

# **Arabic Beginners**

## **Stage 6 Syllabus**

Preliminary and HSC Courses

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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 the students' physical and spiritual development.

## **2 Introduction to Arabic Beginners in the Stage 6 Curriculum**

### **2.1 The Language**

The language to be studied and assessed is the modern standard version of Arabic. Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms where they are appropriate and an awareness of regional differences.

### **2.2 Description of Target Group**

The Arabic Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Arabic at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Arabic language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to the relevant section of the Board of Studies *Assessment, Certification and Examination Manual*.)

Students in Stage 5 may not be accelerated into Languages Beginners courses.

All eligibility requirements for Languages must be addressed.

## 2.3 Rationale

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.

Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and in the process, to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students' learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.

Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to the learning of other languages. By making comparisons between and among languages, students strengthen their command of their first language.

Arabic is widely spoken; it is the official language of 22 countries spread over two continents and an official language of the United Nations. Modern Standard Arabic (MSA) is the official language of the Arab world.

Arabic is an ancient language which originated in the Middle East and spread as the means of communication into surrounding regions, including North Africa. The development of the sciences and the arts at that time provided a strong basis for the growth of Arabic as a dynamic language with a strong influence on other languages and cultures.

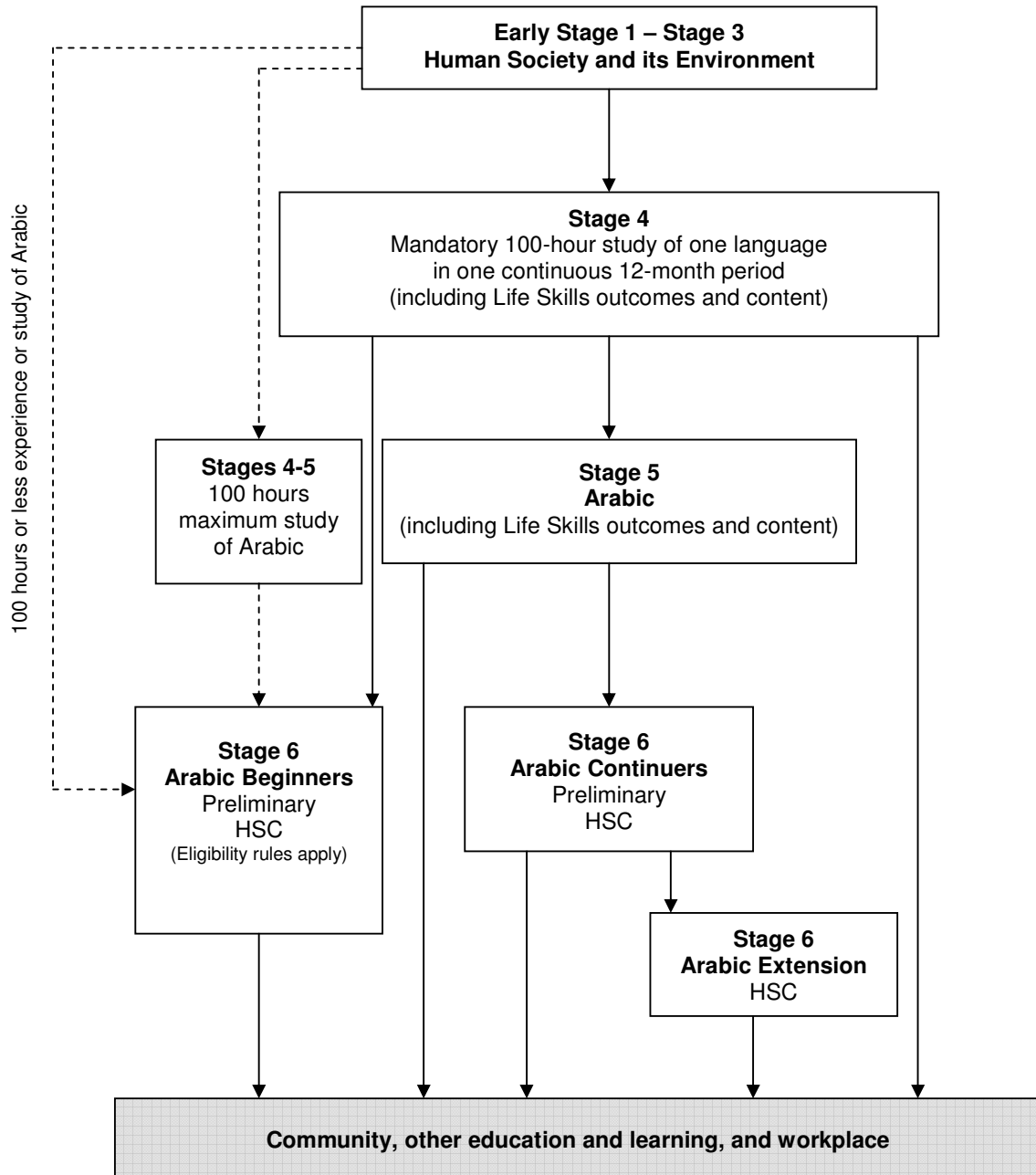
The Arabic Beginners Course provides students with language skills needed to function effectively in the Arabic-speaking communities around the world. It also enables them to experience and develop their understanding of the traditions and cultures of these communities.

