



Arabic Extension

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 students 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 students' physical and spiritual development.

2 Rationale for Arabic Extension in the Stage 6 Curriculum

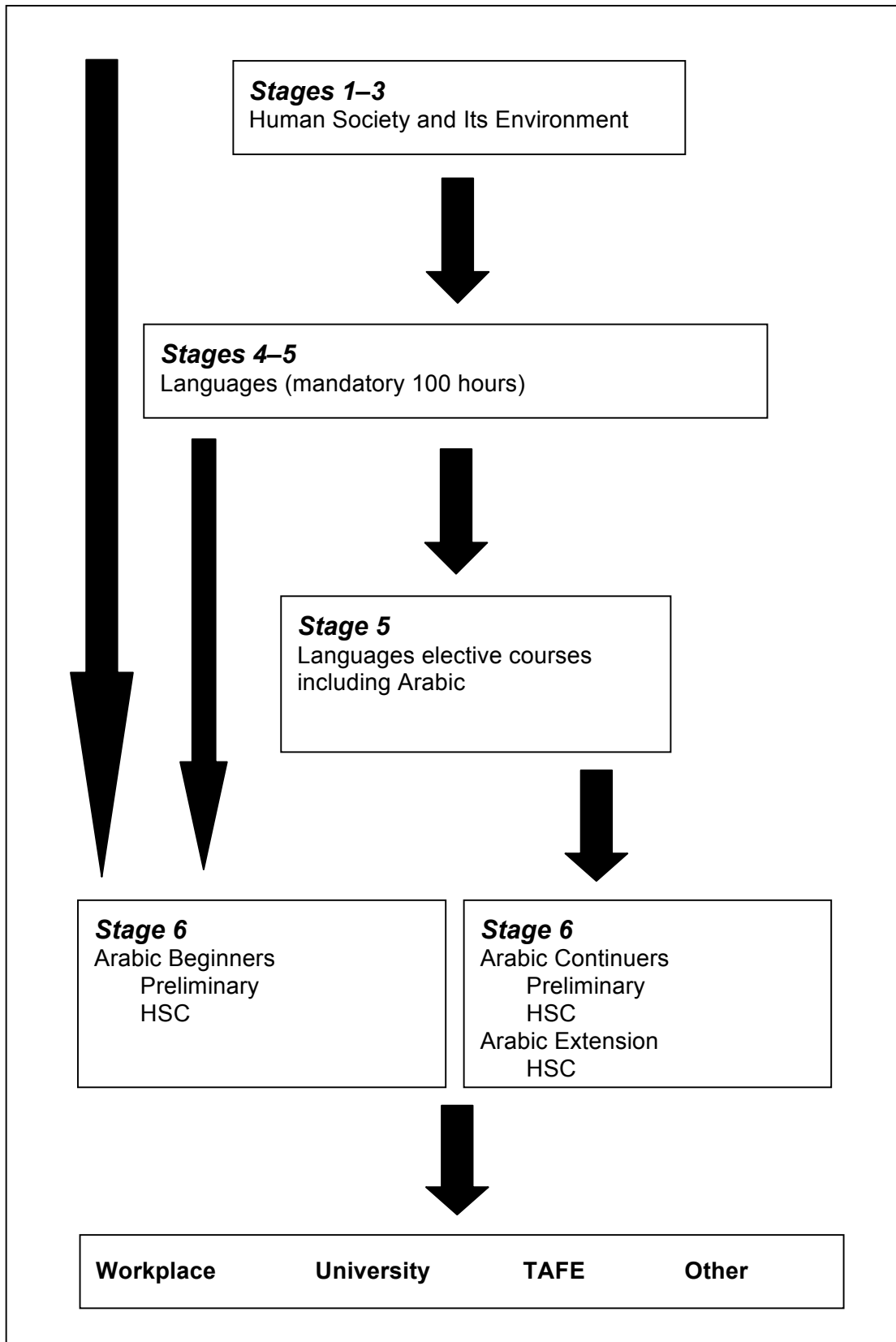
The Extension course builds upon the body of knowledge and skills acquired in the Arabic Continuers course. It provides students with opportunities to develop a greater competence and fluency in the language, and to explore contemporary issues in Arabic.

