# Stage 6 Arabic Continuers – understanding the requirements of text types



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## Context

This document provides generic advice only. It is the responsibility of individual teachers to ensure their students are adequately prepared for the HSC examinations.

This advice has been developed for the Stage 6 Arabic Continuers course and is current as of 30 August 2022.

## Introduction

In Stage 6 Arabic Continuers course, students are required to produce different types of text appropriate to a range of contexts, purposes, and audiences. By using this guide, you can support your students to develop and refine their writing skills across a range of tasks. The language features are provided in Arabic as a guide.

Section III of the HSC written paper assesses Objective 2 – express ideas through the production of original texts in Arabic. The following outcomes are assessed:

* **2.1** applies knowledge of language structures to create original text
* **2.2** composes informative, descriptive, reflective, persuasive, or evaluative texts appropriate to context, purpose and/or audience
* **2.3** structures and sequences ideas and information.

## Text types

Texts (text types) are various forms of spoken and written language, such as articles, conversations, letters, and so on. Each text type varies in its characteristics of format, style, and language. In Stage 6 Arabic Continuers, the following written text types are specified for production:

* article
* diary entry
* email
* letter
* message[[1]](#footnote-1)\*
* note[[2]](#footnote-2)\*
* notice
* postcard
* recount
* report
* script of an interview
* script of a speech/talk.

In the written section of the HSC examination, students are required to produce 2 different texts.

* The first text is informative or descriptive. Informative/descriptive texts are usually used for sharing and describing personal experiences and ideas. They can include ideas, opinions, and memories, and usually express feelings or reactions and reflections. Students are required to write approximately 75 words in Arabic.
* The second text is reflective, persuasive, or evaluative, and could require you to explain or justify a point of view. Students are required to write approximately 200 words in Arabic.

To build students’ skills in writing cohesive and engaging responses, consider choosing one task focused on a particular text type and completing the steps outlined below as a class. Next, choose a different task with the same text type for students to work on individually or in pairs.

1. Identify the purpose, context, and audience for their writing.
2. Brainstorm/identify key ideas.
3. Write a first draft.
4. Evaluate the draft (for example, through peer feedback).
5. Address any areas for improvement.
6. Write the final draft.

### Article

Table 1 – information relating to ‘article’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Structure | Sample language features, vocabulary and phrases |
| * to inform about a topic, and/or sustain an argument * to persuade the reader to think about a topic * to entertain * to express the author’s thoughts and feelings | * title/heading * introduction that includes statement of argument to be addressed * body paragraphs include development of arguments/ideas and sequencing and linking of ideas, with supporting evidence * conclusion that reviews/summarises the argument/topic. It should be short and accentuate the main idea of the article | * range of tenses (past, present, future, conditional) * descriptive, factual, evaluative or persuasive language, depending on context, purpose and audience * an objective or a subjective tone, depending on the context and purpose * use of language structures, vocabulary, and expressions to describe facts/topics, to persuade the audience or to evaluate an issue (for or against) * rhetorical questions to lead the audience to a particular conclusion, for example:   *أليست الأم مدرسة كما يصفها الشاعر؟ أوليس من حقنا كمواطنين أن نطالب بأبسط حقوقنا؟*   * repetition to emphasise a given idea * use of expert opinion where appropriate, for example:   *يمكنني القول، بلا شك، دون أدنى شك، تظهر الحقائق*   * modality language, for example:   *من المستحيل، لا جدال في هذا،على الأرجح، وتأكيداً على هذا، هذا واضح*   * language of cause and effect to draw conclusions, for example:   *وبالتالي، لهذه الأسباب، كنتيجة لذلك*   * emotive language to stimulate the reader’s feelings, for example:   *متفائل محبط، متشائم*   * evaluative language (supportive or critical words), for example:   *مهم، هذه القضية الحاسمة، تلعب دورًا أساسيًا، مسألة جوهرية، تأثير مفيد، موضوع مثير للجدل، جدّياً، حالة/ظاهرة متفشية* |

#### Sample questions

Write approximately 200 words in Arabic. You have been nominated by your school to write an article for the local newspaper. Write an article in which you try to persuade the local community to support your school’s fundraising activities.

