

BOARD OF STUDIES
NEW SOUTH WALES

Arabic Continuers

Stage 6 Syllabus

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which the student can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster the students' physical and spiritual development.

2 Introduction to Arabic in the Stage 6 Curriculum

2.1 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, and is the language of modern writers, the press and news broadcasts on the radio and television in the Arabic world.

2.2 Description of Target Group

The *Arabic Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Arabic for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

2.3 Rationale

The study of Arabic contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Arabic-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

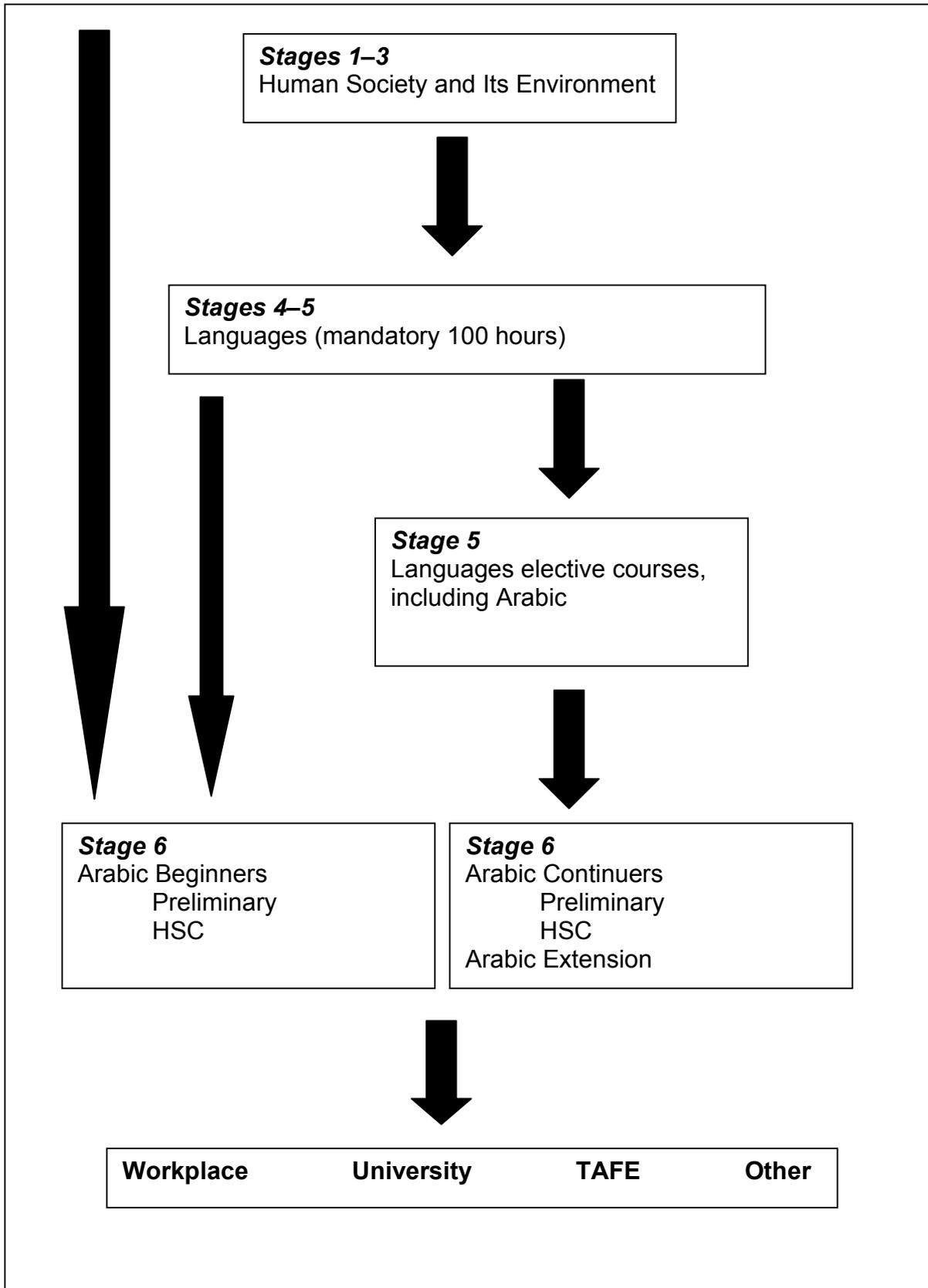
The Arab world has both economic and political significance globally and, therefore, the ability to communicate in Arabic has become increasingly important.

Arabic has long been the language of a civilisation that has contributed greatly to the intellectual, artistic and scientific achievements of humanity; its influence goes far beyond the sphere of modern Arab countries. It is the first language of people inhabiting a vast area of West Asia and North Africa and is recognised as one of the major languages of the world. It is also one of the official languages of the United Nations and its agencies, such as UNESCO and the World Health Organisation.

