

SEC SYLLABUS (2017)

ARABIC

SEC 02

SYLLABUS

**Arabic SEC 02
Syllabus**

(Not available in September)

Paper I: Aural/Oral (1½ hrs) + Paper II: 1hr 50

Aims

The aims of a course in ARABIC leading to the award of a SEC Certificate should be:

- (a) To develop the ability to use the language effectively for purposes of practical communication;
- (b) To develop the ability of learning to learn and to evaluate one's learning;
- (c) To offer insights into culture and civilisation, intercultural awareness and notions of human universal values;
- (d) To contribute to the cognitive and affective development of the student;
- (e) To provide enjoyment and intellectual stimulation.

ASSESSMENT OBJECTIVES

SPEAKING (A2) – Candidates must show ability

- (a) To give descriptions of aspects related to everyday affairs and conditions
- (b) To exchange relevant information on familiar and social matters
- (c) To discuss practical issues
- (D) To express personal opinions on common problems
- (e) To make simple transactions in social situations
- (f) To receive required information
- (g) To respond adequately in a direct interview

LISTENING (A2) – Candidates must show ability

- (a) To understand short, concrete texts in standard speech
- (b) To identify the main point/s of short clear texts
- (c) To extrapolate essential ideas from short texts of concrete type and familiar topics

READING (A2+B1) – Candidates must show an ability

- (a) To read short, simple texts on common, concrete topics
- (b) To elicit overall meaning of short texts containing some unfamiliar words
This implies reading with understanding letters, faxes, advertisements, prospectuses, menus, lists, notices, signs, brochures, short newspaper articles
- (c) To identify specific information
- (d) To understand direct regulations, simple instructions and short descriptions
- (e) To read Arabic *Naskh* script with accuracy

WRITING (A2+B1) – Candidates must show an ability

- (a) To describe common events and experiences
- (b) To write simple narratives including action and circumstances
- (c) To express ideas, opinions, and emotions in letters, notes and messages
- (d) to write Arabic *Naskh* script with good accuracy

SUBJECT CONTENT

Candidates will be assessed on their communicative language competence which has the following components:

Sociolinguistic Competences include the listening and speaking skills. These topics are to be covered and candidates will be expected to know the following:

1. **Personal Identification:** morning and evening greetings; getting acquainted with others; asking about one's state.
2. **The Family:** introducing and talking about members of the family; talking about one's likes and dislikes; talking about one's profession.
3. **Nationality:** identifying and meeting people from different countries; asking and giving information about country of origin and country of residence.
4. **Residence:** where does one live; describing one's house in a particular street in a city or town.
5. **Location:** asking and giving information about the neighbourhood; street and city activities.
6. **Means of Transport:** travelling in the city by different means of transport; at the Bus station; taking a taxi; on the ferry boat; using a private car.
7. **Numbers and Time:** asking and giving the time; describing daily activities at different times such as waking, going to school or to work, taking meals, travelling; asking how much or how many.
8. **Seasons and weather:** likes and dislikes; weather preferences; describing inside and outside activities on different seasons.
9. **Months and days of the week:** giving information about particular major feasts or activities in certain months; planning what to do during the week or in the forthcoming months; describing one's activities or routine during the week.
10. **A telephone conversation:** calling someone asking 'what' and 'when'; giving information about 'what', 'where' and 'when' regarding an appointment, an activity or an event or to set up an informal meeting.
11. **Colours:** describing one's hair, eyes; favourite colours; personal items; colour of rooms or furniture in the house, school or place of work.
12. **Shopping:** bargaining and buying expressions; at the greengrocer; at the butcher; at the fishmonger; at the clothes shop; at the confectionery; at the bookshop; at the computer shop; at the sports shop.
13. **Down-Town:** holding a conversation and or describing events that take place at the bank; at the post-office; at the Internet-Café; at the cinema; in the public garden; in the library.
14. **Eating Out:** at the restaurant; at the school canteen; at the coffee shop or bar; ordering a meal, or a drink or a snack; likes and dislikes for types of food; food allergies.

15. **Sports:** types of sports; preferred type of sports; in the sports ground; watching a match either live or on TV.
16. **Favourite Hobbies and Pets:** types of pastimes; describing one's favourite hobby; pets in the house; describing one's favourite pet; how one takes care of it and spends time with it.
17. **The Human Body:** naming external parts of the body; at the doctor's clinic; visiting a patient at the hospital; in the pharmacy; phoning for an ambulance in an emergency.
18. **Travelling Abroad:** at the travel agent; at the Consular office for visa application; at the airport; at the railway station; at the passport control and the customs.
19. **In a Foreign Country:** at the hotel; renting an apartment; visiting historical sites; visiting places of interest; at the national museum; at the souvenir shop; sending a post-card home.
20. **Handling a Problem:** at the police station; reporting a theft; reporting a lost passport; reporting a lost suitcase; reporting a car accident; requesting directions when lost.