The study of Arabic enables learners to gain access to, and to appreciate, the richness of Arabic culture, history, calligraphy, art and literature.

The study of Arabic provides students with opportunities for continued learning, and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

### 3 Continuum of Learning

The diagram places the syllabus in the context of the K–12 Arabic curriculum.

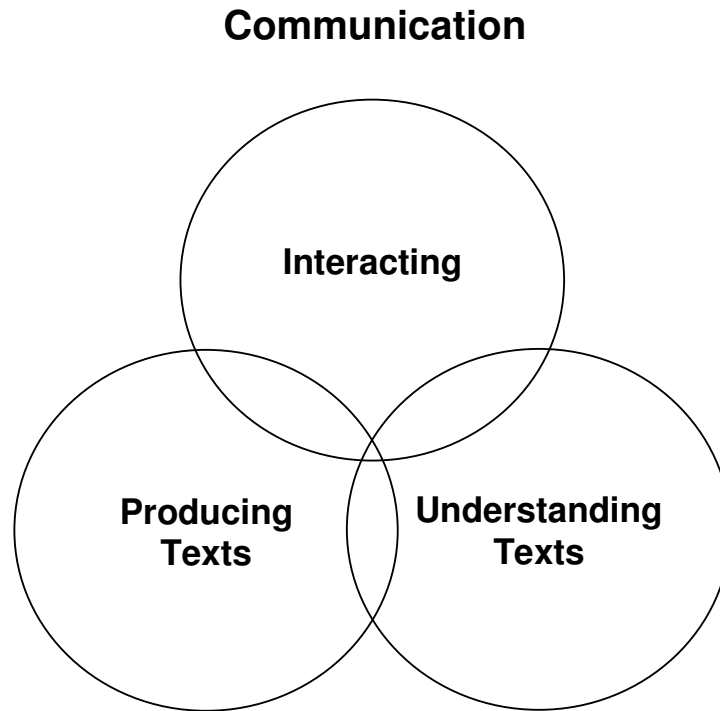


## **4 Aim**

The aim of the *Arabic Beginners Stage 6 Syllabus* is to enable students to develop:

- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.

## 5 Objectives



### **Objective 1 – Interacting**

Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Arabic in interpersonal situations.

### **Objective 2 – Understanding Texts**

Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

### **Objective 3 – Producing Texts**

Students will create and present texts in Arabic for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Arabic and their knowledge and understanding of language and culture.

### **The HSC Course (120 indicative hours)**

In the HSC course students will extend and refine their communication skills in Arabic in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

The outcomes and associated knowledge, understanding and skills that students are expected to achieve at the end of this course are listed below. These outcomes are derived from the objectives.

<b>Objectives</b>	<b>Outcomes</b>
<b>Interacting</b>	A student:
	1.1 establishes and maintains communication in Arabic
	1.2 manipulates linguistic structures to express ideas effectively in Arabic
	1.3 sequences ideas and information
<b>Understanding Texts</b>	1.4 applies knowledge of the culture of Arabic-speaking communities to interact appropriately
	2.1 understands and interprets information in texts using a range of strategies
	2.2 conveys the gist of and identifies specific information in texts
	2.3 summarises the main points of a text
	2.4 draws conclusions from or justifies an opinion about a text
	2.5 identifies the purpose, context and audience of a text
<b>Producing Texts</b>	2.6 identifies and explains aspects of the culture of Arabic-speaking communities in texts
	3.1 produces texts appropriate to audience, purpose and context
	3.2 structures and sequences ideas and information
	3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Arabic
3.4 applies knowledge of the culture of Arabic-speaking communities to the production of texts.	

## 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 that are necessary for further education, work and everyday life.

Key competencies are embedded in the *Arabic Beginners Stage 6 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 the methodologies of the syllabus and through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies of **planning and organising activities** and **working with others and in teams** are developed. In interacting with others via information and communication technologies, the student will develop the key competency of **using technology**. The skills associated with the interpretation of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency of **solving problems**.

## **8 Content**

The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The syllabus content is to be studied through the prescribed topics (see Section 8.2).

## 8.1 Content of Arabic Beginners Preliminary and HSC Courses

### Objective 1 – Interacting

**Outcomes:**

A student:

- 1.1 establishes and maintains communication in Arabic
- 1.2 manipulates linguistic structures to express ideas effectively in Arabic
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Arabic-speaking communities to interact appropriately.

**Students learn about:**

- the importance of listening for key words to assist understanding
- the importance of reading for key words to assist understanding
- links in communication
- the purpose and context of communication
- register in language use
- responding to factual and open-ended questions
- ways to support effective interaction
- the logical sequencing of ideas
- formal and informal language, and when and where it is used

**Students learn to:**

- listen for meaning
- read for meaning
- use strategies to initiate, maintain and conclude an interaction, eg  
أهلاً وسهلاً، عفواً، شكراً، ، إلى اللقاء
- select and incorporate particular vocabulary and structures to achieve specific communication goals
- interact with reference to context, purpose and audience
- maintain an interaction by responding to and asking questions and sharing information, eg  
ما هي هوايتك المفضلة؟ هل تذهب معي إلى البحر؟  
ماذا سنفعل غداً؟
- use appropriate language features to enhance communication, eg tone, intonation  
النبيرة، التعبير بالصوت: ما أجمل السماء! يا للهول!
- structure information and ideas coherently
- apply appropriate social conventions in formal and informal contexts, eg terms of address  
شكراً، لا شكرَ على واجب  
إستعمال التعابير المهذبة: من فضلك

<p><b>Students learn about:</b></p> <ul style="list-style-type: none"><li>• sociolinguistic conventions relating to everyday activities.</li></ul>	<p><b>Students learn about:</b></p> <ul style="list-style-type: none"><li>• use language and/or behaviour appropriate to social context, eg at mealtimes, accepting/declining invitations, eg تفضلوا، الطعام جاهز هيا بنا، شكراً لقد تناولت الطعام قبل مجيئي</li></ul>
--	--

## Objective 2 – Understanding Texts

### Outcomes:

A student:

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Arabic-speaking communities in texts.

### Students learn about:

- ways in which texts are constructed for specific purposes
- ways in which texts are formatted for particular purposes and effects
- ways of identifying relevant details in texts when listening or reading for specific information
- ways of inferring meaning from text
- resources available to access, to enhance or to promote independent learning
- the effect of syntax on meaning
- cultural attitudes that add meaning to texts
- language used to express cultural values, and to represent people and cultures in texts

### Students learn to:

- identify why, how or to whom a text is delivered or presented
- explore the way text content is presented and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts
- make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text
- use contextual and other clues to infer meaning from text
- access available resources to assist comprehension of a text, eg dictionaries, word lists, glossaries, charts
- analyse ways in which words, phrases and sentences are constructed, eg how words are modified for grammatical effect, eg

بيتٌ جديدٌ، سيارةٌ جديدةٌ  
قلمٌ أحمرٌ، علبةٌ حمراء  
هو شرب، هي شربتُ

- identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements and films
- explain cultural references in texts, eg

رمضان كريم، ميلاد مجيد

<b>Students learn about:</b>	<b>Students learn to:</b>
<ul style="list-style-type: none"><li>• register and common expressions in language use.</li></ul>	<ul style="list-style-type: none"><li>• explain the use of words and expressions with particular cultural significance in texts, eg idiomatic expressions, colloquialisms, eg</li></ul> <p data-bbox="829 409 1421 556">في فَمي ماء، لا ورد من غير شوك، الجار قبل الدار، بعيد عن العين بعيد عن البال</p>

### Objective 3 – Producing Texts

**Outcomes:**

A student:

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Arabic
- 3.4 applies knowledge of the culture of Arabic-speaking communities to the production of texts.

**Students learn about:**

- the structure and format of particular texts
- the purpose and context of a text and their influence on the choice of structure, format and vocabulary
- the logical sequencing of ideas in extended text
- application of known linguistic structures in new contexts
- language choices and their effect on intended meaning
- resources available to enhance and expand independent learning
- register in language use.

**Students learn to:**

- present and organise information in ways appropriate to audience, purpose and context
- plan, draft and edit text
- sequence ideas and information in texts
- apply a range of vocabulary and linguistic structures across a range of contexts
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- extend and refine their use of language, eg by using dictionaries, word lists and grammar references, accessing authentic texts in print and online
- use culturally appropriate language when creating and presenting texts, eg

عزيزي ... أشرف بدعوة حضرتكم،  
تفضلوا بقبول الاحترام، أدامك الله،  
أراك بخير، إلى اللقاء

## 8.2 Topics

The prescribed topics should be studied from two interdependent perspectives:

- the personal world
- the Arabic-speaking communities.

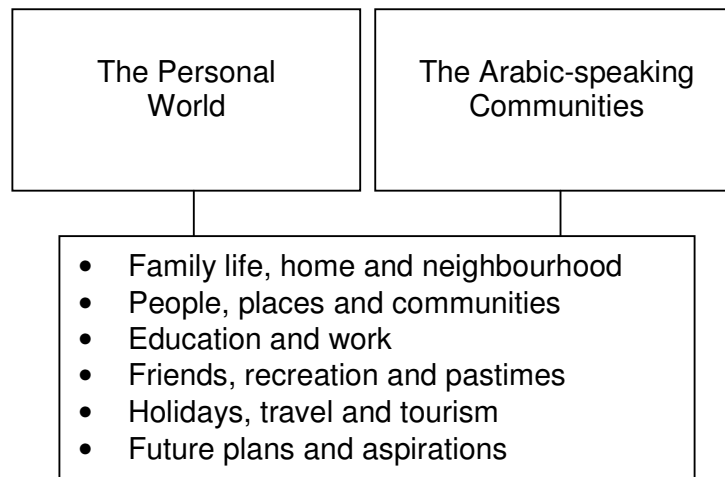
The two perspectives will enable students to develop knowledge and understanding of and skills in the Arabic language, linked to cultural values, attitudes and practices.

The perspective, *the personal world*, will enable students to use Arabic to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, *the Arabic-speaking communities*, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where Arabic is spoken.

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

### Topics



The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. The length of time devoted to each topic will vary according to the needs and interests of students and the availability of resources.

### 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 may be expected to produce the following written texts in the external examination. The language to be used is the modern standard version of Arabic.

article (eg for a school magazine)	message
diary/journal entry	note
email	postcard
informal letter	script of a talk (to an audience)

### 8.4 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student 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 include aspects such as where, when and who is involved)
- 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 of the student's overall cognitive development)
- an audience (the person/people at whom or to whom the task is targeted or directed).

### 8.5 Vocabulary

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

### 8.6 Dictionaries

Students should be encouraged to use dictionaries to enhance learning. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions will be included in the List of Resources on the Board of Studies website. Students may 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 Beginners Stage 6.