The Arabic Extension course provides opportunities for students to:

- enhance their enjoyment of learning Arabic by broadening and deepening their language experience
- gain insight into the culture of Arabic-speaking communities and the communities' perspectives on contemporary issues
- gain an appreciation of the Arabic language through the study of contemporary texts
- use Arabic as an adjunct to their career path.

The Arabic Extension course complements other subjects in the Stage 6 curriculum and assists students to prepare for tertiary education, employment, and full and active participation as citizens in a multicultural society.

3 Continuum of Learning for Arabic Stage 6 Students



Arabic Extension Stage 6 Syllabus

The New South Wales curriculum provides opportunities for students to study a language or languages from Early 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 students the opportunity to continue the study of Arabic at Continuers level with the option of an Extension course. The Extension course builds upon the Arabic Continuers course. Students may also begin the study of Arabic in Stage 6 by studying the Arabic Beginners course.

4 Aim

The aim of the *Arabic Extension Stage 6 Syllabus* is to enhance students' knowledge and understanding of a range of issues as reflected in contemporary Arabic texts, while extending their ability to use and appreciate Arabic as a medium for communication, and creative thought and expression.

5 Objectives

Students will achieve the following objectives:

Objective 1 — present and discuss opinions, ideas and points of view in Arabic

Objective 2 — evaluate, analyse and respond to text that is in Arabic and that reflects the 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

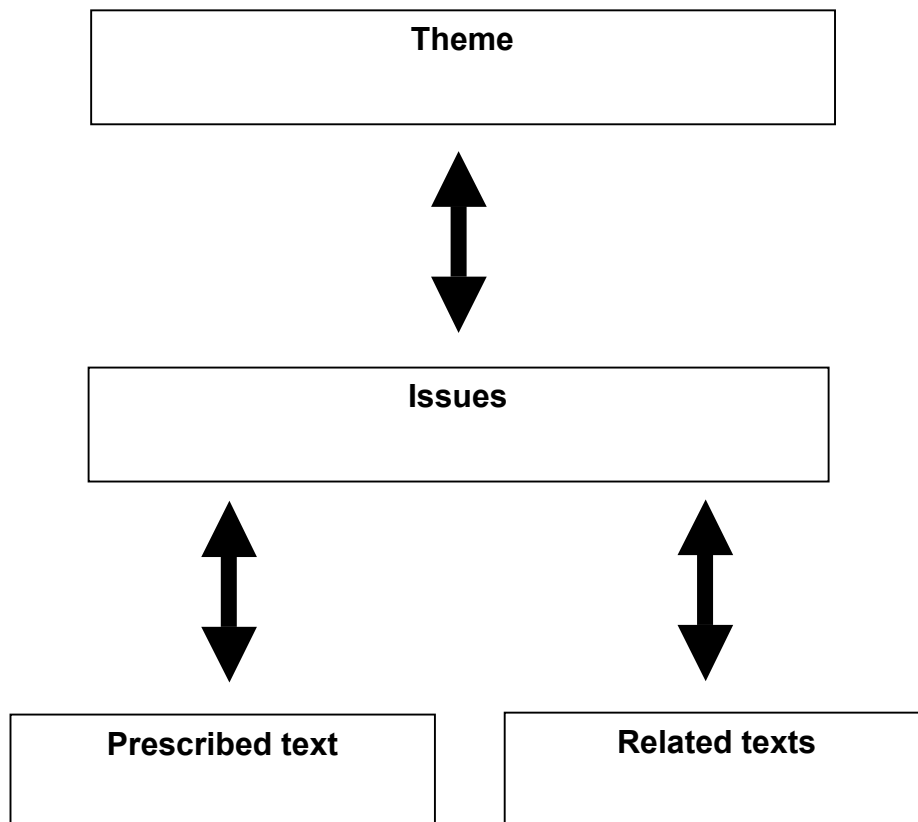
The organisational focus of the Arabic Extension course is the theme – the individual and contemporary society. A number of issues that exemplify aspects of the theme are prescribed for study. Students engage with the issues through the study of a prescribed text and related texts.