Linguistic Competences include the writing skills which comprise the grammatical, lexical, semantic, phonological, orthographic competences.

Candidates are expected to know the following grammatical rules and concepts:

The Alphabet in *Naskhi* style (the sun and the moon letters).

Use of *Hamza* (initial, medial, final position), the *ta' marbuta*, *shadda*, *madda* and other standard orthographic devices.

Knowledge of vowelings such as nunation and all the short vowels, to assist in comprehension of spoken and written text

The Definite and indefinite article

Nouns: in the three cases: nominative, accusative and genitive;
Definite and indefinite;
Masculine and feminine;
Singular, dual and plural;
Common broken plurals;
Also notable exceptions to the prevalent rule: e.g. Non-human plurals are grammatically feminine singular;
of place and time;
Of instrument.

Pronouns: personal, demonstrative, attached, relative and interrogative.

Adjectives: formation of and their placing;
in the three cases: nominative, accusative, genitive agreement in gender, number and use (including use of before names of relatives: *nisba*);
Of colours and defects.

Prepositions: their proper usage;
The possessive and construct state (*idafa*).

Nominal sentences: subject and predicate in equational sentences;
Sentences with *kana* and its common sisters and with *inna* and its common sisters.

The Verbs: formation and use of common trilateral (and some examples of Quadrilateral verbs;
the perfect tense;
the imperfect and imperative tenses;
basic rules of the subjunctive and the jussive;
essential weak verbs e.g. لاق ، يمر
essential doubled verbs eg. عدّشّد ،
essential *hamzated* verbs eg. أرق ، أر
the Passive voice.

Verbal sentences: word order: verb, subject, direct object;
Pronoun suffixes and the verb;
Negative sentences (all forms)

Adverbs of Time and Place and their usage

Conjunctions: Comparative and superlative

Proper nouns: names of countries (Arab and non-Arab);
nationalities;
familiar personal Arab names.

The calendar: months of the Christian and Muslim years.

Numbers: Cardinal and ordinal numbers; fractions; expressions of time, date,
age, telephone numbers, prices, weights, measures.

Pragmatic competence comprises functional, thematic development, coherence and cultural competences.
Candidates are expected to know the following for the cultural section in Paper 2.

- 1) Proverbs: Candidates are expected to know all the Arabic proverbs listed in Book Three page 136 of *Qari, Kitba, Konverzazzjoni u Grammatika*, R.Dijaf, PEG: Malta, 1986.
- 2) Knowledge on the Arab world: Refer to Table 1. With regards to personalities, candidates are expected to know a brief biography about them.

SCHEME OF ASSESSMENT

Candidates will be required to take two papers of two hours' duration each:

Paper 1 – This paper is to be taken by all candidates. It is designed to test: aural/oral skills; the active control of the usage of Arabic; spoken fluency and the ability to extract information.

Part One of Paper 1 consists of the Listening Comprehension and the Dictation.

Part Two of Paper 1 consists of One-to-one Conversation and a reading comprehension, answering questions orally.

Paper II – There will be two versions of this paper: Paper 2A and Paper 2B. Candidates are required to indicate on the registration form which paper they wish to sit for. No change in the choice of paper will be allowed after the registration period. Paper 2A will contain questions that are more demanding than those in Paper 2B. This paper is designed to test the ability to write a passage of continuous prose in Arabic, the ability to read, understand and interpret a text, and the ability to translate into and from Arabic.

Paper 2A consists of an essay, two short passages for translation (one passage Arabic into English and the other English into Arabic), grammar exercise for vocalisation and the culture part.

Paper 2B consists of a short essay/message, one passage for translation from Arabic into English, a grammar exercise and the culture part which is common like that of paper 2A.

| | | | |
|-----------------------------|------------------|---|----------|
| Reception 35% | LISTENING 15% | <i>Listening comprehension</i> (which requires 30 mins), <i>Dictation</i> (this requires another 30 mins: 15 mins from LISTENING and 15 mins from WRITING, since this task makes use of both skills) * The <i>Listening Comprehension</i> and the <i>Dictation</i> altogether will comprise between 350 and 600 words | 60 mins |
| | READING 20% | <i>Reading comprehension</i> (which requires 20 mins), <i>Reading aloud</i> and answering the questions orally. * The reading text will comprise between 250 and 300 words | 20 mins |
| Production 65% | SPEAKING 15% | <i>Conversation, one to one</i> | 10 mins. |
| | WRITING 50% | <i>Language use, Essay/ writing task, grammar and Culture</i> * The <i>Essay</i> and the <i>Writing Tasks</i> altogether must have the following word limits: 200-270 (Paper IIA) 150-220 (Paper IIB) | 150 mins |
| Weighting (100%) | Tasks | Time distribution 240 mins (Divided equally between Paper 1 and Paper 2) | |

Paper I + Paper IIB should be pegged at level A2 (CEF) and candidates sitting for Paper I and Paper IIB may qualify for a grade not higher than 4 (i.e. grades 4, 5, 6, 7); the results of candidates who do not obtain at least a Grade 7 shall remain Unclassified (U).

Paper I + Paper IIA should be pegged at levels A2 and B1 (CEF) and candidates sitting for Paper I + Paper IIA may qualify for a grade within the range 1 to 5 (i.e. 1, 2, 3, 4, 5); the results of candidates who do not obtain a Grade 5 shall remain Unclassified (U).

GRADE DESCRIPTIONS

Candidates who obtain Grades 1, 2, and 3 will be assumed to have reached level B1.

The results of candidates who obtain Grades 4 and 5 will indicate level A2 (CEF) in the language.

The results of candidates who obtain Grades 6 and 7 will indicate a level below A2.

Grade 1 means that candidates have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics. (B1)

Grade 5 means that candidates have a repertoire of basic language which enables him/her to deal with everyday situations with predictable content, though they will generally have to compromise the message and search for words. (A2)

Grade 7 means that candidates show only limited control of a few grammatical structures and sentence patterns in a learnt repertoire. (A1)

TABLE 1

| ARABIC SPEAKING COUNTRIES | CAPITAL CITIES | POLITICAL SYSTEM | FAMOUS PEOPLE from Literature, Sport, Music, History |
|----------------------------------|-----------------------|-------------------------|---|
| | | | |
| Morocco | Rabat | Monarchy | Nawal El Moutawakel - Olympic athlete; Ibn Batutah - explorer & traveler; Ibn Rushd - philosopher & physician |
| Mauritania | Nouakchott | Republic | |
| Algeria | Algiers | Republic | Abdel Qadir - patriotic leader; Djebar, Assia - novelist; Morceli Noureddine - footballer |
| Tunisia | Tunis | Republic | Ibn Khaldun - sociologist; Moufida Tlatli - film director |
| Libya | Tripoli | Jamahiriya | Omar al-Mukhtar - patriot; Salam Al-Barudi - poet; Ibrahim Alkouni - short story writer |
| Egypt | Cairo | Republic | Yussef Shahin, Najib Mahfouz, Nawal al-Sadawi, Umm Kulthum, Amr Diab |
| Sudan | Khartoum | Republic | Ibrahim Ishaq Ibrahim - novelist; Al-Tijani Yusuf Bashir - poet |
| Djibouti | Djibouti | Republic | |
| Palestine | East Jerusalem | Authority | Samira Azzam - short story writer; Ghassan Kanafani - journalist & prose writer |
| Jordan | Amman | Monarchy | Ghaleb Halassa - short story writer |

| | | | |
|----------------------|-----------|-------------------------|--|
| Lebanon | Beirut | Republic | Khalil Gibran - prose writer and poet; Feyrouz - singer |
| Syria | Damascus | Republic | Jabir Ibn Hayyan - an alchemist; Yussef al-'Udzma - patriotic leader |
| Iraq | Baghdad | Republic | Abu Nuwas - poet; Yaqûb ibn Ishâq al-Kindî - philosopher & scientist |
| Kuwait | Kuwait | Emirate | Hanan S. Kanaan - author |
| Saudi Arabia | Riyad | Monarchy | Mohamed Al-Bisatie – novelist |
| United Arab Emirates | Abu Dhabi | Emirate | |
| Oman | Muscat | Monarchy | |
| Yemen | Sana'a | Republic | Mohammed Ahmed Abdul Wali - novelist; Abd al-Aziz al-Maqalih – scholar |
| Bahrain | Manama | Constitutional monarchy | Tarafa ibn Al Abd - poet; Ahmad Bin Majid, 15th century navigator and writer |
| Qatar | Doha | Monarchy | |