Levels 7 and 8	Levels 9 and 10
Communicating	
Socialising	
Initiate and sustain interactions with others by expressing and exchanging opinions on topics of interest, and maintain relationships through apologising, inviting or praising	Initiate, sustain and extend interactions with others through seeking and giving advice, and discussing future plans, aspirations, relationships and social issues
Take action in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and shared transactions	Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks, transactions and problem-solving, managing different views and perspectives
Engage in classroom interactions and exchanges, clarifying meaning, and describing and explaining actions and responses	Engage in language learning tasks and experiences, discussing and justifying ideas and opinions
Informing	
Locate, interpret and compare information and ideas from a variety of texts relating to topics of interest such as leisure, entertainment and special occasions	Locate, analyse, interpret and evaluate information from online and digital sources on issues of interest to young people, making connections with own experiences and considering various perspectives
Present information to describe, compare and report on ideas and experiences in print, digital and multimodal formats selected to suit audience and purpose	Construct and present texts in varied styles and formats to convey own and others' perspectives on ideas and information for different contexts, audiences and purposes
Creating	
Compare ways in which people, places and experiences are represented in different imaginative texts, analysing ideas, themes and messages and contrasting them with own experiences	Explore a range of imaginative texts, analysing themes, values and techniques, and discussing how aspects of language and culture help create particular effects
Create and present imaginative texts, including multimodal and digital texts, such as songs, poems, plays, stories or video clips, involving fictional characters, events and contexts, to entertain different audiences	Create and present imaginative texts to express ideas, attitudes and values through characters, events and settings for a range of audiences, contexts and purposes
Translating	
Translate and interpret texts from Arabic into English and vice versa, compare own translations with others', discuss differences and possible reasons and alternatives, and make language choices that best convey equivalent meaning	Translate and interpret texts from Arabic into English and vice versa for different audiences and contexts, and reflect on how cultural values, attitudes and perspectives are represented in each language
Create bilingual texts on particular themes or events in different modes, including multimodal and digital modes, such as menus, brochures, cartoons or video clips, explaining culture-specific words and expressions, for example, by using captions and descriptions	Create bilingual texts that reflect aspects of culture for Arabic- speaking and English-speaking audiences in the school and wider community, for example, pamphlets, travel brochures or road directories
Reflecting	
Reflect on cultural differences between Arabic and English communicative styles, and discuss how and why they modify language for different cultural perspectives	Reflect on how meanings vary according to cultural assumptions that Arabic and English speakers bring to interactions, and take responsibility for contributing to mutual understanding
Reflect on how and why being a speaker of Arabic contributes to their sense of identity and for background speakers is an important part of their Arabic cultural heritage	Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving
Understanding	
Systems of language	
Understand and apply rules of intonation and pronunciation in spoken texts, and apply writing conventions with increased accuracy in written texts	Understand how rules of Arabic pronunciation, including patterns of stress and rules of pause, and writing conventions enhance meaning and aesthetic effect
Understand and use grammatical forms and structures, such as adjective–noun agreement, adverbial phrases (time, place and manner), and irregular plural, imperative and auxiliary verbs, to expand on spoken and written ideas	Analyse how the use of grammatical elements such as indirect object, passive voice, dual form, verb tense and word order impact on tone, speech level and formality, and on meaning-making
Expand understanding of how the structure and language features of personal, informative and imaginative Arabic texts suit diverse audiences, contexts and purposes	Understand the relationship between purpose, audience, context, linguistic features, and the textual and cultural elements associated with different types of texts, such as persuasive, argumentative and expository texts
Language variation and change	
Explain how elements of communication and choice of language and register vary according to the cultural context and situation	Analyse and explain how variations in Arabic language use relate to roles, relationships and the context of interactions, and consider how and why these would differ from interactions in English or other languages represented in the classroom
Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts	Reflect on the dynamic nature of language, relating it to constantly changing environments and cultural conditions such as contact with other languages and cultures and changing circumstances in local and global contexts
Role of language and culture	
Understand and reflect on language choices made in everyday communication in order to express ideas and perspectives that relate to cultural elements	Explore how language both shapes and reflects thoughts and world views and encourages action and reaction, and is shaped by community and individual cultural experiences
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, السفر أن أعتقد ممتعة؛ رياضة السباحة جدا مفيد, and express feelings such as المفضلة؛ رياضت ألعب عندما بالسعادة بالفرح؛ أشعر الموسيقى أعزف عندما . They use language conventions, such as الوالقواعد والإملاء الوقف/الترقيم, vocabulary and sentence structures to apologise (for example, الجمل نهاية في والنقط الفواصل التعريف؛ عن أعتذر آسف؛ أنا..., invite (for example, تحضر أن أرجو؟...يلادي عيد لحفل أدعوك..., and offer praise, for example, أن رأيي... أن أعتقد؟... . They clarify meaning, explain actions and responses, and complete transactions by negotiating, making arrangements and solving problems, for example, ماذا سوف صباحا؛ غدا أراك المدرسة؛ بعد بك أتصل سوف, أساعدك؟ أن تريد هل مع؟؛ البحث أكمل لنا لو بالإيميل البحث أرسل . 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؛ في النص الثاني في النص الأول...بينما؛ عبير من أذكى هيام... . 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, الجميلة الشابة/الوسيم الشاب, adverbial phrases to indicate time, place and manner for example, الطريق منذ تصف في الباكر؛ الصباح في, and irregular, plural, imperative and auxiliary verbs for example, التكسير جمع الأمر فعل, وأخواتها كان, 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, المبطنة والجمل والتعجب والاستذكار الإستفهام وعلامات الفواصل. 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, مصطلحات الشعبية؛ العبارات والمؤنث للمذكر رئيس مثل الذكورية العناوين دينية؛ دلائل ذات.	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, أعتقد؟... أن أستطيع كيف معلمتي أحب وطيدة؛ بعائلتي علاقة كثير؛ أصدقاء عندي,describe relationships for example, أن أريد العطلة؛ في مكدونيا الذي في أعمل أن أريد حنونة لأنها كثيرا, discuss aspirations for example, أسافر أن أريد المستقبل؛ في and future plans (for example, فضاء رائد أكون أن أحلم طبيبا؛ اصبح الجامعة أدخل أن أريد أكبر؛ عندما أوروبا؛ إلى, compare experiences for example, أجمل كان القديم بيتي الحالي بيتي من, and justify opinions for example, لأن...؟ سبب...) 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, الموضوع النص؛ هدف النص؛ في الأساسية الفكرة, techniques for example, والتشبيه والاستعارة الكناية and values, and identify ways in which aspects of language and culture create particular effects, such as النص يؤججها التي المشاعر. 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؛ لا وقت؛ يوجد لا وقت؛ أو الزمان ظرف الفعلية؛ والجملة الاسمية الجملة, verb tense and word order for example, الوقت دأج الجملة بداية في المكان, and time and place clauses such as في الأوقات؛ من وقت في المجتمع العام الشارع في الأسترالي؛ . 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 الرسائل بداية في والتوقيع التحية والصحة بالتوفيق والتمني. 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.