

B O A R D O F S T U D I E S
NEW SOUTH WALES

Russian Background Speakers

Stage 6 Syllabus

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GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

provide a curriculum structure which encourages students to complete secondary education;

foster the intellectual, social and moral development of students, in particular developing their:

- knowledge, skills, understanding and attitudes in the fields of study they choose
- capacity to manage their own learning
- desire to continue learning in formal or informal settings after school
- capacity to work together with others
- respect for the cultural diversity of Australian society;

provide a flexible structure within which students can prepare for:

- further education and training
- employment
- full and active participation as citizens;

provide formal assessment and certification of students' achievements;

provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Introduction to Russian in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is the modern standard or official version of Russian.

2.2 Description of Target Group

The *Russian Background Speakers Syllabus* is designed for students with a cultural and linguistic background in Russian.

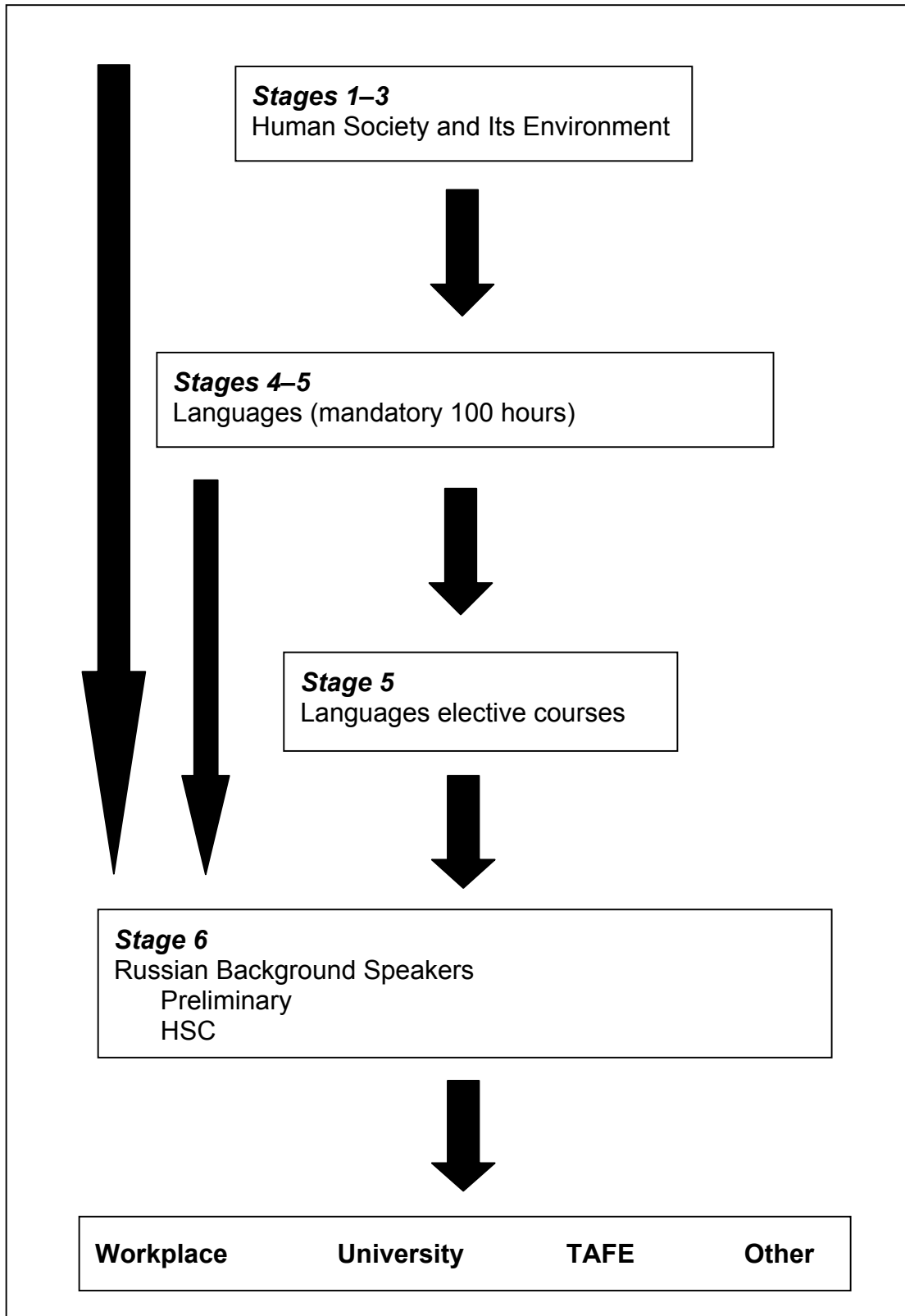
2.3 Rationale

Russian is the official language of Russia, and the first language of significant populations in various parts of the world, particularly Eastern and Western Europe, Asia, America and Australia. Russian is one of the official languages of international organisations such as the United Nations and UNESCO.