Arabic is the language of a great number of Australians from various Arabic-speaking backgrounds; it is generally viewed to be a vital link between them and their cultural heritage. Trade links between Australia and the Arab world are becoming increasingly important. Approximately 30 percent of Australian exports of wheat, flour, grains, dairy products and meat are sent to the Middle East.

The ability to communicate in Arabic may, in conjunction with other skills, provide students with enhanced vocational opportunities. For those who acquire skills in Arabic, there are 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. The study of Arabic not only provides access to Arabic-speaking communities and their cultures but can also help to develop an understanding of other cultures.

3 Continuum of Learning for Arabic Stage 6 students



The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language such as Arabic.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Arabic builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Arabic at Continuers level with the option of an Arabic Extension course. Students may also begin the study of Arabic in Stage 6.

4 Aims

The aims of the syllabus are to develop students’:

- ability to use Arabic to communicate with others
- understanding and appreciation of the cultural contexts in which Arabic is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between Arabic and English, and/or other languages
- cognitive, learning and social skills
- potential to apply Arabic to work, further study, training or leisure.

5 Objectives

Students should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in Arabic

Objective 2 – express ideas through the production of original texts in Arabic

Objective 3 – analyse, process and respond to texts that are in Arabic

Objective 4 – understand aspects of the language and culture of
Arabic-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Arabic and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Arabic will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Arabic-speaking communities through the study of a range of texts.

The HSC Course (120 indicative hours)

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Arabic and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Arabic-speaking communities will develop further.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding, that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
<p>The student will:</p> <p>1. exchange information, opinions and experiences in Arabic</p>	<p>The student:</p> <p>1.1 uses a range of strategies to maintain communication</p> <p>1.2 conveys information appropriate to context, purpose and audience</p> <p>1.3 exchanges and justifies opinions and ideas</p> <p>1.4 reflects on aspects of past, present and future experience</p>
<p>2. express ideas through the production of original texts in Arabic</p>	<p>2.1 applies knowledge of language structures to create original text #</p> <p>2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience</p> <p>2.3 structures and sequences ideas and information</p>
<p>3. analyse, process and respond to texts that are in Arabic</p>	<p>3.1 conveys the gist of texts and identifies specific information</p> <p>3.2 summarises the main ideas</p> <p>3.3 identifies the tone, purpose, context and audience</p> <p>3.4 draws conclusions from or justifies an opinion</p> <p>3.5 interprets, analyses and evaluates information</p> <p>3.6 infers points of view, attitudes or emotions from language and context</p>
<p>4. understand aspects of the language and culture of Arabic-speaking communities</p>	<p>4.1 recognises and employs language appropriate to different social contexts</p> <p>4.2 identifies values, attitudes and beliefs of cultural significance</p> <p>4.3 reflects upon significant aspects of language and culture</p>

written or spoken text created by students incorporating their own ideas

7.2 Key Competencies

Arabic Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Arabic Continuers syllabus to enhance student learning. The key competencies of ***communicating ideas and information*** and ***collecting, analysing and organising information*** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, ***planning and organising activities*** and ***working with others and in teams***, are developed. In interacting with others via communications technology, students will develop the key competency of ***using technology***. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the students' development of the key competency ***solving problems***.

8 Content of Arabic Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Arabic-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Arabic. 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 are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables students to study topics from the perspective of other individuals.

The theme, *the Arabic-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as media and environment.

8.1.1 Table of Themes and Topics

Theme: the individual	Theme: the Arabic-speaking communities	Theme: the changing world
Topics: <ul style="list-style-type: none"> • personal identity, eg: <ul style="list-style-type: none"> – interests – hobbies – travelling – education and aspirations • family and friends, eg: <ul style="list-style-type: none"> – role – relationships • health, eg: <ul style="list-style-type: none"> – food and nutrition – diseases – hygiene 	Topics: <ul style="list-style-type: none"> • lifestyles, eg: <ul style="list-style-type: none"> – in Australia and abroad • culture and traditions, eg: <ul style="list-style-type: none"> – festivals – celebrations • modern Arabic literature, eg: <ul style="list-style-type: none"> – the Arab world through contemporary writers † – life in contemporary Arab society † – personalities † 	Topics: <ul style="list-style-type: none"> • media, eg: <ul style="list-style-type: none"> – current issues – youth issues – travelling • environment, eg: <ul style="list-style-type: none"> – nature – pollution † • the world of work, eg: <ul style="list-style-type: none"> – job applications – professions

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process, and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. It is understood that Objective 4 — understand aspects of the language and culture of Arabic-speaking communities — underlies the study of all the themes and topics.

8.1.2 Texts

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in Arabic in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either Arabic or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

8.1.3 Vocational Education and Training

In order to maximise opportunities for students to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to include language modules endorsed within the Australian Qualifications Framework (AQF) in their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment, and certification of the VET. For further information see Post-school Opportunities on page 21.

