

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Interact with peers and the teacher to exchange information about self, family and friends, routines, leisure activities, interests and special days, and express feelings, likes and dislikes	Initiate and sustain interactions to develop relationships with peers and adults, exchanging ideas, opinions and feelings, comparing experiences and discussing future plans
Participate in collaborative planning, decision making and shared transactions, using different modes of communication	Participate in collaborative projects, providing ideas and suggestions, negotiating and justifying options, solving problems and completing transactions
Interact in classroom routines and activities, developing language for a range of classroom functions and processes, such as following instructions, asking and answering questions, and requesting support by asking for repetition, permission and help	Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding, elaborating on opinions and expressing agreement or disagreement
Informing	
Listen to, read and view a range of spoken, written and multimodal texts; identify, sequence and classify key points of information such as details about people and events; and use the information in new ways	Extract, organise and evaluate information and ideas from a range of texts, analysing meaning, gist and purpose
Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests	Convey ideas and viewpoints from a range of perspectives to various audiences in familiar contexts using different modes of presentation
Creating	
Participate in imaginative experience by listening to, viewing and reading texts, such as songs, cartoons, folk tales and other stories, and sharing opinions, ideas and responses relating to characters, settings and events	Respond to imaginative texts such as poems and films, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences
Create and adapt texts with imaginary scenarios, characters and events, using modelled language and different modes of presentation	Create imaginative texts in multimodal forms, including digital, that draw on past experiences or future possibilities, experimenting with different techniques
Translating	
Translate and interpret short spoken and written texts, such as dialogues, speeches, labels, signs and messages, from Arabic into English and vice versa, using contextual cues and textual features, and recognising aspects that are similar or different in each language	Translate and interpret texts from Arabic into English and vice versa, compare own translations and interpretations with others' and discuss reasons for differences
Create bilingual texts such as posters, games and signs for the classroom and school community, making decisions about words and expressions that do not readily translate	Create bilingual texts for the wider community, such as notices, promotional material, instructions or announcements, interpreting cultural and linguistic aspects
Reflecting	
Reflect on personal responses and reactions during interactions in Arabic, recognising how interaction involves culture as well as language	Reflect on how conventions of speech and Arabic cultural concepts can influence own communication style when using both English and Arabic
Reflect on own identity, including aspects that relate to personal observations, experiences and feelings, and recognise how elements of identity such as family background, school and interests impact on intercultural exchange	Reflect on own sense of identity as an Arabic and English speaker, recognising how own cultural assumptions, practices and values influence ways of communicating, and considering reactions and how they adjust behaviours and language in own interactions
Understanding	
Systems of language	
Understand features of the Arabic sound system, including intonation and pronunciation, and how these are represented in written form, and apply writing conventions to form letters, words and texts	Understand rules of pronunciation and intonation and writing conventions, and apply these to own constructions to enhance meaning and aesthetic effect
Understand and use aspects of key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs, statements, negation and questions, and use vocabulary that relates to familiar environments and activities	Expand spoken and written expression by extending grammatical knowledge of Arabic, including features such as conditional and subjunctive moods, embedded clauses, imperative, future tense and vocative case, and acquisition of vocabulary and expressions that are culturally embedded
Identify the structure and textual features of a range of personal, informative and imaginative texts, and recognise how these contribute to meaning	Analyse different texts in a variety of forms, including digital, , considering the relationship between audience, purpose and context, and the use of textual conventions, features and cohesive devices
Language variation and change	
Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships	Explore how spoken and written forms of Arabic can be used for different purposes and audiences, in different contexts and situations, and with specific meanings and intentions
Understand that the Arabic language has changed and continues to change through interaction with other languages and cultures	Explore and reflect on how the Arabic language influences and is influenced by cultural, political and social change