Study of the issues and prescribed text will involve:

- exploring the relationship between the issues and the prescribed text
- creating original text in response to aspects of the prescribed text
- identifying meaning and how it is conveyed in the prescribed text
- evaluating linguistic and cultural features of the prescribed text
- analysing the sociocultural context of the prescribed text.

To support the study of the issues and to further develop knowledge of Arabic and Arabic-speaking communities, students will be required to read, view and/or listen to a range of related texts. Study of related texts will involve evaluating how the issues are presented in these texts.

The course structure is represented schematically below:



The prescribed text and issues, and the resources list are published on the Board of Studies website (www.boardofstudies.nsw.edu.au).

7 Objectives and Outcomes

The outcomes represent the knowledge, skills and understanding that students will achieve by the end of the Arabic Extension 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. These outcomes build on the outcomes for the Arabic Continuers course. It is implicit in these outcomes that students have completed the Preliminary course in the Arabic Continuers course.

7.1 Table of Objectives and Outcomes

Objectives	Outcomes
The student will: 1 present and discuss opinions, ideas and points of view in Arabic	The student: 1.1 discusses attitudes, opinions and ideas in Arabic 1.2 formulates and justifies a written or spoken argument in Arabic
2 evaluate, analyse and respond to text that is in Arabic and that reflects the culture of Arabic-speaking communities	2.1 evaluates and responds to text personally, creatively and critically 2.2 analyses how meaning is conveyed 2.3 analyses the social, political, cultural and/or literary contexts of text that is in Arabic

8 Content

8.1 Theme and Issues

The theme – the individual and contemporary society – is the organisational focus of the Arabic Extension course and will be studied through a number of issues and a range of texts.

Not all issues will require the same amount of study time. The length of time and depth of treatment determined for each issue will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the students
- the linguistic and cultural complexity of the prescribed text, and of the related texts selected for study
- the nature of tasks undertaken
- the language that is used in responding
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed issues to meet the objectives and outcomes of the syllabus.

8.2 Text

The term 'text' refers to any form of communication – spoken, written or visual, or any combination of these.

Students will analyse and evaluate text from linguistic (language forms and features, structure) and cultural (thematic, contextual, social and political) perspectives, and consider how they are related.

Students will also be expected to create a range of texts appropriate to a variety of contexts, purposes and audiences.

In this way, students will develop skills in listening, speaking, reading and writing. They will also develop skills in critical literacy by reflecting on their own and other cultures, and by making connections between Arabic and English, and/or other languages.

8.2.1 Prescribed Text

The prescribed text may be an extract or extracts from a novel or film, or a selection of short stories or songs. Where a prescribed text consists of an extract or extracts, students should be familiar with the whole text.

Students should know and understand how particular features, used in the text type prescribed, convey meaning. A knowledge of specialised, technical terminology, however, is not a requirement.

The table below indicates the features of text types with which students should be familiar. These include both general features that relate to all text types and specific features that relate to the particular text type set for study.

General features common to all text types	Features specific to each prescribed text type may include
language <ul style="list-style-type: none"> – colloquial – dialect – accent – use of irony – satire – humour – tenses – ellipses structure <ul style="list-style-type: none"> – time – place – cultural aspects character <ul style="list-style-type: none"> – key/secondary imagery <ul style="list-style-type: none"> – symbolism – recurrent motif – simile/metaphor relationship between author/director/narrator/singer and the audience narrative technique <ul style="list-style-type: none"> – perspective – point of view tone and mood	novel <ul style="list-style-type: none"> – plot development, sequencing of events, use of flashback – use of dialogue, narrative – use of allegory, extended metaphor
	short story <ul style="list-style-type: none"> – brevity and compactness – focus on one situation or a few crucial moments – limited character development – fragmented plot – inconclusive or unexpected ending
	song <ul style="list-style-type: none"> – instrumentation, voice, melody, rhythm, tempo – use of repetition – use of refrain – rhyme, rhythm, assonance, alliteration
	film <ul style="list-style-type: none"> – plot development, sequencing of events, use of flashback – shot composition/framing/editing – lighting/sound/colour – costuming

Refer to the Board's website www.boardofstudies.nsw.edu.au for the prescribed text.

8.2.2 Rotation of prescribed text and issues

Each year a text and 2–3 issues will be prescribed for study. These will be reviewed on a regular basis and will be published on the Board of Studies website (www.boardofstudies.nsw.edu.au).

8.2.3 Related Texts

In addition to the prescribed text, students will read, listen to and view a range of texts relevant to the prescribed issues. Texts may be authentic or modified to allow students to engage with the prescribed issues at a level appropriate to their needs, interests and experience.

8.3 Text Types

The text types listed in the *Arabic Continuers Stage 6 Syllabus* are assumed knowledge.

In addition, students are expected to be able to produce the following text types in the external examination:

formal letter
monologue
narrative account*
script of a conversation
short essay

Teachers may introduce students to a wider range of text types in the course of their teaching and learning program.

*Please note: Narrative account may include, for example, the writing of an alternative ending to a short story, or the rewriting of an excerpt from a different perspective.

8.4 Vocabulary

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

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. Suggested editions are published in 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 Extension Stage 6*.

8.5 Grammar

The following grammatical structures are those that students studying Arabic in an Extension course are expected to know and use. They build on the grammatical items prescribed in the *Arabic Continuers Stage 6 Syllabus*, which are assumed knowledge.

Grammatical item	Sub-elements	Example(s)
Verbal sentence الجملة الفعلية	mood: subjunctive نصب المضارع jussive جزم المضارع voice: passive المجهول negation: past الماضي بـ (ما ، لا) present المضارع بـ (ما ، لا ، ليس ، لن ، لم)	دعوت رفيقي كي نشاهد المباراة معاً. لم أستيقظ هذا الصباح باكراً. قُرِعَ الجرسُ. ما كانت تضحك لو فهمتُ. ليس ينفع البكاء .
Nominal sentence الجملة الاسمية	diptotes: الممنوع من الصرف proper noun اسم العلم adjective الصفة plural nouns الجمع	زارت سعادُ محلَّ حمزة. الحريرُ ضوؤه أسودُ على صفحة بيضاء. ليس في منطقتي مصارف كثيرة.
Dual المثنى	nominative حالة الرفع accusative حالة النصب genitive حالة الجر	جاءَ الولدان إلى المدرسة. سكنت ليليَ الحبلين وربطت بهما حقيبتيهما. تعرفتُ على صديقين جديدين.
Styles of sentence أساليب الجملة	exceptive الاستثناء vocative النداء conditional الشرط	وصل المسافرون إلا حقائبهم. يا سميرُ أكتبَ قرصك. إن تدرسَ تنجحَ.
Derivation الاشتقاق	first stem of the verb المجرّد derivative stem of the verb المزيد	كُتِبَ المصريون القدامى بواسطة الصورِ. كاتبَ المصريون جيرانهم.

9 Course Requirements

For the Extension course:

the Continuers Preliminary course is a prerequisite

the Continuers HSC course is a co-requisite

60 indicative hours are required to complete the course.

10 Post-school Opportunities

The study of Arabic provides students 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 students to prepare for employment, and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in Vocational Education and Training. Teachers and students should be aware of these opportunities.

11 Assessment and Reporting

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

- 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 Extension are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc