

## **Level description: Years 7 and 8**

In Years 7 and 8, Arabic language learning builds on each student's prior learning and experiences. Students use Arabic language , in person or via digital access within and beyond the classroom. Background-language learners and second-language learners may interact and collaborate in different ways within and beyond the classroom to facilitate learning. Students listen, speak, read, view , and write to exchange information, ideas and opinions about their worlds. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers as required. Students access a range of spoken, written and multimodal texts from an increasing range of authentic traditional and contemporary sources which may include audio and video clips, online magazines, advertisements, stories and articles . Background-language learners may source texts and other resources from their local community to share with peers. Students use their English and/or Arabic literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Arabic and English language structures and features. They understand and use the conventions of Arabic punctuation and spacing. They recognise that language choices reflect cultural identity , beliefs and values .

## **Achievement standard: Years 7 and 8**

By the end of Year 8, students initiate and maintain interactions in Arabic language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Arabic to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts. Students apply the conventions of spoken Arabic to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Arabic text, using metalanguage. They reflect on how the Arabic language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.