8.2 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows students to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)

- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They are expected to be able to produce the following written texts in the modern standard version of Arabic.

article	message	recount
diary entry	note	report
email	notice	script of an interview
letter	postcard	script of a speech or talk

In the oral examination students participate in a conversation.

8.4 Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary and idiomatic expressions relevant to the themes and topics prescribed in the syllabus.

8.4.1 Dictionaries

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 published with the Resources on the Board of Studies website (www.boardofstudies.nsw.edu.au). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Arabic Continuers Stage 6*.

8.5 Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Arabic through prior knowledge or study of Arabic.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

The following grammatical structures are those which students studying Arabic in a Continuers course are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Verbs لأفعال	tense (present, past, future) ماضي، مضارع... mood (indicative, subjunctive †, jussive †, imperative) الرفع، النصب، الجزم، الأمر. voice (active, passive †) المجهول، المعلوم subject and object of the verb الفاعل، المفعول به indirect object نائب الفاعل	درس، يدرس، سيدرس يدرس، أن يدرس، لم يدرس، أدرس دُرِسَ الدرسُ دُرِسَ التلميذُ الدرسَ أَكَلَ الولدُ البرتقالةَ أُكِلَتِ البرتقالةُ
Adverbs الظرف	types: time and place ظرف الزمان، ظرف المكان	نهاراً، ليلاً، غداً، يوماً شمالاً، يميناً، بحراً، جواً، تحت، بين، أمام..
Adjectives الصفة	agreement مطابقة الصفة مع الموصوف	مر في الشارع سيارةً جديدةً. كتب التلميذُ بالقلمِ الجديدِ.
Pronouns الضمائر	personal pronouns, suffixes, demonstratives, interrogatives, relative الضمائر المنفصلة، الضمائر المتصلة، أسماء الإشارة، أدوا الاستفهام، الاسم الموصول.	هو، هي، هما، أنتم... ه، ها، هما، كم... هذا، هذه، ذلك، تلك... كيف، كم، ماذا، مَنْ، هل الذي، التي، اللذان، اللتان..
Nouns الأسماء	case: nominative, accusative, genitive الرفع، النصب، الجر nunation التنوين diptotes † الممنوع من الصرف	سافر المسافرُ، حيَّيتُ المسافرَ، سلَّمتُ على المسافرِ. عاد مهاجرٌ الى القرية، إتقيت مهاجراً في القرية، سلَّمت على مهاجرٍ في القرية. ركبت في سيارةٍ حمراءَ.

† receptive use

Grammatical item	Sub-elements	Example(s)
Prepositions and conjunctions حروف الجر و حروف العطف	prepositions حروف الجر conjunctions حروف العطف verb preposition idioms الحروف التي تتبع الفعل	في، من، ب، ل، مع... و، ف، ثم، أو، أم، بل، لكن، لأن، غير أن، إلا أن... حصل على، كتب ب، إستمع إلى
Numerals الأعداد	cardinal, ordinal, gender العدد الأصلي، العدد الترتيبي، التذكير والتأنيث	واحد، اثنان، ثلاث... أول، ثاني، ثالث... ثلاثة أولاد، ثلاث بنات...
Sentence types الجملة	verbal, nominal الجملة الاسمية، الجملة الفعلية Inna and her sisters ان وأخواتها Kana and her sisters كان وأخواتها	الطقس جميلٌ أحب الطقسَ الجميلَ إنَّ الطقسَ جميلٌ ... كان الطقسُ جميلاً...
Gender الجنس	masculine, feminine with nouns, adjectives and pronouns التذكير والتأنيث في الأسماء والصفات والضمائر	معلمٌ ناجحٌ.. معلمةٌ ناجحةٌ.. هو، هي، أنت، انتِ...
Dual † المتى	with nouns, adjectives and pronouns المتى في الأسماء والصفات والضمائر	هذان الشابان الوسيمان.. سَلَّمْتُ على الشابين الوسيمين.. هُما، أنتما..
Plural الجمع	sound masculine and feminine, broken جمع المذكر السالم، جمع المؤنث السالم، جمع التكسير	المسافرون، المسافرين المسافراتُ، المسافرات أبواب، شيوخ، غرف، مقاعد..
Idafa الإضافة	first term, second term and complex idafa † المضاف والمضاف إليه	أَخَذْتُ القلمَ من يدِ الرجلِ رسمتُ ورقةَ شجرةٍ حقيقيةة تلميذِ المدرسةِ ثقيلةة

† receptive use

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

10 Post-school Opportunities

The study of Arabic provides the student with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Arabic assists the student to prepare for employment and full and active participation as a citizen. In particular, there are opportunities for the student to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by the student in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that the student who has satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the Australian Qualifications Framework.

Teachers should contact the Board of Studies NSW for more information on VET modules in Arabic.

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Arabic in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Arabic Stage 6. This information can be found on the TAFE NSW website (www.tafensw.edu.au/mchoice).

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Arabic Continuers syllabus is contained in *Assessment and Reporting in Arabic Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Arabic Continuers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc