

# Arabic – Year 10

	Year 10 – Block A	Year 10 – Block B
<b>What do we teach?</b>	Specification: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Arabic (1AA0)	
	We start by building on the foundation of core grammar and vocabulary outlined in the National Curriculum programmes of study for Languages at Key Stages 3, increasing the level of linguistic and cognitive demand required at KS4. Our language lessons focus on the topics of family and friends, school and free time activities. These sub-topics fall under the umbrella themes in Arabic GCSE of: 1. Identity and culture 2. Local area, holiday, travel 3. School 4. Future aspirations, study and work 5. International and global dimension. Finally, we end the block with a focus on Arabic film and culture sessions.	This block will continue to further develop and refine core skills and knowledge within the sub categories of the umbrella themes of : Identity and culture, Local area, holiday, travel, school, future aspirations, study and work, International and global dimension . Students embark on cultural studies regarding festivals in different Arabian countries where they will be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
<b>How does this meet the National curriculum?</b>	Across Key Stage 4, we meet the requirements of the Pearson GCSE Arabic specification. There are five themes: 1. Identity and culture 2. Local area, holiday, travel 3. School 4. Future aspirations, study and work 5. International and global dimension. Throughout block A, and B, students will be assessed across all 4 skills of language learning, thus meeting all assessment objectives of the GCSE syllabus.	
<b>Why does this knowledge matter?</b>	<p>New research identifies Arabic as the fourth most important language for future job opportunities. ‘Arabic is also in great demand and there’s a shortage of well-qualified speakers’ (BritishCouncil.org).</p> <p>Students will be able to develop their ability to communicate confidently and coherently in speech and writing as a result of drawing upon prior knowledge and skills. They will be able to convey what they want to say with increasing accuracy; express and develop thoughts and ideas spontaneously and fluently; listen to and understand clearly articulated, standard speech at near normal speed; deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.</p>	<p>The topic of customs and festivals is vital to enhancing students’ cultural capital and will develop an awareness and understanding of the culture and identity of the countries and communities where the language is spoken; develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment. This aligns with the MFL vision, ‘to create global citizens who have a curiosity and understanding of the world.’</p> <p>“Languages are considered vital for fostering effective international co-operation and commercial links, as well as improving educational performance, cognitive function and skills, opportunity and intercultural understanding.” (The Times, 8<sup>th</sup> July 2020).</p>
<b>Why do we teach in this sequence?</b>	<p>We aim to immediately engage students in conversation, through familiar topics that have been revisited throughout KS3 to build upon confidence and fluency.</p> <p>We focus on developing accurate pronunciation and intonation through the use of phonics and aim to continually develop student’s vocabulary, which is built on during future cycles.</p> <p>The grammatical focus for Block A pertains to the scope of study of the GCSE syllabus; that students are able to identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events. Students are exposed to an authentic text, to broaden their vocabulary further, and also to expose students to enhanced writing techniques, in preparation for the focus in Block B.</p>	<p>Following on from the festive season, students’ focus shift to Arabian festivals and traditions, enabling them to implement the core knowledge and skills from Block A in greater depth and with better confidence and fluency in reading, writing, speaking and listening.</p> <p>Familiar topics on clothes, food and eating habits lend themselves to classroom debates and scope for extended pieces of writing. This opportunity to apply linguistic competencies and be creative with language structures will no doubt equip our linguists with the confidence to tackle more detailed topics in year 11.</p>
<b>What career links are made?</b>	<p>Many top jobs and university courses value communicating in Arabic. As one of the six official UN languages, Arabic can be a real boost for careers in international organisations and diplomacy, as well as journalism, tourism and international trade, particularly the energy industry. Careers in international relations, diplomacy, law, finance, teaching or working abroad all value intercultural awareness.</p> <p>Careers requiring adaptability, communication skills, an awareness of geopolitics and current affairs. A good understanding of Arabic can lead to a job in the diplomatic service or security forces, media and communications, finance and banking, the oil and gas sectors.</p>	

# Arabic – Year 11

	Year 11 – Block A	Year 11 – Block B
<b>What do we teach?</b>	Specification: Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Arabic (1AA0)	
	Students will start Year 11 by revisiting core grammar and applying this across previous topics learnt. We then move onto topics within the Arabic GCSE syllabus; Local area, holiday, travel; school; future aspirations, study and work and also international and global dimension. Students will apply their linguistic competencies' with more precision across all four areas of language learning whilst understanding how to address a wide range of relevant contemporary and cultural themes.	As core content of the GCSE syllabus has been completed, we now focus on revising and revisiting prior content and grammar learnt and applying this knowledge across all assessment objectives in Arabic particularly focusing on misconceptions that have surfaced during the year and practicing past exam and sample exam-style questions to ensure success in the upcoming GCSE final exams.
<b>How does this meet the National curriculum?</b>	Across Key Stage 4, we meet the requirements of the Edexcel GCSE Arabic specification. There are five themes: 1. Identity and culture 2. Local area, holiday, travel 3. School 4. Future aspirations, study and work 5. International and global dimension. Throughout block A, and B, students will be assessed across all 4 skills of language learning, thus meeting all assessment objectives of the GCSE syllabus.	
<b>Why does this knowledge matter?</b>	The topic of social and global issues makes an important contribution to students' development as reflective global citizens who are inspired to make a positive impact on the world. There are strong cross-curricular links with PSHE and geography, enhancing students' understanding of personal and collective responsibility.	Having time to revisit previous content and reinforce key learning will ensure students' have confidence and provide them with a greater appreciation of the topics taught and how they all consolidate core grammar and linguistic skills. The curriculum is designed to not only prepare students for their exams and potential future study but also to equip them with skills and knowledge to live in a global society enabling social mobility empowering them with the British values of tolerance and mutual respect.
<b>Why do we teach in this sequence?</b>	Students should have a strong foundation of core grammar and vocabulary which they can then apply to these new topics. Understanding is then gradually developed to achieve a deeper appreciation of how they can express their thoughts and ideas clearly and with increasing accuracy and how this links to previous content. This unit is typically more difficult. Introducing this in Year 11 allows for better understanding and fluency in speaking.	Students spend the majority of Block B building on or applying knowledge and skills taught. They should have gained a strong understanding of the topics and content as well as grammar and skills and have increased confidence in application in writing and speaking. Significant time is allocated to re-visiting previous content and preparing for the summer exams. This allows for consolidation of knowledge and skills taught and provides an opportunity to reflect on the relationship between the topics. This focus also helps familiarise students with exam expectations and provides a good opportunity to identify and address misconceptions
<b>What career links are made?</b>	Many top jobs and university courses value communicating in Arabic. As one of the six official UN languages, Arabic can be a real boost for careers in international organisations and diplomacy, as well as journalism, tourism and international trade, particularly the energy industry. Careers in international relations, diplomacy, law, finance, teaching or working abroad all value intercultural awareness. Careers requiring adaptability, communication skills, an awareness of geopolitics and current affairs. A good understanding of Arabic can lead to a job in the diplomatic service or security forces, media and communications, finance and banking, the oil and gas sectors.	