<table>
<thead>
<tr>
<th>Achievement Standard</th>
<th>Foundation to Year 2</th>
<th>Years 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of Year 2, students interact with the teacher and peers to exchange information about themselves, their family and friends, for example,</td>
<td>By the end of Year 4, students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences, everyday routines and leisure activities, for example,</td>
<td></td>
</tr>
<tr>
<td>ايمي هارلي (الأخت)</td>
<td>مع آم، أتمنى أن أكون بمثابة المزيد من الصداقات...</td>
<td>ويتحدثون عن نشاطاتهم اليومية، مثل ماذا يفعلون في الأوقات الباقية، وما هي أنشطة الأماكن التي يرتادونها، وما هي الأنشطة الحالية التي يحتفظون بها في حياتهم. They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example,</td>
</tr>
<tr>
<td>وتتحدثون عن نشاطاتهم اليومية، مثل ماذا يفعلون في الأوقات الباقية، وما هي أنشطة الأماكن التي يرتادونها، وما هي الأنشطة الحالية التي يحتفظون بها في حياتهم. They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example,</td>
<td>أن استطيع هل بالمكتبة؟ إلى أذهي أن أستطيع أن أكون بمثابة المزيد من الصداقات...</td>
<td></td>
</tr>
</tbody>
</table>
By the end of Year 6, students use written and spoken Arabic to initiate and sustain classroom interactions with others, to exchange views, for example:

- يأتوننا يومًا يأخروننا، ويحضونا على أن نفتح الأبواب، ويحذروننا من أن نغلقها.
- I am sharing with you today my experience of living in a different culture and how it has influenced my identity...

They use language conventions, such as

- الأفعال الفعالة، وعلاقتها باللغة العربية، والقواعد والتفسير المكتوب، والقواعد والتفسير المكتوب.
- The verb conjugation, for example, يأتوننا، يأخروننا، ويحضونا.

They apply pronunciation and rhythm patterns in spoken Arabic to different sentence types. They use elements of Latin and Greek in their writing, for example:

- يتأثرチンه في الروماني، ويتأثر في الاليكي.

Students use language that is suitable for their audience, for example:

- They express their ideas in a range of formats selected to suit audience and purpose. They may use languages other than Arabic, such as English, to construct sentences and to produce short texts. Students translate the 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 their own identity.

Students apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts, for example, and compare their written work with that of others, for example:

- 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, and express feelings such as...
By the end of Year 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, describe relationships for example, discuss aspirations for example, compare experiences for example, and justify opinions for example, 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, techniques for example, and identify ways in which aspects of language and culture create particular effects, such as indirect object, passive and active voice, negation for example, verb tense and word order for example, and time and place clauses such as في الأيام, في الوقت, عندهما, ولأيام...(لأيام). 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, tense and word order for example, and time and place clauses such as في الأيام, في الوقت, عندهما, ولأيام...(لأيام). 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 التعبيرات والتقسيمات في بداية الرسالة والنصي بينوقلي والصيغة. 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.