The study of Russian provides an insight into, and an appreciation of, Russia's rich culture and history, as well as an understanding of contemporary life in Russia. Russian culture has had a great global influence and it continues to have international influence in such fields as music, the performing and visual arts, sport, film, literature, politics, and the sciences. Many of these areas could be explored in the study of Russian.

People of Russian origin have been contributing to Australia's cultural development since the end of the last century. Trade and cultural links between Australia and Russia have existed for many years. There are vocational opportunities for those with proficiency in Russian in the fields of science and technology, trade, finance, tourism, the arts, education, journalism, and international relations.

3 Continuum of Learning for Russian Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study.

Stage 6 offers students the opportunity to continue the study of a language at Background Speakers level. Students may also begin the study of a language in Stage 6.

4 Aims

The aims of the syllabus are to develop the student's:

- ability to use Russian to communicate with others
- understanding and appreciation of the cultural contexts in which Russian is used
- ability to reflect on his or her own and other culture(s)
- understanding of language as a system
- ability to make connections between Russian and English, and/or other languages
- cognitive, learning, and social skills
- potential to apply Russian to work, further study, training or leisure.

5 Objectives

The student should be able to achieve the following objectives:

- Objective 1 — exchange information, opinions and ideas in Russian
- Objective 2 — express ideas through the production of original texts in Russian
- Objective 3 — analyse, evaluate, and respond to texts that are in Russian
- Objective 4 — understand aspects of the language and culture of Russian-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Russian and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course is intended to provide the student with the opportunities to develop his or her communication skills, knowledge and understanding of the language through the study of a range of authentic Russian texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, the student will develop the skills needed to study the prescribed texts for the HSC course.

The HSC Course (120 indicative hours)

In addition to the development of language and communication skills, the HSC course is structured to provide the student with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

7 Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that the student will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which the student achieves these outcomes will be reported in the performance scale.

7.1 Table of Objectives and Outcomes

Objectives	Outcomes
<p>The student should be able to:</p> <ol style="list-style-type: none"> 1. exchange information, opinions, and ideas in Russian 	<p>The student:</p> <ol style="list-style-type: none"> 1.1 conveys information, opinions, ideas, feelings, and attitudes accurately and appropriately 1.2 exchanges and justifies opinions and ideas 1.3 uses appropriate features of language for a variety of contexts, purposes, and audiences 1.4 uses strategies to sustain communication
<ol style="list-style-type: none"> 2. express ideas through the production of original texts in Russian 	<ol style="list-style-type: none"> 2.1 sequences and structures information, opinions, ideas, feelings, and attitudes logically and coherently 2.2 demonstrates control of appropriate language structures and vocabulary 2.3 produces texts that are persuasive, creative, and discursive 2.4 produces texts appropriate to context, purpose, and audience 2.5 uses a variety of features to put forward and defend opinions, and convey meaning, through a wide range of vocabulary and expressions

<p>3. analyse, evaluate, and respond to texts that are in Russian</p>	<p>3.1 presents information in a different form and/or for a different audience</p> <p>3.2 explains the significance of context in conveying meaning</p> <p>3.3 identifies, discusses, and analyses main points and detailed items of specific information</p> <p>3.4 summarises and interprets information and ideas</p> <p>3.5 compares and contrasts aspects of texts</p> <p>3.6 infers points of view, values, attitudes, and emotions from features of language in texts</p> <p>3.7 responds to fiction and non-fiction texts personally and critically</p> <p>3.8 composes an argument supported by textual references</p>
<p>4. understand aspects of the language and culture of Russian-speaking communities</p>	<p>4.1 demonstrates knowledge of appropriate language structures and semantic relations</p> <p>4.2 examines and discusses sociocultural elements in texts</p> <p>4.3 recognises and employs language appropriate to different sociocultural contexts, and appreciates indirect and culturally appropriate ways of addressing others, including protocols</p>

7.2 Key Competencies

The Russian Stage 6 Background Speakers course provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work, and everyday life.