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Write approximately 200 words in Arabic. You have been invited to write an article for the local community newsletter. Write an article in which you evaluate an Arabic Cultural Day you recently attended in your area.

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Write approximately 200 words in Arabic. Some aspects of a recent school excursion did not live up to your expectations. Write an article for your school newsletter evaluating the excursion.

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### Diary entry

Table 2 – information relating to ‘diary entry’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Structure | Sample language features, vocabulary and phrases |
| * to document thoughts, reflections, and experiences * to explore the emotions, attitudes, values, beliefs, fears, dreams and/or motivations evoked by an experience * to reflect on a theme, place, or past events/experiences | * date * attention-grabbing opening sentence * body of the text includes events in chronological order with detail and description * concluding statement or remark reflecting on the experience * writer’s sign-off | * first person, to create a personal tone * language can be descriptive, factual, evaluative or emotive * informal register * range of tenses (past, present, future, conditional) – usually past tense * opening sentences, for example:   *لقد كان اللقاء من أصعب لحظات حياتي*  *انني أشعر بسعادة عامرة، إنه لشعور غريب ينتابني في هذه اللحظات*  *انني أشعر وكأني أطير من الفرح، لقد قررت أن أخوض هذه التجربة بمفردي*   * time connectives to relate events in chronological order, for example:   *أمس، الأسبوع الماضي، في البداية ، ثم/بعد ذلك، عندما/بينما، في نفس الوقت، نادرًا، أحيانًا*   * reflective language to express opinions and reflect on goals, aspirations, significant experiences and/or deepest thoughts, for example:   *يا إلهي! مستحيل! لا أصدق ما الذي يحدث*  *يا ليتها تشعر بما أمر به من الحيرة والأسى، كم كنت أتمنى لو كانت الظروف مختلفة*   * rhetorical questions, for example:   *لم لا؟ أليس هذا أقل ما يمكن أن يقدمه؟ لا أعرف لما تغير/ت هكذا؟*   * authentic use of idiomatic expressions when describing thoughts and feelings, for example:   *يوم معك ويوم عليك/الصديق وقت الضيق*  *من جدّ وجد ومن زرع حصد*   * literary devices where appropriate to highlight the impact of an experience or feeling, for example:   كدت *أبكي من الفرح، تلك الصورة ترسخت في مخيلتي/شعرت كالطائر الجريح يحلق وحيداً في أفق السماء*   * descriptive and emotive language to explain details and elaborate on feelings, for example:   *أشعر بالضعف والارتباك/الإحراج ، أنا غارق/ة في هذه التجربة ، لقد فكرت في أشياء تجعلني أشعر بالثقة والبهجة، أنا مصمم/ة على التغيير ...، بروح مليئة بالمرارة*   * evaluative language, for example:   *موسيقى رائعة، بشجاعة مدهشة، لا أعتقد أنني سأجد الحياة بائسة جدًا، فشلًا بائسًا، لكن كان لدي ندم رهيب بع*د ذل*ك، كان الأمر محبطًا للغاية بالنسبة لي* |

#### Sample questions

Write approximately 200 words in Arabic. As you are walking out of school on the last day, you think about the past year. Write a diary entry reflecting on a significant person you met this year who has made a difference in your life.

Adapted from 2019 Higher School Certificate Examination, Spanish Continuers you, Section III, Question 13(a) (10 marks) © 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in Arabic. You have been given an opportunity to live overseas for six months. Write a diary entry reflecting on what this could mean for you.

Adapted from 2020 Higher School Certificate Examination, French Continuers, Section III, Question 13(a) (10 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in Arabic You want to go overseas with your friends after you have graduated from high school. However, your parents are not allowing you to go. Write a diary entry reflecting on this.

