ ط؛ ظ؛ ص؛ ض؛ ع؛ غ؛ ق .
* They locate information about people, places and objects in simple texts, and share information in different formats, using illustrations and gestures to support meaning, for example, ما اسمك أين تسكن؛ كيف حالك؟ هل عندك أصدقاء؟ كم أخت عندك؟ ماذا يعمل أبوك؟ ما اسم مدرستك؟ من هي معلمتك؟ هل تحب المدرسة؟ .
* They make simple statements about favourite elements in response to imaginative experiences, and create own representations of imagined characters and events, using illustrations, familiar language and non-verbal forms of expression.
* Students identify specific parts of speech, such as nouns, verbs and adjectives, in spoken and written texts, and use familiar words and phrases, for example, المدرسة؛ العائلة؛ الأم؛ الأب؛ الأصدقاء؛الصف؛ المعلمة؛ البيت أسكن مع عائلتي؛ أحب؛ آكل؛ أذهب؛ ألعب؛ أغني؛ صغير/كبير؛ طويل/قصير؛ جميل؛ نظيف؛ المدرسة؛ بيتي؛ أختي؛ صديقي يوم السبت؛ في الصباح؛ الأمس؛ كل يوم and sentence patterns in simple texts, such as أحب أن آكل.../ لا أحب أن....؛ أذهب إلى؛ أذهب مع؛ .
* They recognise questions and commands, for example, ما أسمك؛ /اذا تحب أن تلعب؟ من صديقك في المدرسة؟ هل بيتك كبير؟ ما هي لعبتك المفضلة؟ أجلس هنا من فضلك؛ تكلم الآن؛ إرفع يدك؛ تعال إلى هنا , and use vocabulary and simple sentences to communicate information about themselves*,*their family and classroom, such as ذهب سمير إلى المدرسة؛ ذهبت لينا إلى البيت, applying basic rules of word order and gender*.*Students translate frequently used words and simple phrases using visual cues, and create word lists, labels and captions in both Arabic and English for their immediate environment, for example,البيت؛ الغرفة؛ الحديقة؛ المدرسة؛ الصف؛ المعلمة؛ الدرس؛ المدير؛ الشارع؛ الباص؛ الملعب؛ الدكان هذا أبي؛ .إسمه عادل؛ هذه معلمتي؛ إسمها آنسة هالة؛ أحب صديقتي كثيراً؛.
* They describe their roles as members of particular groups, and share their feelings and ways of behaving as they use Arabic at home and in the classroom, such as .أنا سعيد؛ أحب أن أتكلم مع أمي بالعربي لا أفهم العربي كثيرا؛ أنا في فريق كرة القدم؛
* Students identify letters of the Arabic alphabet and join some letters to form simple words.
* They identify features of familiar texts. They distinguish between the language spoken by different Arabic speakers in different situations, such as at home with family or at school with the teacher, for example, من فضلك؛ هل يمكن أن...؛ هل أقدر أن...؛ لوسمحت....
* Students name some of the many languages that are spoken in Australia, including Arabic, and provide examples of simple words in Arabic that have been borrowed from English and vice versa.
* They identify how the ways people use language reflect where and how they live and what is important to them.
 |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Arabic F–10 Sequence: Towards Levels 3–4 Achievement Standard** |
| **Context:** **[INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** |
| **Content Description(s): [INSERT Content description/s which will be taught and assessed in this unit]** |
| **Arabic Level F–2 Achievement Standard**  | **Examples of Indicative Progress toward Levels** **3–4 Achievement Standard** | **Arabic Levels 3–4 Achievement Standard** |
| By the end of Level 2:* Students interact with the teacher and peers to exchange information about themselves, their family and friends, for example, إسمي هاني؛ أنا ليلى؛ عمري ست سنوات؛ أمي سميرة؛ أبي خالد؛ عندي أخ وأخت؛ صديقي رامي؛ صديقتي رنا , and initiate interactions by asking and responding to questions.
* They use repetitive language when participating in shared activities and transactions and responding to classroom instructions.
* When speaking, they use the sounds of the Arabic language, for example, حروف مثل خ؛ ح؛ ط؛ ظ؛ ص؛ ض؛ ع؛ غ؛ ق .
* They locate information about people, places and objects in simple texts, and share information in different formats, using illustrations and gestures to support meaning, for example, ما اسمك أين تسكن؛ كيف حالك؟ هل عندك أصدقاء؟ كم أخت عندك؟ ماذا يعمل أبوك؟ ما اسم مدرستك؟ من هي معلمتك؟ هل تحب المدرسة؟ .
* They make simple statements about favourite elements in response to imaginative experiences, and create own representations of imagined characters and events, using illustrations, familiar language and non-verbal forms of expression.
* Students identify specific parts of speech, such as nouns, verbs and adjectives, in spoken and written texts, and use familiar words and phrases, for example, المدرسة؛ العائلة؛ الأم؛ الأب؛ الأصدقاء؛الصف؛ المعلمة؛ البيت أسكن مع عائلتي؛ أحب؛ آكل؛ أذهب؛ ألعب؛ أغني؛ صغير/كبير؛ طويل/قصير؛ جميل؛ نظيف؛ المدرسة؛ بيتي؛ أختي؛ صديقي يوم السبت؛ في الصباح؛ الأمس؛ كل يوم and sentence patterns in simple texts, such as أحب أن آكل.../ لا أحب أن....؛ أذهب إلى؛ أذهب مع؛ .
* They recognise questions and commands, for example, ما أسمك؛ /اذا تحب أن تلعب؟ من صديقك في المدرسة؟ هل بيتك كبير؟ ما هي لعبتك المفضلة؟ أجلس هنا من فضلك؛ تكلم الآن؛ إرفع يدك؛ تعال إلى هنا , and use vocabulary and simple sentences to communicate information about themselves*,*their family and classroom, such as ذهب سمير إلى المدرسة؛ ذهبت لينا إلى البيت, applying basic rules of word order and gender*.*Students translate frequently used words and simple phrases using visual cues, and create word lists, labels and captions in both Arabic and English for their immediate environment, for example,البيت؛ الغرفة؛ الحديقة؛ المدرسة؛ الصف؛ المعلمة؛ الدرس؛ المدير؛ الشارع؛ الباص؛ الملعب؛ الدكان هذا أبي؛ .إسمه عادل؛ هذه معلمتي؛ إسمها آنسة هالة؛ أحب صديقتي كثيراً؛.
* They describe their roles as members of particular groups, and share their feelings and ways of behaving as they use Arabic at home and in the classroom, such as .أنا سعيد؛ أحب أن أتكلم مع أمي بالعربي لا أفهم العربي كثيرا؛ أنا في فريق كرة القدم؛
* Students identify letters of the Arabic alphabet and join some letters to form simple words.
* They identify features of familiar texts. They distinguish between the language spoken by different Arabic speakers in different situations, such as at home with family or at school with the teacher, for example, من فضلك؛ هل يمكن أن...؛ هل أقدر أن...؛ لوسمحت....
* Students name some of the many languages that are spoken in Australia, including Arabic, and provide examples of simple words in Arabic that have been borrowed from English and vice versa.
* They identify how the ways people use language reflect where and how they live and what is important to them.
 | In **Arabic,** indicative progression towards the Levels 3–4 Achievement Standard may be when students: | By the end of Level 4:* Students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences, everyday routines and leisure activities, for example, عمري تسع سنوات؛ أنا مولود في أستراليا؛ أتيت إلى أستراليا وأنا صغير في الصباح أستيقظ باكراً؛ أنام في الساعة...؛ بعد المدرسة... في المساء... أذهب مع عائلتي إلى المتحف؛ البحر؛ الحديقة العامة؛ السوق؛ ألعب الرياضة بعد المدرسة؛ أحب كرة القدم؛ آخذ دروساً في الباليه.
* They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example, من فضلك أريد المساعدة؛ أن أذهب إلى الحمام؟؛ هل أستطيع أن؛ من فضلك هل يمكن أن تعيد الكلمة؟ الجملة؟ ؛ .
* They use features of Arabic pronunciation and intonation when speaking and reading aloud.
* Students locate and classify information relating to familiar contexts and present it in modelled spoken, written and visual texts.
* They describe characters, events and ideas and express opinions about favourite elements in imaginative texts, and use formulaic expressions, for example,في يوم من الأيام؛ كان هناك , and modelled language to create short imaginative texts*.*
* They use vocabulary related to school, home and everyday routines, for example, الدراسة؛ التعليم؛ فروضي؛ مواد المدرسة؛ غرفة النوم؛ غرفتي/ غرفة أخي؛ المطبخ؛ الطابق العلوي أستيقظ من النوم؛ أتناول الفطور؛ أستقل الباص؛ أكمل واجبات المدرسة؛ أشاهد التلفاز؛ أقرأ الكتاب.
