



AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA

LEAVING CERTIFICATE

ARABIC INTERIM SYLLABUS

(ORDINARY LEVEL AND HIGHER LEVEL)

LEAVING CERTIFICATE PROGRAMMES

Aims and Principles

1. The general aim of education is to contribute towards the development of all aspects of the individual, including aesthetic, creative, critical, cultural, emotional, expressive, intellectual, for personal and home life, for working life, for living in the community and for leisure.
2. Leaving Certificate programmes are presented within this general aim, with a particular emphasis on the preparation of students for the requirements of further education or training, for employment and for their role as participative, enterprising citizens.
3. All Leaving Certificate programmes aim to provide continuity with and progression from the Junior Certificate programme. The relative weighting given to the various components – e.g. personal and social (including moral and spiritual) development, vocational studies and preparation for further education and for adult and working life – within the programmes may vary.
4. Programmes leading to the award of the Leaving Certificate are of two years duration and are offered in three forms:
 - i. The Leaving Certificate (Established)
 - ii. The Leaving Certificate Vocational Programme
 - iii. The Leaving Certificate Applied
5. All Leaving Certificate programmes, in contributing to a high quality education, emphasise the importance of :
 - self-directed learning and independent thought
 - a spirit of inquiry, critical thinking, problem solving, self-reliance, initiative and enterprise
 - preparation for further education, for adult and working life
 - lifelong learning.

The Leaving Certificate (Established)

The Leaving Certificate (Established) programme offers students a broad and balanced education while allowing for some specialisation. Syllabuses are provided in a wide range of subjects. All subjects are offered at Ordinary and Higher levels. In addition, Mathematics and Irish are also offered at Foundation level.

The certificate is used for purposes of selection into further education, employment, training and higher education.

The Leaving Certificate Vocational Programme (LCVP)

The Leaving Certificate Vocational Programme is an intervention within the Leaving Certificate (Established). LCVP students study a minimum of five subjects (at Higher, Ordinary or Foundation levels), including Irish and two subjects from specified vocational subject groupings. They are also required to take a recognised course in a modern European language, other than Irish or English. In addition LCVP students take three Link Modules on Enterprise Education, Preparation for Work and Work Experience.

In particular, the LCVP aims to foster in students a spirit of enterprise and initiative and to develop their interpersonal, vocational and technological skills.

The Leaving Certificate Applied

The Leaving Certificate Applied is a distinct, self-contained Leaving Certificate programme. It is designed for those students who do not wish to proceed directly to higher education or for those whose needs, aspirations and aptitudes are not adequately catered for by the other two Leaving Certificate programmes. The Leaving Certificate Applied is structured around three main elements - Vocational Preparation, Vocational Education and General Education - which are interrelated and interdependent. This programme is characterised by educational experiences of an active, practical and student-centred nature.



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Introduction

Leaving Certificate Arabic was offered in Ireland for the first time in June 1997, at Ordinary and Higher levels. The current syllabus is based on the Arabic curriculum taught at secondary school level in the state system of an Arabic-speaking country. The curriculum includes a number of prescribed texts, both religious and secular.

A new interim Leaving Certificate Arabic syllabus

A new interim Leaving Certificate Arabic syllabus will be examined for the first time in June 2004 at Ordinary and Higher levels. It will replace the Arabic syllabus which has existed since 1997, and which is to be examined for the last time in June 2003. A key feature of the new syllabus is the addition to the syllabus of set texts from modern Arabic literature. This reflects the increasing variety in the students taking the subject. However, since the majority of these are expected to remain, at least for the time being, first language Arabic speakers, the new interim syllabus will continue to emphasise reading and writing skills.

The future shape of Leaving Certificate Arabic

It is envisaged that, in the future, a number of schools in Ireland will teach Arabic ab initio up to the Higher level of the Leaving Certificate, and not necessarily only to first language Arabic speakers. In this context, it is envisaged that a syllabus incorporating all the elements of a modern language syllabus will be put in place for Arabic in due course.

Syllabus Structure

The two main components of the syllabus are its General Aims and a set of more specific Skills Objectives. These Skills Objectives, which are based on the General Aims, are subdivided into three areas: Reading and Directed Writing; Continuous Writing;

and Use of Language. The scheme of assessment is explained under the heading Assessment. The syllabus is, therefore, set out as follows:

General Aims
Skills Objectives
Reading and Directed Writing
Continuous Writing
Use of Language
Assessment

General Aims

The general aims of the syllabus are the same for students taking Ordinary level, and students taking Higher level. The aims are set out below; they are not listed in order of priority.

The aims are to

1. enable students to communicate accurately, appropriately and effectively in speech and writing
2. enable students to understand and respond appropriately to what they read and experience
3. encourage students to enjoy and appreciate the variety of language style
4. complement the students' other areas of study by developing skills with more general application (e.g. analysis, synthesis, drawing of inferences)
5. promote the students' personal development, and an understanding of themselves and others.

Skills Objectives

Performance targets are the same for students at both levels of the Leaving Certificate. Students taking Higher level should possess a number of linguistic skills which are not expected of Ordinary level students. What is expected at both Ordinary and Higher levels, and what is expected only at Higher level, are indicated in the following sections.

LEAVING CERTIFICATE ARABIC INTERIM SYLLABUS

1. READING AND DIRECTED WRITING

1. READING AND DIRECTED WRITING

Performance Targets

- Understanding and conveying information
- Understanding, ordering and presenting facts, ideas and opinions
- Evaluating information and selecting what is relevant to specific purposes
- Articulating experience and expressing what is felt and what is imagined
- Recognising implicit meaning and attitudes
- Communicating effectively and appropriately

Linguistic Skills

Ordinary and Higher levels

- Demonstrating understanding of words within short texts
- Scanning for and extracting specific information, organising material and presenting it in a given format
- Showing some sense of audience and awareness of style
- Identifying main and subordinate topics, summarising, paraphrasing, re-expressing
- Recognising and responding to simple linguistic devices including figurative language

Higher level

- Showing a precise understanding of more extended texts
- Recognising the relationship of ideas and arrangement of concepts
- Drawing inferences, evaluating effectiveness, comparing, analysing, synthesising
- Recognising and responding to more sophisticated linguistic devices
- Editing or elaborating the work of others

LEAVING CERTIFICATE ARABIC INTERIM SYLLABUS

2. CONTINUOUS WRITING

2. CONTINUOUS WRITING

Performance Targets

- Articulating experience and expressing what is felt and what is imagined
- Ordering and presenting facts, ideas and opinions
- Communicating effectively and appropriately

Linguistic Skills

Ordinary and Higher levels

- Expressing thoughts, feelings and opinions in order to interest, inform or convince
- Demonstrating adequate control of vocabulary, syntax, grammar and punctuation

Higher level

- Showing a wider and more varied sense of audience and context, and an awareness of different styles
- Paragraphing, demonstrating a sophisticated use of vocabulary and structures

LEAVING CERTIFICATE ARABIC INTERIM SYLLABUS

3. USE OF LANGUAGE

3. USE OF LANGUAGE

Performance Targets

- exercising control of appropriate grammatical structures
- demonstrating an awareness of the conventions of paragraphing, sentence structure and punctuation
- understanding and employing a range of apt vocabulary
- Showing a sense of audience and an awareness of register and style in both formal and informal situations

Linguistic Skills

Ordinary and Higher levels

- Exercising care over punctuation
- Writing in accurate simple sentences
- Attempting a variety of sentence structures
- Recognising the need for paragraphing
- Using an appropriate vocabulary
- Showing some sense of audience and awareness of style

Higher level

- Demonstrating accuracy in punctuation
- Writing accurate complex sentences
- Employing a varied sentence structure
- Writing in well constructed paragraphs
- Using an imaginative and varied vocabulary
- Showing a clear sense of audience and awareness of style

LEAVING CERTIFICATE ARABIC INTERIM SYLLABUS

4. ASSESSMENT

4. ASSESSMENT

Examination tasks will always be based on the syllabus content.

In any given year examiners will choose a broadly representative range of elements from the syllabus.

1. General Principles

- Candidates should be prepared to meet, in various combinations, situations and tasks from the whole syllabus content.
- The tasks encountered in the examination in reading and writing tasks will have "real life" validity or will be preparatory for real tasks.
- Assessment in the skills examined will be concerned primarily with the accurate receipt and transmission of meaning.

2. Core Objectives

All candidates will be assessed on their ability to:

- demonstrate an understanding of the written language in a variety of registers;
- express themselves correctly in order to describe, obtain and convey information, offer explanations, and express ideas, opinions and feelings;
- demonstrate a control of grammatical structures.

3. Differentiation

The syllabus aims to cater for a range of achieved level. Assessment will be at Ordinary and Higher levels. The levels will be differentiated by the extent and complexity of the tasks set.

a) Mark allocation

Mark allocation will be the same at Ordinary and Higher level.

MARK ALLOCATION

Reading comprehension	20%
Literature	35%
Usage	20%
Continuous writing	25%

b) Assessment Criteria

These will take account of:

- ability to transfer meaning and
- degrees of accuracy and appropriateness of language, including the range of vocabulary and structures used.

c) Assessment Criteria according to level

Differentiation of level will be reflected in the assessment criteria:

Higher level

- understanding and communicating information at both a straightforward and a complex level
- understanding facts, ideas and opinions, and ordering and presenting them with clarity and accuracy
- evaluating material and selecting and presenting in detail what is relevant for specific purposes
- describing and reflecting upon experience and detailing and analysing effectively what is felt and what is imagined
- recognizing implicit meanings and attitudes
- showing a clear sense of audience and an understanding of appropriate uses of language
- writing in well constructed paragraphs, using a full range of appropriate sentence structure and showing accuracy in punctuation.

Ordinary level

- understanding and conveying information at a straightforward level
- understanding basic facts, ideas and opinions, and presenting them with a degree of coherence
- selecting material and commenting upon it at a literal level
- describing experience in concrete terms and expressing intelligibly what is felt and what is imagined
- recognising implicit meanings and attitudes
- showing awareness that language is used in different ways in different circumstances
- writing in simple sentences and showing accuracy in punctuation

4. Format

The examination will assess a candidate's ability to:

- (a) understand the written language;
- (b) employ the written language;
- (c) communicate in the written language.

Within each of these assessment objectives the language and examination tasks will arise from the subject content.

Reading Comprehension

Candidates will be expected to demonstrate an understanding of, and extract relevant specific information from a variety of types of unseen text, including letters, newspaper or magazine articles, and works of literature. Material and tasks at Higher level will place greater demands on the candidate than those at Ordinary level. At both levels the candidate will be required to explore various levels of meaning within a text, and demonstrate awareness of some stylistic aspects.

Literature

Candidates will be expected to show a reasonable understanding of, and be able to comment on, a number of set texts, details of which appear in the Appendix. Differentiation between Ordinary and Higher level is reflected in the number and type of texts set at each level, and in the tasks demanded of the candidates.

Usage

Candidates will be expected to show an appropriate control of grammatical structures. Material and tasks at Higher level will place greater demands on the candidate.

Continuous Writing

The tasks set will primarily require the candidate to use language for purposes of communication such as expressing feelings and attitudes, giving and obtaining information, describing, relating, offering explanations, summarising, elaborating etc. Tasks at Higher level will place greater demands on the candidate.

5. Description of papers

The question papers will be set entirely in Arabic. There will be one 3 hour paper at Ordinary level, and one 3 hour paper at Higher level. Both papers will consist of four parts.

Part 1

Part 1 will consist of a prose extract followed by four multiple-choice questions which will test the candidates' understanding of the main points of the structure and the argument, and two open-ended questions which will test other aspects of the extract, like the use of language and the author's attitude towards the subject matter.

Part 2

Part 2 will consist of three sections. The first section, to be answered by all candidates, will comprise an extract from the Koran, followed by two questions. The second and third sections, between which the candidates will be asked to choose, will consist respectively of a portion of classical Arabic verse, followed by two questions, and an extract from a work of modern Arabic prose, followed by 2 questions. In both cases, one question will bear directly on the text presented, while the other question will be of a more contextual nature.

Part 3

Part 3 will be a test of usage. Tasks will test candidates' control of grammatical structures and awareness of register and style. Five questions will be set.

Part 4

Part 4 will test candidates' skill in continuous writing. A selection of six titles will be provided calling for an imaginative, narrative or argumentative response in appropriate style. Candidates will be required to choose one title and will be advised to write 300-400 words.

APPENDIX: PRESCRIBED TEXTS

2,i : The Holy Koran

١،٢: القرآن الكريم

Higher and Ordinary Levels:

III (*Al-Imrān*): 103-104; 133-136

سورة آل عمران: ١٠٣-١٠٤؛ ١٣٣-١٣٦

VI (*al-An‘ām*): 151-153

سورة الأنعام: ١٥١-١٥٣

VIII (*al-Anfāl*): 20-29; 61-67

سورة الأنفال: ٢٠-٢٩؛ ٦١-٦٧

IX (*al-Tawbah*): 108-111

سورة التوبة: ١٠٨-١١١

XVIII (*al-Kahf*): 60-82

سورة الكهف: ٦٠-٨٢

XLII (*al-Shūrā*): 33-40

سورة الشورى: ٣٣-٤٠

2,ii : Classical Arabic poetry

٢،٢: الشعر

Higher Level:

al-Shanfarā al-Azdī: an exhortation to fortitude

الشنفري الأزدي: في الحماسة (ثورة وتمرد)

‘Amr b. Kulthūm: a vaunt

عمرو بن كلثوم: قي الفخر

Zuhayr b. Abī Sulmā: in praise of sagacity

زهير بن أبي سلمى: في الحكم

al-Khansā’: a lament

الخنساء: في الرثاء «بكاء ولوعة»

Ḥassān b. Thābit: in praise of the Prophet

حسان بن ثابت: الشعر في صدر الإسلام
مدح الرسول

Jarīr b. ‘Aṭīyah: a lament

جرير بن عطية: الرثاء

‘Umar b. Abī Rabī‘ah: an amatory ode

عمر بن أبي ربيعة: الغزل الصريح

Ibn Zaydūn: an amatory ode

ابن زيدون: في الغزل

Ibn al-Khaṭīb: memories of al-Andalus

لسان الدين ابن الخطيب: ذكرى في الأندلس

Ordinary Level:

‘Amr b. Kulthūm: a vaunt

al-Khansā’: a lament

‘Umar b. Abī Rabī‘ah: an amatory ode

Ibn al-Khaṭīb: memories of al-Andalus

عمرو بن كلثوم: قي الفخر

الخنساء: في الرثاء « بكاء ولوعة »

عمر بن أبي ربيعة: الغزل الصريح

لسان الدين ابن الخطيب: ذكرى في الاندلس

2,ii : Modern Arabic literature:

٢،٣: الأدب المعاصر

Higher Level:

Ṭaha Ḥusayn: *al-Ayyām* (Part One)

al-Ṭayyib Ṣāliḥ: *Urs al-Zayn*

طه حسين: الأيام (الجزء الأول)

الطيب صالح: عرس الزين

Ordinary Level:

al-Ṭayyib Ṣāliḥ: “*Dūmat Wad Ḥāmid*” and

“*Nakhlah ‘alā al-jadwal*” from: *Dūmat Wad Ḥāmid: Sab‘ qīṣaṣ*

الطيب صالح: « دومة ود حامد » و « نخلة على

الجدول » من: دومة ود حامد : سبع قصص



Procedures for drawing up National Syllabuses

The NCCA's Course Committees for the Leaving Certificate (Established) have the following membership:

- *Association of Secondary Teachers, Ireland*
- *Teachers' Union of Ireland*
- *Joint Managerial Body*
- *Association of Community and Comprehensive Schools*
- *Subject Association*
- *Irish Vocational Education Association*
- *National Council for Educational Awards*
- *Conference of Heads of Irish Universities*
- *Department of Education and Science (Inspectorate)*
- *State Examinations Commission.*

On the basis of a brief provided by Council, the NCCA's Course Committees prepare the syllabuses.

Recommendations of Course Committees are submitted to the Council of the NCCA for approval. The NCCA, having considered such recommendations, advises the Minister for Education and Science accordingly.

Further information may be obtained by contacting the NCCA at 24 Merrion Square, Dublin 2.



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