Role of language and culture	
Explore how language use reflects one's thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making	Understand the symbolic nature and influence of language in local and global contexts and how the use of language determines the nature of intercultural communication
Achievement Standard	
<p>By the end of Level 8, students use written and spoken Arabic to exchange information about their personal worlds and to express feelings, likes and dislikes. They use formulaic language for a range of classroom functions and processes, such as asking and responding to questions, following instructions, requesting repetition and asking for permission and assistance, for example, من البحث؟ أكمليت م تى، الهات ف؟ أ س تخدم أن ممكن سمحت؛ لو السؤال؟ ت ع يد أن يمكن هي المدرسي؟ الواجب إكمال في ساعدك طوي لة/طويل ك بيرة؛ك ب ير الأدراس بيرة؛الهوايات المواد العائ لة؛ الأدراسة؛ المدرسة؛ ال بيت؛ أنت؛ ضيق؛ شارعنا واسع؛ ب ي تي صغيرة؛ عائ لتي ك بيرة؛ مدرستي م ف بيدة؛ م ف يدمه تعة؛م تعة؛ زياره إلى ذهبنا ال سد ينما؛ إلى ذهب ال سد ينما؛ إلى ذهب المدرسة؛ إلى ذهب ه؛ هي؛ هو؛ أن تم؛ أنت؛ متأخر؛ إ س ت قضايت بحماين؛ ت ك لمت بشدة؛ ب ك يت أديان؛ غال با؛ ي وميا؛ لأن أيضاً؛ كذلك؛ أو؛ و؛ الأقراب أكمل أن أس تظبع لا ،They apply writing conventions to written texts, such as لا ،(باكرأ المدرسح إلى و صلت ت لعب م تى ال قديم؛ ل كرت ت تمرن أين الإم تحان أس نة لجم بيع على أديب أن أس تطع لم ال بحث؛ ال فقرات؛ ال عنوان؛ إ س تخدام عائ ل ت ك؟ في ي وجد شخص كم الم فضلة؟ مادتك هي ما الأرياضة؟ ال رسالة خاتمة في ال توقع ال ترق يم؛ أدوات ال فواصل؛ ال توفيق ولي و الله والش فاء؛ بالهناء ،They use contextual cues and textual features to translate and interpret everyday texts from Arabic into English and vice versa, and identify similarities and differences in translation. They create texts in Arabic and English, identifying words and expressions that do not readily translate, such as بالهناء ،They compare ways of communicating in Arabic and English and explain how their own biography influences their cultural identity and ways of communicating.</p> <p>Students identify and apply the writing conventions of the Arabic alphabet and script, making connections between spoken and written Arabic in texts. They identify the structure and features of different personal, informative and imaginative texts and provide simple explanations as to how these elements contribute to meaning. They identify ways in which spoken Arabic varies according to regions and countries, and provide examples of how Arabic has changed over time due to influences from other languages and cultures. Students identify how written Arabic varies in style and in the use of formal and informal forms, for example, حضرته كم/حضرته/أنت، according to context, situation and the relationship between participants. They identify ways in which language use reflects cultural ideas, thoughts and perceptions.</p>	<p>By the end of Level 10, students use written and spoken Arabic to initiate and sustain interactions with peers and adults. They use language spontaneously to exchange ideas, opinions and feelings, compare experiences and discuss future plans. They sustain interactions by asking and responding to questions, requesting clarification (for example, قد صدك؟ ما...؟ تعني لي)، elaborating on opinions, and expressing agreement or disagreement, for example, أ ع ترض أ ت ف؛ لا أ ت ف؛ على ،In classroom interactions, they share ideas and suggestions, negotiate options, solve problems and complete transactions. They apply pronunciation and intonation rules to convey emotions and enhance expression. They obtain information from multiple sources on a range of issues and analyse and evaluate meaning, gist and purpose. They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation selected to suit different audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing opinions on themes, events and values and explaining key ideas and messages. They manipulate language and use different techniques to produce imaginative texts in a range of forms that draw on past experiences or future possibilities, such as ال تلاعب ؛...ك نت ل ي تني م ت ل ع بارات إ س تخدام المزدوجة؛ المعاني ذات الم فردات إ س تخدام بوا سطة ب الال فاظ ال عطله؛ال ك تلب في أساف ر ق د؛ ال سد يت يوم ال سد ينما إلى ذهب مامعك إ تني لي أي ي سمح لو ، example أحسنت؛ إ م تاز ثا نة؛ مرة حاول هيا ون سلاه؛ المعلم إلى ل نذهب ... هو ك ثيرا أ ب والذني لذي الم فضل هي سمير رأيي؛ عن ف بها أ ب المدي ر إلى رسالة أك ت ب سوف ، future tense and vocative case to convey meaning. They use vocabulary and expressions that are culturally embedded, such as الامل؛ في رأي ته الذي الجيد تار أش تريت ال عطله؛ال ك تلب في أساف ر ق د؛ ال سد يت يوم ال سد ينما إلى ذهب مامعك إ تني لي أي ي سمح لو ، example لا لاقرت؟؛ ماذا سمير ه ، and apply their understanding of the Arabic writing system to enhance meaning and aesthetic effect in written texts. They analyse the relationship between language choice and textual features, and the audience, purpose and context of different spoken, written and multimodal texts. Students explain how spoken and written forms of Arabic vary according to context, purpose and audience, and identify ways in which the Arabic language influences and is influenced by cultural, political and social change. They explain the power of language in determining the nature of intercultural communication in local and global contexts.</p>