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### Email or letter

Table 3 – information relating to ‘email’ or ‘letter’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Structure | Sample language features, vocabulary and phrases |
| * to inform or advise * to invite * to apologise * to show appreciation * to seek a response * to express a point of view and convince * to make a complaint | * email address of sender and recipient and the subject (applies only to emails) * your name and address on the right (informal) * date below your address (informal) * opening salutation * introduction includes initial greeting and reason for writing * body of the text with elaboration of key ideas * conclusion, including what is expected from the recipient * closing statement * salutation and name | * first person, to create a personal tone * range of tenses (present, perfect, future, imperfect, conditional) * language can be descriptive, factual, emotive, evaluative or persuasive, depending on context, purpose, and audience * simple linking devices * rhetorical questions to engage the audience * authentic use of idiomatic expressions where appropriate * formal or informal register depending on the purpose and audience (be consistent throughout the letter or email) * informal salutation, for example:   *عزيزتي/عزيزي ...، صديق العمر ...، أمي الغالية*   * informal closing statement and salutation, for example:   *في الختام، أتمنى لك التوفيق. تحياتي الخالصة وأشواقي الحارة لجميع الأهل والأصدقاء*  *الصديق الوفي أو ابنكم المطيع*   * initial informal greeting and stating reason for writing, for example:   *تحية طيبة أرسلها لك، متمنياً لك دوام الصحة والعافية*  *أبعث إليك بهذه الرسالة عسى أن تكون في أتم الصحة والعافية*  *أرسل إليك بهذه الرسالة متمنية لك دوام الصحة والسلامة*   * formal salutation, for example:   حضرة السيد/السيدة ... المحترم/ة   * initial formal greeting and stating reason for writing, for example:   *تحية طيبة وبعد*  *لقد قرأت اعلانكم في صحيفة ... فيما يختص بوظيفة/بموضوع*  *لقد أرسلت اليكم طلب التقديم للوظيفة الشاغرة في شركتكم وأود الاستضاح عن بعض الامور*   * formal closing statement and salutation, for example:   *وتقبلوا فائق الاحترام والشكر الجزيل* |

#### Sample questions

Write approximately 200 words in Arabic. Your school held an *Australia Got Talent* show and you had the opportunity to meet your favourite celebrity. Write an email to your friend reflecting on this experience.

Task developed by NSW Department of Education.

Write approximately 75 words in Arabic. You had planned to meet your friend on Saturday evening, but you are now unable to do so. Write an email to your friend to apologise and explain why you can no longer attend.

Task developed by NSW Department of Education.

Write approximately 200 words in [language]. You have recently made changes to your daily routine which have helped you to improve your health. Write an email to a friend to persuade them to do the same.

Adapted from 2019 Higher School Certificate Examination, Chinese Continuers, Section III, Question 13(a) (10 marks) © 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in Arabic. You have been given back the letter that you wrote in Year 7 about your hopes for your future. Write a letter to a friend reflecting on how your dreams and aspirations have been realised or changed.

Adapted from 2020 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(a) (10 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in Arabic. You and your best friend are going on a trip after finishing the HSC. Your friend wants to travel in Australia but you want to go to [target country]. Write a letter in which you try to persuade your friend that [target country] would be the better choice.

Adapted from 2020 Higher School Certificate Examination, Japanese Continuers, Section III, Question 13(a) (10 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in Arabic. Your teachers have supported you during a challenging time. Write them a letter in which you express your appreciation.

Task developed by NSW Department of Education.

### Message/note

Table 4 – information relating to ‘message/note’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Structure | Sample language features, vocabulary and phrases |
| * to thank/express appreciation * to inform or advise * to request * to instruct * to remind   **Note:** The difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic.) | * opening salutation * general statement, description, procedure * lack of descriptive detail * closing salutation | * short and to the point (lacking detail) * informal or formal register (be consistent throughout)   **Sample phrases**   * to thank or express appreciation:   *أشكرك* *جزيلاً*  *شكراً على كل ما قمت به من أجلي خصوصاً*  *أنا محظوظ جدًا لأنه لدي صديق/أب/أخت مثلك*  *أنا ممتن لك على كل ما فعلته لي*  *أقدر الكثير من الأشياء المتعلقة بك على وجه الخصوص ... وهذا يعني لي الكثير أن أعرف أنك في جانبي*   * to inform, request, or remind:   *أريد/أود أن أخبرك أن الليلة/اليوم، لدي … وسأعود إلى المنزل في وقت متأخر*  *أتساءل عما إذا كان بإمكانك إقراضي*  *يؤسفني أن أزعجك ولكني أحتاج إلى مساعدتك في*  *هل سيكون من الممكن لك أن ...؟*  *كنت أتمنى لو استطعت*  *أريد أن أذكرك بأن اليوم لدي*  *لقد اتصلت بك هاتفياً عدة مرات لأعلمك أني* |

#### Sample questions

Write approximately 75 words in Arabic. Your cousin, who has lived with you in Australia for the past year, is returning to home country. Write a message for a farewell card describing why you will miss them.

Adapted from 2020 Higher School Certificate Examination, Modern Greek Continuers, Section III, Question 12 (5 marks) © 2020 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 75 words in Arabic. You have had a disagreement with a friend. Write them a message in which you clarify your point of view.

Adapted from 2019 Higher School Certificate Examination, German Continuers, Section III, Question 12 (5 marks) © 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 75 words in Arabic. Write a WhatsApp message to your new neighbour inviting them to a party at your place.

Task developed by NSW Department of Education.

Write approximately 75 words in Arabic. Your grandparent bought you tickets to a concert. After attending, write them a note to thank them.

Task developed by NSW Department of Education.

Write approximately 75 words in Arabic. Your school is holding an award celebration night at your school. Write a note to your parents reminding them of this special celebration night.

Task developed by NSW Department of Education.

Write approximately 75 words in Arabic. You are going to be late tonight. Write a note to your parent/s explaining the reasons for being late.

Task developed by NSW Department of Education.

### Notice

Table 5 – information relating to ‘notice’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Structure | Sample language features, vocabulary and phrases |
| * to inform * to encourage and seek a response | * name of the issuing agency * date of issue/release of the notice * title/heading/addressee * relevant details, for example, date, time, duration, place, venue * statement of conclusion or advice (for example, giving contact details) | * verbs usually written in the present tense * language can be descriptive, factual, emotive or persuasive, depending on context * language used is simple and formal   **Sample expressions:**  *هل تحب الغناء أو التعرف على الثقافات الأخرى ...؟ اشترك وشجع أصدقاءك خلال هذا الحدث الممتع! ستكون جائزة المسابقة قيّمة*  *هل تحب إحداث تغيير في مجتمعك؟ هذا هو الوقت المناسب للمساعدة ورسم الابتسامة على وجه شخص ما. تعال وشارك في هذا الحدث الفريد. ليست هناك حاجة إلى مهارات* |

#### Sample questions

Write approximately 75 words in Arabic. Write a notice to be put on the school noticeboard about a new health and fitness initiative for senior students.

Adapted from 2021 Higher School Certificate Examination, German Continuers, Section III, Question 12 (5 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 75 words in Arabic. Your school is organising an inter-school singing competition. Write a notice for your school noticeboard inviting students to participate in this competition.

Task developed by NSW Department of Education.

Write approximately 75 words in Arabic. Your school is organising a fair/festival for multicultural day. Write a notice for your school and the wider community, encouraging participation in the event.

Task developed by NSW Department of Education.

Write approximately 75 words in Arabic. Your school is holding a fundraising event to buy new sporting equipment. Write a notice for your school noticeboard inviting students to participate in this event.

Task developed by NSW Department of Education.

