**Stage 5 Arabic**

This assessment task accompanies the unit starter ‘Let’s have a great weekend!’ available on the [Stages 4-5 Arabic section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/arabic) of the NSW Department of Education’s website.

# Let’s have a great weekend!

هيا بنا نقضي عطلة نهاية أسبوع رائعة!

# Outcomes

* **LAR5-1C** manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
* **LAR5-5U** demonstrates how Arabic pronunciation and intonation are used to convey meaning
* LAR5-7U analyses the function of complex Arabic grammatical structures to extend meaning
* **LAR5-9U** explains and reflects on the interrelationship between language, culture and identity

All outcomes referred to in this unit come from [Arabic K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/arabic-k-10-2019) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2019.

# Task description

**For students with prior learning and/or experience in Arabic**

You have family members visiting you from an Arabic-speaking country. Your family decides to get away for the weekend and you are in charge of organising the activities for everyone. Make a video call with your family to discuss your plans and answer queries they might have. In your video call, you will be required to:

* discuss what plans and activities you have organised for your entire family
* answer queries your family members may have, for example how to get there, what to take and the weather
* use language with clear intonation and pronunciation
* use a range of grammatical structures and sentence patterns.

Students could complete this task in groups, with allocated roles. Alternatively, students may record the conversation with family members (only the student’s responses will be assessed).

**For students with a background in Arabic**

You have family members visiting you from an Arabic-speaking country. Your family decides to get away for the weekend and you have organised the activities for everyone. Make a video call with your family to explain why you specifically made those choices for them, negotiate your plans and answer queries they might have. In your video call, you will be required to:

* discuss what plans and activities you have organised for your entire family
* explain why you have specifically chosen those activities for them, for example special vegetarian restaurant for the vegetarians in the family, surfing lessons for the water lovers
* negotiate possible activities if they would like to make changes
* answer queries your family members may have, for example how to get there, what to take and the weather
* use language with clear intonation and pronunciation
* use a range of grammatical structures and sentence patterns.

Students could complete this task in groups, with allocated roles. Alternatively, students may record the conversation with family members (only the student’s responses will be assessed).

# Marking guidelines

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| --- | --- | --- | --- | --- | --- |
| Outcomes | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| LAR5-1C manipulates Arabic in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate | Effectively and authentically interacts through a well-structured and engaging video call, including accurate and detailed information on:   * what are the plans * information about the activities * how to get to the activities * what to wear * weather factor.   **Additional requirements for students with a background in Arabic:**   * why those activities were selected, for example interests, time, skills, age * negotiate alternative options * what to expect, for example an afternoon full of action, great Australian food. | Effectively interacts with others through a well-structured and engaging video call, including mostly accurate and detailed information on:   * what are the plans * information about the activities * how to get to the activities * what to wear * weather factor.   **Additional requirements for students with a background in Arabic:**   * why those activities were selected, for example interests, time, skills, age * negotiate alternative options * what to expect, for example an afternoon full of action, great Australian food. | Interacts with others through a well-structured video call, including detailed information on:   * what are the plans * information about the activities * how to get to the activities * what to wear * weather factor.   **Additional requirements for students with a background in Arabic:**   * why those activities were selected, for example interests, time, skills, age * negotiate alternative options * what to expect, for example an afternoon full of action, great Australian food. | Interacts with others, including some relevant information on:   * what are the plans * information about the activities * how to get to the activities * what to wear * weather factor.   **Additional requirements for students with a background in Arabic:**   * why those activities were selected, for example interests, time, skills, age * negotiate alternative options * what to expect, for example an afternoon full of action, great Australian food. | Attempts to interact with others with limited information on:   * what are the plans * information about the activities * how to get to the activities * what to wear * weather factor.   **Additional requirements for students with a background in Arabic:**   * why those activities were selected, for example interests, time, skills, age * negotiate alternative options * what to expect, for example an afternoon full of action, great Australian food. |
| LAR5-5U demonstrates how Arabic pronunciation and intonation are used to convey meaning | Communicates ideas and information effectively and fluently with authentic intonation and pronunciation.  **For students with a background in Arabic:**  Speaks confidently with a high degree of fluency, using accurate pronunciation and intonation with no errors. | Communicates ideas and information effectively and fluently with clear intonation and pronunciation, with minimal errors.  **For students with a background in Arabic:**  Speaks confidently with an excellent degree of accuracy using accurate pronunciation and intonation with minimal errors. | Communicates ideas and information with some degree of fluency, clear intonation and pronunciation, with some errors.  **For students with a background in Arabic:**  Speaks confidently and fluently, using correct pronunciation and intonation with occasional errors. | Communicates ideas and information with errors in intonation and pronunciation that may hinder comprehension.  **For students with a background in Arabic:**  Speaks with some degree of fluency using correct pronunciation and intonation, with frequent errors. | Attempts to communicate ideas and information with basic level of intonation and pronunciation that hinder communication.  **For students with a background in Arabic:**  Speaks with frequent and basic errors in pronunciation and intonation, with poor diction and enunciation. |
| LAR5-7U analyses the function of complex Arabic grammatical structures to extend meaning | Applies an extensive range of vocabulary and linguistic structures, with minimal errors, including all of the following:   * correct use of future form to express plans, for example   ستنتظرين الموعد المحدد للمشاركة بالسباق ... / سيعمل على / سوف نختار   * correct use of dual and plural forms of nouns, for example   عمّي وزوجته سيقابلان والديَّ لتناول العشاء عند الساعة السادسة، ثم يعودون معاً الى المنزل   * correct of use time, for example   سنلتقي عند الساعة الثامنة والربع صباحاً   * correct use of expressions and superlatives to indicate preference and to compare, for example   من الأفضل أن ترافق ليلى إبنة عمي ندى الى السوق، بينما نزور النادي الرياضي.  الذهاب في القطار أسرع وأكثر أماناً   * correct use of cohesive devices to sequence ideas, for example   أولاً نلتقي ... ثم نشاهد ... بعد ذلك ... وأخيراً   * correct use of conditional mood and the conjunction ‘but’ to compare and expand on expressions, for example   إن كان الطقس مشمساً سنذهب الى شاطئ البحر ولكن علينا أن ننتظر. | Applies a thorough range of vocabulary and linguistic structures, with some errors, including all of the following:   * correct use of future form to express plans, for example   ستنتظرين الموعد المحدد للمشاركة بالسباق ... / سيعمل على / سوف نختار   * correct use of dual and plural forms of nouns, for example   عمّي وزوجته سيقابلان والديَّ لتناول العشاء عند الساعة السادسة، ثم يعودون معاً الى المنزل   * correct of use time, for example   سنلتقي عند الساعة الثامنة والربع صباحاً   * correct use of expressions and superlatives to indicate preference and to compare, for example   من الأفضل أن ترافق ليلى إبنة عمي ندى الى السوق، بينما نزور النادي الرياضي.  الذهاب في القطار أسرع وأكثر أماناً   * correct use of cohesive devices to sequence ideas, for example   أولاً نلتقي ... ثم نشاهد ... بعد ذلك ... وأخيراً   * correct use of conditional mood and the conjunction ‘but’ to compare and expand on expressions, for example   إن كان الطقس مشمسا سنذهب الى شاطئ البحر ولكن علينا أن ننتظر. | Applies a sound range of vocabulary and linguistic structures with errors, including most of the following:   * correct use of future form to express plans, for example   ستنتظرين الموعد المحدد للمشاركة بالسباق ... / سيعمل على / سوف نختار   * correct use of dual and plural forms of nouns, for example   عمّي وزوجته سيقابلان والديَّ لتناول العشاء عند الساعة السادسة، ثم يعودون معاً الى المنزل   * correct of use time, for example   سنلتقي عند الساعة الثامنة والربع صباحاً   * correct use of expressions and superlatives to indicate preference and to compare, for example   من الأفضل أن ترافق ليلى إبنة عمي ندى الى السوق، بينما نزور النادي الرياضي.  الذهاب في القطار أسرع وأكثر أماناً   * correct use of cohesive devices to sequence ideas, for example   أولاً نلتقي ... ثم نشاهد ... بعد ذلك ... وأخيراً   * correct use of conditional mood and the conjunction ‘but’ to compare and expand on expressions, for example   إن كان الطقس مشمساً سنذهب الى شاطئ البحر ولكن علينا أن ننتظر. | Applies a basic range of vocabulary and linguistic structures with errors that may demonstrate minimal understanding. Includes some of the following:   * correct use of future form to express plans, for example   ستنتظرين الموعد المحدد للمشاركة بالسباق ... / سيعمل على / سوف نختار   * correct use of dual and plural forms of nouns, for example   عمّي وزوجته سيقابلان والديَّ لتناول العشاء عند الساعة السادسة، ثم يعودون معاً الى المنزل   * correct of use time, for example   سنلتقي عند الساعة الثامنة والربع صباحاً   * correct use of expressions and superlatives to indicate preference and to compare, for example   من الأفضل أن ترافق ليلى إبنة عمي ندى الى السوق، بينما نزور النادي الرياضي.  الذهاب في القطار أسرع وأكثر أماناً   * correct use of cohesive devices to sequence ideas, for example   أولاً نلتقي ... ثم نشاهد ... بعد ذلك ... وأخيراً   * correct use of conditional mood and the conjunction ‘but’ to compare and expand on expressions, for example   إن كان الطقس مشمساً سنذهب الى شاطئ البحر ولكن علينا أن ننتظر. | Applies an elementary range of vocabulary and linguistic structures with errors that demonstrate minimal understanding. Attempts to include some of the following:   * correct use of future form to express plans, for example   ستنتظرين الموعد المحدد للمشاركة بالسباق ... / سيعمل على / سوف نختار   * correct use of dual and plural forms of nouns, for example   عمّي وزوجته سيقابلان والديَّ لتناول العشاء عند الساعة السادسة، ثم يعودون معاً الى المنزل   * correct of use time, for example   سنلتقي عند الساعة الثامنة والربع صباحاً   * correct use of expressions and superlatives to indicate preference and to compare, for example   من الأفضل أن ترافق ليلى إبنة عمي ندى الى السوق، بينما نزور النادي الرياضي.  الذهاب في القطار أسرع وأكثر أماناً   * correct use of cohesive devices to sequence ideas, for example   أولاً نلتقي ... ثم نشاهد ... بعد ذلك ... وأخيراً   * correct use of conditional mood and the conjunction ‘but’ to compare and expand on expressions, for example   إن كان الطقس مشمساً سنذهب الى شاطئ البحر ولكن علينا أن ننتظر. |
| LAR5-9U explains and reflects on the interrelationship between language, culture and identity | Demonstrates extensive knowledge of how language use reflects cultural ideas, values and beliefs by including all of the following:   * appropriate cultural activities selected * correct terminology of activities * appropriate times of activities and what to wear or where to eat if relevant.   Additional requirement for students with a background in Arabic:   * negotiation related to cultural festivities and religious observations, for example Christmas or Ramadan. | Demonstrates thorough understanding of how language use reflects cultural ideas, values and beliefs by including all of the following:   * appropriate cultural activities selected * correct terminology of activities * appropriate times of activities and what to wear or where to eat if relevant.   Additional requirement for students with a background in Arabic:   * negotiation related to cultural festivities and religious observations, for example Christmas or Ramadan. | Demonstrates sound knowledge of how language use reflects cultural ideas, values and beliefs by including some of the following:   * appropriate cultural activities selected * correct terminology of activities * appropriate times of activities and what to wear or where to eat if relevant.   Additional requirement for students with a background in Arabic:   * negotiation related to cultural festivities and religious observations, for example Christmas or Ramadan. | Demonstrates basic knowledge of how language use reflects cultural ideas, values and beliefs by including 1-2 of the following:   * appropriate cultural activities selected * correct terminology of activities * appropriate times of activities and what to wear or where to eat if relevant.   Additional requirement for students with a background in Arabic:   * negotiation related to cultural festivities and religious observations, for example Christmas or Ramadan. | Demonstrates an elementary understanding of how language use reflects cultural ideas, values and beliefs.   * appropriate cultural activities selected * correct terminology of activities * appropriate times of activities and what to wear or where to eat if relevant.   Additional requirement for students with a background in Arabic:   * negotiation related to cultural festivities and religious observations, for example Christmas or Ramadan. |