* Students use key grammatical forms and structures in simple spοken and written texts, such as word order, singular and plural forms of regular nouns and adjectives, personal and possessive pronouns, for example, كتاب/كتب؛ غرفة/غرف؛ صف/ صفوف؛ صديق/أصدقاء,أنتَ/أنتِ؛ هو/هي/هم؛ كتابي/ كتبي؛ غرفتي/غرفة أخي؛ مدرستي؛ مدرستنا , and prepositions such as في البيت؛ إلى المدرسة؛ بين الملعب والسّاحة؛ أثناء الدرس؛ بعد العشاء؛ قبل النوم. Students translate familiar and frequently used language relating to familiar environments and create simple bilingual texts for the classroom and school community.
* They describe how language involves behaviours as well as words and share their own experience as learners as they interact with others.
* Students identify and use Arabic sound and writing patterns, for example أ؛ ئـ؛ ء؛ ؤ؛ والياء؛الألف المقصورة ى , including combining letters to form words, vocalisation, and features of individual syllable blocks such as التنوين: إشترى أبي بيتاً؛رأيت كلباً؛ في بيتي غرفٌ . آكل؛ آمل؛ آسف؛
* They identify the features and structure of different types of texts, for example, العنوان؛ الحبكة؛ النهاية القافية؛ فعل الأمر؛ الجمل؛ القصيرة أدوات الحوار؛ الأدوار في الحوار؛ .
* They identify similarities and differences between various Arabic dialects and explain how meaning can be influenced by gestures and tone*.*
* Students provide examples of how the Arabic language has changed over time and identify words and expressions in Arabic that have emerged from contact with other languages and vice versa.
* They compare language use and cultural practices in Arabic-speaking communities and in the wider Australian context, identifying culture-specific terms and expressions, particularly those related to special occasions, for example, كيفية الإحتفال في المناسبات؛ زيارة الأهل في الأعياد؛ الإحتفال بأعياد الميلاد
 |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Arabic F–10 Sequence: Towards Levels 5–6 Achievement Standard** |
| **Context:** **[INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** |
| **Content Description(s): [INSERT Content description/s which will be taught and assessed in this unit]** |
| **Arabic Levels 3–4 Achievement Standard**  | **Example of Indicative Progress toward Levels****5–6 Achievement Standard** | **Arabic Levels 5–6 Achievement Standard** |
| By the end of Level 4:* Students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences, everyday routines and leisure activities, for example, عمري تسع سنوات؛ أنا مولود في أستراليا؛ أتيت إلى أستراليا وأنا صغير في الصباح أستيقظ باكراً؛ أنام في الساعة...؛ بعد المدرسة... في المساء... أذهب مع عائلتي إلى المتحف؛ البحر؛ الحديقة العامة؛ السوق؛ ألعب الرياضة بعد المدرسة؛ أحب كرة القدم؛ آخذ دروساً في الباليه.
* They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example, من فضلك أريد المساعدة؛ أن أذهب إلى الحمام؟؛ هل أستطيع أن؛ من فضلك هل يمكن أن تعيد الكلمة؟ الجملة؟ ؛ .
* They use features of Arabic pronunciation and intonation when speaking and reading aloud.
* Students locate and classify information relating to familiar contexts and present it in modelled spoken, written and visual texts.
* They describe characters, events and ideas and express opinions about favourite elements in imaginative texts, and use formulaic expressions, for example,في يوم من الأيام؛ كان هناك , and modelled language to create short imaginative texts*.*
* They use vocabulary related to school, home and everyday routines, for example, الدراسة؛ التعليم؛ فروضي؛ مواد المدرسة؛ غرفة النوم؛ غرفتي/ غرفة أخي؛ المطبخ؛ الطابق العلوي أستيقظ من النوم؛ أتناول الفطور؛ أستقل الباص؛ أكمل واجبات المدرسة؛ أشاهد التلفاز؛ أقرأ الكتاب.
* Students use key grammatical forms and structures in simple spοken and written texts, such as word order, singular and plural forms of regular nouns and adjectives, personal and possessive pronouns, for example, كتاب/كتب؛ غرفة/غرف؛ صف/ صفوف؛ صديق/أصدقاء,أنتَ/أنتِ؛ هو/هي/هم؛ كتابي/ كتبي؛ غرفتي/غرفة أخي؛ مدرستي؛ مدرستنا , and prepositions such as في البيت؛ إلى المدرسة؛ بين الملعب والسّاحة؛ أثناء الدرس؛ بعد العشاء؛ قبل النوم. Students translate familiar and frequently used language relating to familiar environments and create simple bilingual texts for the classroom and school community.
* They describe how language involves behaviours as well as words and share their own experience as learners as they interact with others.
* Students identify and use Arabic sound and writing patterns, for example أ؛ ئـ؛ ء؛ ؤ؛ والياء؛الألف المقصورة ى , including combining letters to form words, vocalisation, and features of individual syllable blocks such as التنوين: إشترى أبي بيتاً؛رأيت كلباً؛ في بيتي غرفٌ . آكل؛ آمل؛ آسف؛
* They identify the features and structure of different types of texts, for example, العنوان؛ الحبكة؛ النهاية القافية؛ فعل الأمر؛ الجمل؛ القصيرة أدوات الحوار؛ الأدوار في الحوار؛ .
* They identify similarities and differences between various Arabic dialects and explain how meaning can be influenced by gestures and tone*.*
* Students provide examples of how the Arabic language has changed over time and identify words and expressions in Arabic that have emerged from contact with other languages and vice versa.
* They compare language use and cultural practices in Arabic-speaking communities and in the wider Australian context, identifying culture-specific terms and expressions, particularly those related to special occasions, for example, كيفية الإحتفال في المناسبات؛ زيارة الأهل في الأعياد؛ الإحتفال بأعياد الميلاد
 | In **Arabic**, indicative progression towards the Levels 5–6 Achievement Standard may be when students: | By the end of Level 6:* Students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations for example, أذهب مع عائلتي لزيارة جدي وجدتي في الأعياد؛ في العطلة الأسبوعية, sport (for example,أألعب رياضتي المفضلة مع أصدقائي بعد المدرسة في الحديقة العامة and other interests such as أشاهد أفلام الكارتون مع عائلتي في السينما؛ ألعب ألعاب إلكترونية.
* They make shared decisions, for example, أريد أن... , provide suggestions such as يمكن أن... , and complete transactions. When participating in classroom routines and activities, they follow shared rules and procedures, express opinions and ask for clarification, for example, حسنا؛ نعم ولكن؛ أعتقد أن...؛ ما معنى ... .
* Students use patterns of Arabic pronunciation and intonation when interacting.
* They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle.
* They present ideas and information on topics of interest and aspects of culture in different formats for particular audiences.
* They respond to a range of imaginative texts by expressing opinions on key elements for example, من القصة نتعلم ال..., characters for example, أحب علاء الدين لأنه...؛ لا أحب الملك في الفيلم لأنه and actions for example, يجب على نيمو أن يسمع كلام أبيه, and making connections with own experience, for example أنا أيضا يجب أن...؛ أنا مثل... .
* They create and perform short imaginative texts based on a stimulus, concept or theme.
* They use a variety of tenses for example, الأفعال الماضية والمضارعة and apply verb conjugation for example,أكلتُ/أكلَ/أكلت, suffixes for example, أذهب/ يذهب/تذهب, basic conjunctions for example,و؛ أو and a range of adjectives for example, الصفة للمذكر والصفة للمؤنث للأشياء والأشخاص and adverbs for example, سريعاً؛ ليلاً؛ صباحاً؛ يوميًّاto construct sentences and to produce short texts.
* Students translate texts from Arabic into English and vice versa, identifying words that are not easily translated, such as أيفون؛ تلفاز؛ كومبيوتر , and create bilingual texts for their own learning and for the school community.
* They identify ways in which their own biography for example, السيرة الذاتية؛ الخبرات الخاصة, traditions for example, العادات العائلية والإجتماعية and beliefs for example, المعتقدات الخاصة impact on their identity and influence the ways in which they communicate in Arabic and English.
* Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions.
* They distinguish between the structure and features of different types of spoken and written Arabic texts and identify ways in which audience, context and purpose influence language choices and the form of Arabic used.
* They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange, for example, أنواع الجمل: الإسمية والفعلية؛ الترداد في بعض العبارات؛ طول الجمل والفواصل الشفهية فيها.
* They identify how languages influence one another, including the influence of indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic, for example الأبجدية؛ المفردات المستعارة؛ أصل الكلمات.
* They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures.
 |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Arabic F–10 Sequence: Towards Levels 7–8 Achievement standard** |
| **Context:** **[INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** |
| **Content Description(s):** **[INSERT Content description/s which will be taught and assessed in this unit]***
 |
| **Arabic Levels 5–6 Achievement Standard**  | **Example of Indicative Progress toward the Levels 7–8 Achievement Standard** | **Arabic Levels 7–8 Achievement Standard** |
| By the end of Level 6:* Students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations for example, أذهب مع عائلتي لزيارة جدي وجدتي في الأعياد؛ في العطلة الأسبوعية, sport (for example,أألعب رياضتي المفضلة مع أصدقائي بعد المدرسة في الحديقة العامة and other interests such as أشاهد أفلام الكارتون مع عائلتي في السينما؛ ألعب ألعاب إلكترونية.
* They make shared decisions, for example, أريد أن... , provide suggestions such as يمكن أن... , and complete transactions. When participating in classroom routines and activities, they follow shared rules and procedures, express opinions and ask for clarification, for example, حسنا؛ نعم ولكن؛ أعتقد أن...؛ ما معنى ... .
* Students use patterns of Arabic pronunciation and intonation when interacting.
* They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle.
* They present ideas and information on topics of interest and aspects of culture in different formats for particular audiences.
* They respond to a range of imaginative texts by expressing opinions on key elements for example, من القصة نتعلم ال..., characters for example, أحب علاء الدين لأنه...؛ لا أحب الملك في الفيلم لأنه and actions for example, يجب على نيمو أن يسمع كلام أبيه, and making connections with own experience, for example أنا أيضا يجب أن...؛ أنا مثل... .
* They create and perform short imaginative texts based on a stimulus, concept or theme.
* They use a variety of tenses for example, الأفعال الماضية والمضارعة and apply verb conjugation for example,أكلتُ/أكلَ/أكلت, suffixes for example, أذهب/ يذهب/تذهب, basic conjunctions for example,و؛ أو and a range of adjectives for example, الصفة للمذكر والصفة للمؤنث للأشياء والأشخاص and adverbs for example, سريعاً؛ ليلاً؛ صباحاً؛ يوميًّاto construct sentences and to produce short texts.
* Students translate texts from Arabic into English and vice versa, identifying words that are not easily translated, such as أيفون؛ تلفاز؛ كومبيوتر , and create bilingual texts for their own learning and for the school community.
* They identify ways in which their own biography for example, السيرة الذاتية؛ الخبرات الخاصة, traditions for example, العادات العائلية والإجتماعية and beliefs for example, المعتقدات الخاصة impact on their identity and influence the ways in which they communicate in Arabic and English.
* Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions.
* They distinguish between the structure and features of different types of spoken and written Arabic texts and identify ways in which audience, context and purpose influence language choices and the form of Arabic used.
* They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange, for example, أنواع الجمل: الإسمية والفعلية؛ الترداد في بعض العبارات؛ طول الجمل والفواصل الشفهية فيها.
* They identify how languages influence one another, including the influence of indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic, for example الأبجدية؛ المفردات المستعارة؛ أصل الكلمات.
* They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures.
 | In **Arabic**, indicative progression towards Levels 7–8 Achievement Standard may be when students: | By the end of Level 8:* Students use written and spoken Arabic to initiate and sustain classroom interactions with others, to exchange views, for example, السباحة رياضة ممتعة؛ أعتقد أن السفر مفيد جدا , and express feelings such as أشعر بالفرح؛ بالسعادة عندما ألعب رياضت المفضلة؛ عندما أعزف الموسيقى .
* They use language conventions, such as الترقيم/الوقف والإملاء والقواعد ال التعريف؛ الفواصل والنقط في نهاية الجمل, vocabulary and sentence structures to apologise (for example, أنا آسف؛ أعتذر عن..., invite (for example, أدعوك لحفل عيد ميلادي...؛ أرجو أن تحضر ..., and offer praise, for example, رأيي أن ...؛ أعتقد أن... .
* They clarify meaning, explain actions and responses, and complete transactions by negotiating, making arrangements and solving problems, for example, ماذا لو أكملنا البحث مع؟؛ هل تريد أن أساعدك؟ , سوف أتصل بك بعد المدرسة؛ أراك غدا صباحا؛ سوف أرسل البحث بالإيميل .