### Postcard

Table 6 – information relating to ‘postcard’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Structure | Sample language features, vocabulary and phrases |
| * to inform and retell events (describe where you are and some of the things you are doing and seeing) * to communicate your thoughts/feelings * to amuse or entertain | * recipient name * information about place, for example, weather, atmosphere * activities done * plans * closing statement and salutation | * first person * language usually descriptive, reflective and evaluative * brief description or message * usually informal register * correct tense for activities – what has happened and what is happening next * descriptions of sights and/or activities * personal impressions   **Sample expressions:**  *عزيزي/صديقي*  *لقد وصلت الى … قبل ساعة تقريباً*  *نحن الآن نمشي على أحد أجمل شواطئ العالم*  *هناك الكثير من الأشياء لرؤيتها والقيام بها*  *أمس قمت بزيارة أهم عجائب الدنيا السبع*  *الاثنين ذهبت ورأيت ... ، الآن أتناول الغداء في مقهى تراثي صغير*  *إن الطقس هنا من أجمل ما يكون. إنه ساحر*  *غداً سنزور الأماكن الأثرية*  *المكان المفضل لدي حتى الآن هو... كم أتمنى أن تكون هنا*  *أراك على خير* |

#### Sample questions

Write approximately 75 words in Arabic. You are travelling in [country] and have visited a place for the first time. Write a postcard to your friend about this place.

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Write approximately 75 words in Arabic. You are on holidays with your host family in [country]. Write a postcard to your classmate about your experience.

Task developed by NSW Department of Education.

Write approximately 75 words in Arabic You have just come back from your first shopping trip in [country]. Write a postcard to your friend, describing what happened.

Task developed by NSW Department of Education.

### Recount

Table 7 – information relating to ‘recount’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Structure | Sample language features, vocabulary and phrases |
| * to inform or entertain * to retell past events or experiences for the reader's information or enjoyment | * introduction/orientation (setting the scene) * series of events in chronological order with details * closing statement that expresses an opinion regarding the events described | * first person or third person (depending on the requirement of the question) * often written in past tense * opening sentences, for example:   *الرحلات المدرسية هي فرصة فريدة لاكتشاف جمال الأماكن الطبيعية المختلفة*  *في بداية العطلة المدرسية*   * adjectives, for example:   *معالم سياحية مذهلة، كان الطقس مشمساً، الرمال الذهبية*  *وأصبح قلبي متحمسًا للغاية ومليئًا بالأمل، لذلك أنا متحمسًا لهذه المغامرة الجديدة، كنت قلقًا للغاية ومحبط*   * adverbial phrases, for example:   *لحسن الحظ، بسرعة، بفارغ الصبر، باغتباط لا يوصف، بخيبة أمل وحزن شديدين*   * time connectives to put events in a chronological order, for example:   *كل صباح، في المساء، أولاً، ثم، بعد ذلك، لاحقًا، خلال هذا الوقت، بعد ذلك، فجأة، أخيراً*   * linking words, for example:   *علاوة على ذلك، عندما، حين، بينما، على الرغم من، ولكن*   * evaluative language to summarise and/or reflect on the events and/or the experiences, for example:   *مذهل، رائع، مروع، مدهش، فريد* |

#### Sample questions

Write approximately 200 words in Arabic. Write a recount for your school blog reflecting on a special family celebration.

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Write approximately 200 words in Arabic. You attended a Year 12 camp organised by your school. Write a recount for the school newsletter in which you reflect on this experience.

Task developed by NSW Department of Education.

Write approximately 200 words in Arabic. As you were overseas on holiday with some friends, you lost your way for a day with no access to technology. Write a recount for your school blog in which you reflect on this challenging experience.

Task developed by NSW Department of Education.

### Report

Table 8 – information relating to ‘report’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Structure | Sample language features, vocabulary and phrases |
| * to classify, organise, and describe information in order to draw a conclusion * to inform the reader about an issue * to present an evaluation of an issue or a social phenomenon | * general statement outlining the topic * series of paragraphs – each paragraph presents a new topic sentence followed by facts and details * concluding statement that sums up the topic and provides recommendations/advice where applicable | * language may be factual, descriptive and/or evaluative, depending on context, purpose, and audience * usually present tense of verbs used * descriptive and factual topic-specific vocabulary * language of generalisation to provide a broad statement based on information, observations and experiences, for example:   *في معظم الحالات، الغالبية العظمى تؤكد، بشكل عام، من حيث المبدأ*   * language of comparison and contrast to focus on similarities and differences, for example:   *ومع ذلك، على العكس من ذلك، على الرغم من، بنفس الطريقة، بالتساوي، بينما*   * cause and effect to highlight phenomenon/consequences, problem/causes, problem/solutions, for example:   *ولكن، انطلاقاً من، هذا ناتج عن، نظراً لذلك، بسبب، وعلى هذا الأساس*   * words to introduce an explanation such as facts, figures, data statistics and/or examples, for example:   *على سبيل المثال، خير مثال على هذا، في الواقع، فإن الأدلة على ذلك توحي* |

#### Sample questions

Write approximately 200 words in Arabic. You have just finished your HSC examinations. Write a report for a youth magazine reflecting on the positive lifestyle strategies you used during your HSC year.

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Write approximately 200 words in Arabic. You have just come back from a six-week exchange in [country]. Write a report for the youth exchange company about the difficulties you faced while there and how you overcame them.

Adapted from 2018 Higher School Certificate Examination, Indonesian Continuers, Section III, Question 13(b) (10 marks) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in Arabic. Your school is trying to introduce a reading club to encourage reading among young people. Write a report for the school magazine reflecting on the importance of reading and providing some recommendations.

Task developed by NSW Department of Education.

### Script of an interview

Table 9 – information relating to ‘script of an interview’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Structure | Sample language features, vocabulary and phrases |
| * to gain information about a topic, someone’s life or experience * to communicate ideas, opinions and attitudes | * short introduction about the setting and purpose of the interview * greeting and thanking the person for their time * series of questions and responses * conclusion | * use first person *‘أنا’* and second person *‘أنت’* * polite or informal register depending on context and audience * question and response sequence, initials followed by a colon, for example: *A: …, B: …* * language may be factual, descriptive, evaluative or emotive, depending on context, and purpose * verbs in a range of tenses depending on the context * authentic idiomatic expressions * use of conversation fillers, for example:   *بالطبع، حسنًا، هذه فكرة رائعة/ممتازة، في الواقع، على أي حال، نعم، بالتأكيد*  **Sample phrases**   * for a formal interview:   *هل يمكنك إخبارنا عن يوم عادي في حياتك؟*  *لنتحدث عن حياتك المهنية؟*  *نشكرك على الوقت الذي أمضيته معنا والإجابة على بعض الأسئلة حول حياتك*  *هذا مذهل هل لديك أي خطط مستقبلية؟*  *كان من دواعي سروري التحدث إليكم اليوم/الليلة. شكراً لك*   * for an informal interview:   *صباح الخير أو مساء الخير! كيف الحال؟ كيف حالك اليوم؟ لم أرك منذ فترة طويلة. ما الجديد؟*  *يا لها من مفاجأة جميلة؟*  *أراك غدًا ، أراك لاحقًا/أراك قريبًا! سأتصل بك لاحقًا لترتيب موعد*  *بالطبع سنلتقي هناك، بالطبع سآتي الى الحفل. أراك هناك*  *لما لا؟ ألسنا أصدقاء*  *لا تقل هذا. ما قلته غير صحيح من فضلك ... كنّ أكثر تفهماً*  *على الرحب والسعة. اتمنى لك يوماً سعيداً*  *أستودعك اللّه ورافقتك السلامة*  *شكراً جزيلاً/أشكرك على مجهودك الرائع* |

#### Sample questions

Write approximately 200 words in Arabic. You have recently interviewed someone for the school magazine. In the interview they reflected on some of their successes. Write the script of the interview.

Adapted from 2018 Higher School Certificate Examination, French Continuers, Section III, Question 13(a) (10 marks) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in Arabic. While you were studying overseas, your host brother/sister interviewed you for their school magazine. In the interview you reflected on life in Australia. Write the script of the interview.

Adapted from 2018 Higher School Certificate Examination, French Continuers, Section III, Question 13(b) (10 marks) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in Arabic. While you are doing some volunteer work, you were interviewed by a youth magazine. In the interview, you reflect on the importance and benefits of volunteer work. Write the script of the interview.

Task developed by NSW Department of Education.

### Script of a speech/talk

Table 10 – information relating to ‘script of a speech/talk’ tasks

|  |  |  |
| --- | --- | --- |
| Purpose | Structure | Sample language features, vocabulary and phrases |
| * to communicate ideas/points of views/opinions * to persuade * to inform * to welcome * to thank * to amuse or entertain | * salutation * short introduction to hook the audience * body paragraphs include specific ideas with details and make informed judgements * short conclusion that accentuates the main idea of the speech | * language may be factual, descriptive, evaluative, persuasive or emotive, depending on context, purpose, and audience * use of first person *‘أنا*’ * use of pronoun *‘نحن*’ at times to be inclusive of the audience * facts and evidence used to explain and give credibility to the idea presented * repetition to emphasise a particular idea * short simple sentences used where appropriate to allow the audience to visualise the experience * use of anecdote where appropriate (a short personal story) to illustrate and personalise the issue for a reader/listener * salutations, for example:   *صباح الخير معلمتي الفاضلة وزملائي الأعزاء/مساء الخير سيداتي وسادتي/أخوتي الطلبة/أعزائي الحضور*   * introductory statement, for example:   *سأتحدث اليوم عن اهمية المشاركة الفعلية في ...، يقول المثل المعروف من جدّ وجد ومن زرع حصد*  *من منكم لم تقدم له والدته هذه النصيحة؟*   * words/phrases for presenting a point of view, for example:   *في هذا الصدد، من وجهة النظر هذه، في رأيي شخصيًا، من هذا المنظور*   * rhetorical questions to frame an argument, for example:   *كم منا يأمل في أن تتحقق كل أحلامه الكبيرة والبسيطة دون عناء؟*  *من منا لا يتمنى أن يستيقظ على خبر ...؟*   * idiomatic expressions or short poetry verses related to the topic, for example:   *وكما يقول المثل السائد: الوقاية خير علاج*  *وعلى سبيل قول الشاعر: ليس كل ما يتمناه المرء يدركه تأتي الرياح بما لا تشتهي السفن*   * emotive language to stimulate the feelings of the audience, for example:   *مصمّم، عازم، مُصّر، متحمس، نشيط*  *لا تيأسوا أو تتخاذلوا، ابقوا أقوياء كما كنتم دائماً في المواقف الحرجة*  *فلنعمل بقلب واحد ونصنع بيدنا ارادة الحياة*   * evaluative language to make a judgement of information, referring to the reasons for or against, for example:   *ملحوظة، قيّمة، فعّالة، منحازة، إشكالية، غير واقعية*   * modality expressions to encourage the audience to act or make a change, for example:   *من الواضح أن…، يبدو جلياً، يتفق الجميع على …، بدون أدنى شك …، أنا متأكد من …،  في الحقيقة …، من الضروري أن …، اطلاقاً*   * concluding remarks, for example:   *في الختام أوّد أن أشكر كل من ساندني ووقف بجانبي*  *أخيرًا أريد أن أؤكد للجميع بأن تعبهم لن يذهب سدى* |

#### Sample questions

Write approximately 200 words in Arabic. The school leadership team has nominated you to give a talk to the school staff about the breakfast program you helped initiate this year. Write the script of the talk in which you evaluate the program.

Adapted from 2021 Higher School Certificate Examination, Spanish Continuers, Section III, Question 13(a) (10 marks) © 2021 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in Arabic. You are a member of the Multicultural Day organisation committee at your school. You have been asked to speak at the school assembly about the importance of participating in this special school event. Write the script of the speech.

From 2019 Higher School Certificate Examination, Arabic Continuers, Section III, Question 13(b) (10 marks) © 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Write approximately 200 words in Arabic. You are a famous athlete. You have been asked to give a speech at a school assembly to persuade high school students to take up regular physical exercise. Write the script of your speech.

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1. \* The difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic. [↑](#footnote-ref-1)
2. \* The difference between a message and a note is that a message can vary in type, such as text message or social media post, whereas a note is generic. [↑](#footnote-ref-2)