## 8.7 Grammar

Throughout the Arabic Beginners course, students will learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures that will be defined are those that students will be expected to recognise and use by the end of the HSC course. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

Students will be expected to **recognise** and **use** the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
<b>Reading and spelling rules</b> قواعد للقراءة والإملاء	Sun and Moon letters الحروف الشمسية والحروف القمرية	بَيْتٌ، الْبَيْتُ دارٌ، الدَّارُ
	Nunation	
	Nominative تَّنوين الرفع ُ	شَجَرَةٌ
	Accusative تَّنوين النصب أَ	سَيَّارَةٌ، بِنْتًا
	Genitive تَّنوين الجرِ ِ	مَدْرَسَةٍ
	دخول أل التعريف على الكلمات المبتدئة بهمزة	أرز، الأرز اسم، الاسم
	دخول الكاف والفاء والباء على أل التعريف	كالبحر، فالشَّمس، بالقلم
	Stressing sign الثَّدة ّ	مَدَّ
	Elongating sign المدة آ	آب، آت
	الحروف المتقاربة باللفظ	ث، ص، س
	الحروف المتقاربة بالكتابة	ب، ت، ث
	كتابة التاء في الأفعال والأسماء	درستُ، بيروت، زَهْرَةٌ، قضاة

Grammatical Items	Sub-elements	Example(s)
	<p>كتابة الهمزة الألف غير المقروءة</p> <p>Silent Alef</p>	أرض، خطيئة، سماء لعبوا
<p>Parts of speech أقسام الكلام</p>	<p>Sentence and word الجملة والكلمة</p> <p>Verb فعل</p> <p>Noun اسم</p> <p>Preposition حرف</p>	<p>عادَ فادي من المدرسة</p> <p>فادي فادي درس</p> <p>جبل</p> <p>في</p>
<p>Sentence types أنواع الجمل</p>	<p>Verbal sentence الجملة الفعلية</p> <p>Nominal sentence الجملة الإسمية</p> <p>Phrase شبه الجملة</p>	<p>درسَ وليدٌ</p> <p>الطقسُ باردٌ</p> <p>في البيت رجلٌ</p>
<p>Verbal sentence الجملة الفعلية</p>	<p>Verb and subject الفعل والفاعل</p> <p>Verb الفعل</p> <p>Present and future tense المضارع</p> <p>Past tense الماضي</p> <p>Command (imperative) الأمر</p> <p>Subject الأفعال والضمائر المنفصلة والضمائر المتصلة رفعاً ونصباً</p> <p>Direct object المفعول به</p> <p>Adverbial object المفعول فيه ظرفاً الزمان والمكان</p>	<p>درسَ زيد ، تنامُ البنات</p> <p>لعبت، تشرق، لعبُ تشرق الشمس</p> <p>لعب سامر إلعب يا سامر</p> <p>هو درس، إياك نعبد درست، درسوا</p> <p>طار العصفورُ</p> <p>أكل الولدُ التفاحة</p> <p>جلست في الحديقة ساعة</p> <p>تقع نينوى شمال العراق</p>

Grammatical Items	Sub-elements	Example(s)	
Nominal sentence الجملة الإسمية		المتهم بريء، العلمُ نافعٌ	
	Generic noun	اسم الجنس	بائع ، بائعة
	Proper name	اسم العلم	فريد، ليلي
	Person	اسم إنسان	معلم
	Animal	اسم حيوان	عصفور
	Thing	إسم شيء	كرسي
	Definite noun	الإسم المعرفة	الزهرة، زهرة القرنفل
	Indefinite noun	الإسم النكرة	بيتٌ، ولدٌ
	Masculine	المذكر	أب، بائع
	Feminine	المؤنث	أم، بائعة
	Numeral	العدد	واحد، إثنان، ثلاث
	Cardinal	العدد الأصلي	أكلت أربع تفاحات
	Ordinal	العدد الترتيبي	الكتاب الأول
		الأسماء الخمسة	جاء أبوك، رأيتُ أباك، سلمت على أبيك
	Singular	المفرد	معلم، لوح، كتاب
	Plural	الجمع	معلمون، معلمات، مدارس
	Plural masculine regular	جمع المذكر السالم	المعلمون، المعلمين
	Plural feminine irregular	جمع المؤنث السالم	معلمات
	Plural feminine and masculine regular	جمع التكسير	ملاعب ، جبال
	Demonstrative	أسماء الإشارة	هذا ، هذه
	Relative	الإسم الموصول	الذي، التي، ما، مَنْ
	Personal pronouns	ضمائر الرفع والنصب : المنفصلة المتصلة	هو، هما، هم، إياه، إياك، درست، كتابك، لعبتي