* They apply pronunciation and rhythm patterns in spoken Arabic to a range of sentence types.
* They locate, interpret and compare information and ideas on topics of interest from a range of written, spoken and multimodal texts, and convey information and ideas in a range of formats selected to suit audience and purpose.
* They express opinions on the ways in which characters and events are represented in imaginative texts, and explain ideas, themes and messages, for example, في القصة؛ هيام أذكى من عبير ؛ في النص الأول... بينما في النص الثاني ... .
* Students create texts with imagined places, events, people and experiences in a range of forms to entertain different audiences*.*
* They use grammatical forms and features such as adjective–noun agreement for example, الشاب الوسيم/الشابة الجميلة, adverbial phrases to indicate time, place and manner for example, في الصباح الباكر؛ في منتصف الطريق, and irregular, plural, imperative and auxiliary verbs for example, كان وأخواتها ,فعل الأمر جمع التكسير, to elaborate their oral and written communication.
* They translate texts from Arabic into English and vice versa, and compare own translations with others’, explaining differences and possible reasons and alternatives.
* They make language choices that best reflect meaning to create bilingual texts, identifying and using words and expressions that carry specific cultural meaning.
* Students explain how and why they adjust their language use according to different cultural contexts, and how being a speaker of Arabic contributes to their own sense of identity.
* Students apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts, for example, الفواصل وعلامات الإستفهام والاستنكار والتعجب والجمل المبطنة .
* They analyse the structure and linguistic features of a range of personal, informative and imaginative texts and explain how these features are influenced by the context, audience and purpose.
* Students explain how and why changes to social settings affect verbal and non-verbal forms of communication.
* They explain the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts.
* They explain how language choices they make reflect cultural ideas, assumptions and perspectives, for example, العبارات الشعبية؛ مصطلحات ذات دلائل دينية؛ العناوين الذكورية مثل رئيس للمذكر والمؤنث*.*
 |

|  |
| --- |
| Previous level’s achievement standard as a starting point of comparison Previous level’s achievement standard as a starting point of comparison **Arabic F–10 Sequence: TowardLevels 9–10 Achievement Standard** |
| **Context:** **[INSERT Context from the learning plan and include an outline of the unit or topic you are assessing]** |
| **Content Description(s): [INSERT Content description/s which will be taught and assessed in this unit]** |
| **Arabic Levels 7 – 8 Achievement Standard**  | **Example of Indicative Progress toward** **Levels 9–10 Achievement Standard** | **Arabic Levels 9–10 Achievement Standard** |
| By the end of Level 8:* Students use written and spoken Arabic to initiate and sustain classroom interactions with others, to exchange views, for example, السباحة رياضة ممتعة؛ أعتقد أن السفر مفيد جدا , and express feelings such as أشعر بالفرح؛ بالسعادة عندما ألعب رياضت المفضلة؛ عندما أعزف الموسيقى .
* They use language conventions, such as الترقيم/الوقف والإملاء والقواعد ال التعريف؛ الفواصل والنقط في نهاية الجمل, vocabulary and sentence structures to apologise (for example, أنا آسف؛ أعتذر عن..., invite (for example, أدعوك لحفل عيد ميلادي...؛ أرجو أن تحضر ..., and offer praise, for example, رأيي أن ...؛ أعتقد أن... .
* They clarify meaning, explain actions and responses, and complete transactions by negotiating, making arrangements and solving problems, for example, ماذا لو أكملنا البحث مع؟؛ هل تريد أن أساعدك؟ , سوف أتصل بك بعد المدرسة؛ أراك غدا صباحا؛ سوف أرسل البحث بالإيميل .
* They apply pronunciation and rhythm patterns in spoken Arabic to a range of sentence types.
* They locate, interpret and compare information and ideas on topics of interest from a range of written, spoken and multimodal texts, and convey information and ideas in a range of formats selected to suit audience and purpose.
* They express opinions on the ways in which characters and events are represented in imaginative texts, and explain ideas, themes and messages, for example, في القصة؛ هيام أذكى من عبير ؛ في النص الأول... بينما في النص الثاني ... .
* Students create texts with imagined places, events, people and experiences in a range of forms to entertain different audiences*.*
* They use grammatical forms and features such as adjective–noun agreement for example, الشاب الوسيم/الشابة الجميلة, adverbial phrases to indicate time, place and manner for example, في الصباح الباكر؛ في منتصف الطريق, and irregular, plural, imperative and auxiliary verbs for example, كان وأخواتها ,فعل الأمر جمع التكسير, to elaborate their oral and written communication.
* They translate texts from Arabic into English and vice versa, and compare own translations with others’, explaining differences and possible reasons and alternatives.
* They make language choices that best reflect meaning to create bilingual texts, identifying and using words and expressions that carry specific cultural meaning.
* Students explain how and why they adjust their language use according to different cultural contexts, and how being a speaker of Arabic contributes to their own sense of identity.
* Students apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts, for example, الفواصل وعلامات الإستفهام والاستنكار والتعجب والجمل المبطنة .
* They analyse the structure and linguistic features of a range of personal, informative and imaginative texts and explain how these features are influenced by the context, audience and purpose.
* Students explain how and why changes to social settings affect verbal and non-verbal forms of communication.
* They explain the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts.
* They explain how language choices they make reflect cultural ideas, assumptions and perspectives, for example, العبارات الشعبية؛ مصطلحات ذات دلائل دينية؛ العناوين الذكورية مثل رئيس للمذكر والمؤنث*.* .
 | In **Arabic**, indicative progression towards the Levels 9–10 Achievement Standard may be when students: | By the end of Level 10:* Students use written and spoken Arabic to initiate, sustain and extend formal and informal interactions with the teacher, peers and others in a range of settings.
* They use language spontaneously to respond to others, seek and give advice for example, كيف أستطيع أن ...؛ أعتقد أ...,describe relationships for example, عندي أصدقاء كثر؛ علاقتي بعائلتي وطيدة؛ أحب معلمتي كثيرا لأنها حنونة, discuss aspirations for example, أريد أن أعمل في مكدونالدز في العطلة؛ أريد أن اصبح طبيبا؛ أحلم أن أكون رائد فضاء and future plans (for example, في المستقبل؛ أريد أن أسافر إلى أوروبا؛ عندما أكبر؛ أريد أن أدخل الجامعة, compare experiences for example, بيتي القديم كان أجمل من بيتي الحالي , and justify opinions for example, لأن...؛ بسبب... ) on social issues of interest to them*.* They listen to different views and perspectives when interacting with others, and take action, solve problems and contribute ideas, opinions and suggestions.
* They apply pronunciation rules and rhythm to complex sentences to enhance spoken interactions.
* They analyse, interpret and evaluate information on topical issues of interest to young people, making connections with their own experiences and considering various perspectives.
* They convey information and perspectives using different text types and modes of presentation to suit different contexts and audiences and to achieve different purposes*.*
* They share their response to different imaginative texts by analysing themes for example, الفكرة الأساسية في النص؛ هدف النص؛ الموضوع , techniques for example, الكناية والاستعارة والتشبيه and values, and identify ways in which aspects of language and culture create particular effects, such as المشاعر التي يؤججها النص. Students create imaginative texts for a range of audiences, contexts and purposes, to express ideas, attitudes and values through characters, events and settings.
* When creating texts, they use a variety of grammatical elements to enhance meaning, such as indirect object, passive and active voice, negation for example, ليس عندي وقت؛ لا يوجد وقت؛ لن أجد الوقت, verb tense and word order for example, الجملة الاسمية والجملة الفعلية؛ ظرف الزمان أو المكان في بداية الجملة, and time and place clauses such as في وقت من الأوقات؛ في المجتمع الأسترالي؛ في الشارع العام .
* Students translate and interpret texts from Arabic into English and vice versa and explain how cultural values, attitudes and perspectives are represented.
* They create a range of bilingual texts for a variety of purposes and audiences.
* They explain the relationship between language, culture and identity, question perceptions, and modify language and behaviours in intercultural interactions as appropriate.
* Students apply their understanding of complex pronunciation rules and writing conventions, such as stress patterns and rules of pause, to enhance meaning and aesthetic effect.
* They analyse a range of persuasive, argumentative and expository texts and explain the relationship between context, purpose, audience, linguistic features, and textual and cultural elements such as التحية والتوقيع في بداية الرسائل والتمني بالتوفيق والصحة.
* They explain how and why variations in Arabic language use relate to roles, relationships and contexts of interaction. Students analyse the ways in which languages change in response to changing environments.
* They explain how language use reflects thoughts and world views and is shaped by cultural experiences.
 |