Grammatical Items	Sub-elements		Example(s)
<b>Adjectives</b> الصفة	Agreement	أحكام الصفة	زهرة حمراء ثوب أحمر عاملان نشيطان معلمون ناجحون
<b>Conjunctions</b> العطف والمعطوف	Agreement Conjunction particles	أحكام المعطوف حروف العطف	كتب ودرس دخل يوسف ثم شقيقته
<b>Genitive</b> الجار والمجرور	Prepositions Possessive	الجر بالحرف، حروف الجر ومعانيها الجر بالإضافة	سار الولد على الطريق طاولة المعلم
<b>Dual</b> المثنى	With noun With adjective With pronoun	مع الإسم مع الصفة مع الضمير	هذان تلميذان، سلمت على تلميذين الشابان الوسيما هما ولدان مهذبان
<b>Interrogation</b> أساليب الاستفهام	Interrogation particles	أدوات الإستفهام	أين، متى، من، ماذا أين كتاب التاريخ؟
<b>Defective verbs</b> الأفعال الناقصة	Kana and her sisters	كان وأخواتها	كان الطقس جميلاً

In addition, students will be expected to **recognise** the following grammatical structures:

Grammatical Items	Sub-elements		Example(s)
<b>Verbs</b> الأفعال	Transitive and intransitive	اللازم والمتعدي	نام الطفل، شرب سامر الماء
	Subjunctive	نصب الفعل المضارع أدوات النصب	أن يلعب

Grammatical Items	Sub-elements		Example(s)
	Jussive	جزم الفعل المضارع أدوات الجزم التي تجزم فعلاً واحداً، والتي تجزم فعلين	لم يلعب إن تدرس تنجح
	Active and passive	المعلوم والمجهول	كسّر الخادم الإبريقَ ، كُسِرَ الإبريقُ
	Indirect object	نائب الفاعل	خَلَقَ الإنسانُ
<b>Quasi verbs</b> الأحرف المشبهة بالفعل	Inna and her sisters	إنَّ وأخواتها	إنَّ العائلةَ مهمةٌ

## 9 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Arabic Beginners syllabus is contained in *Assessment and Reporting in Arabic Beginners 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 Beginners are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)

## 10 Post-school Opportunities

The study of Arabic Beginners Stage 6 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 Beginners Stage 6 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.

### Recognition of Student Achievement

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW or other Registered Training Organisations (RTOs).

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 industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

### 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. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Arabic Beginners Stage 6. This information can be found on the TAFE NSW website ([www.det.nsw.edu.au/hsctafe](http://www.det.nsw.edu.au/hsctafe)).

### Recognition by Other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Arabic Beginners Stage 6 so that the degree of recognition available can be determined.

## 11 Glossary

article	a self-contained piece of writing on a specific topic. It can appear in a printed publication such as a magazine or journal, or be posted as news.
culture	the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle.
colloquialism	an informal expression, which is used in everyday speech and writing, and is conversational in tone. It adds colour to the language and is not usually used in formal speech or writing.
dialect	a regional or social variety of a language, distinguished by pronunciation, grammar or vocabulary, especially a variety of speech differing from the modern standard version of the language.
idiom	an expression which cannot be translated literally. It has a different meaning from that conveyed by its individual words.
register	language which is used for a particular purpose, or in a particular social setting (eg formal or informal language). It often reflects cultural expectations and can differ between countries and regions. Register can be influenced by the subject matter, the relationship between the participants and whether the communication is spoken or written.
text	the actual wording of anything spoken or written.
texts	communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended, unified works or series of related topics.