Key competencies are embedded in the *Russian Background Speakers Stage 6 Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodology of the syllabus and through classroom pedagogy. Students interact with each other and, through this interaction, the key competencies of **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, the student will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency **solving problems**.

8 Content

8.1 Themes and Contemporary Issues

Themes provide a context and an organisational focus within which the student will develop his or her knowledge of Russian, and understanding of the cultural contexts in which Russian is used.

Themes will be studied through a range of texts, some of which may be prescribed. The texts will enable the student to reflect on, and respond to, aspects of language and culture of Russian-speaking communities. The student will develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

8.1.1 Prescribed Themes

There are four prescribed themes:

the individual and the community

youth culture

Russian life as depicted in contemporary texts

relevance of classical Russian literature in contemporary society.

8.1.2 Prescribed Contemporary Issues

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives for each of the issues.

Theme	Contemporary Issues
the individual and the community	the impact of a changing society on the individual the search for identity
youth culture	education and opportunity pressures on young people today
Russian life as depicted in contemporary texts	human relationships in contemporary society impact of political change on the individual
relevance of classical Russian literature in contemporary society	changing social and moral values belonging versus alienation

8.2 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and outcomes.

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills, and understanding at increasingly complex levels.

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)

- a context (this may be real, simulated, or imaginary, and include aspects such as where, when, who is involved)

- a process (thinking, problem-solving, creating)

- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

8.3 Texts and Text Types

The term 'text' refers to any form of communication — spoken, written, or visual, or combinations of these. Texts are sometimes usefully grouped as 'text types'. For example, texts such as a letter, an interview, or a report, share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each text type has defining characteristics of which the student should be made aware.

The student will read, listen to, and view a range of texts and text types in Russian relevant to the prescribed themes and contemporary issues. English language texts may also provide a perspective on the themes and contemporary issues being explored. However, most of the texts studied must be in Russian. In addition, the student will be expected to construct a range of texts appropriate to a variety of contexts, purposes, and audiences.

The student will analyse and evaluate texts from linguistic perspectives (language forms and features, structure), and cultural perspectives (thematic, contextual, social, and political), and consider the relationships between them. The student will analyse and evaluate the way texts convey their message and how they impact on their audience.

In this way, the student will develop skills in listening, speaking, reading, and writing. The student will also develop skills in critical literacy by reflecting on his or her own and other cultures, and by making connections between Russian and English, and/or other languages.

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those that the student may be expected to produce in the external examination. In their teaching and learning program, teachers may introduce the student to a wider range of text types than are presented here.

advertisement*	essay*	poem
announcement	film	recount
article*	interview	report*
broadcast	letter*	review*
description*	narrative account*	speech/talk (script)*
diary entry*	news item	short story
discussion*	personal profile	song
documentary	play	speech/talk*

8.4 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively. Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Russian Background Speakers Stage 6*.

8.5 Grammar

Grammar can be described as the organisation of, and the relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used below are not intended to promote or favour any particular theory of grammar.

The student will already have acquired a significant understanding of the function of grammar in Russian through prior knowledge or study of Russian. Developing the student's ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending his or her awareness of the system of structures that underlie the language, as well as the ability to apply and adapt this knowledge.

The student studying Russian in a Background Speakers course is expected to recognise and use the following grammatical structures.

Grammatical item	Sub-elements	Example(s)
Nouns	<p>declension</p> <p>gender</p> <p>case – with and without prepositions</p> <p>indeclinable</p> <p>used only in the singular</p> <p>used only in the plural</p> <p>most common suffixes – used to express endearment, diminutive forms, etc</p> <p>compound</p> <p>denoting profession</p> <p>declension of names, patronymics and surnames, geographical names</p>	<p>гора, Боря стол, село кровать кошка, кот окно, дело (читаю) книгу о книге под книгой пальто кофе серебро ножницы девочка Петенька стаканчик котёнок солнышко пароход кинофильм кафе-ресторан юго-восток экс-чемпион рабочий, врач служащий Ивана Петровича Семашко; Иванов Ростова-на-Дону</p>

Grammatical item	Sub-elements	Example(s)
Pronouns	gender number case personal possessive demonstrative definitive interrogative relative negative indefinite	он, она, оно этот, эта я/мы вы/они я мной(ю) вами я, ты, он/она/оно мой, твой, его тот, этот сам, весь, каждый кто? что? чей? кто, что, который никто, ничто некто, кое-что
Adjectives	formation qualitative and relative gender number case adjective and noun agreement comparative or superlative (simple and compound forms) long and short forms adjectives used as nouns possessive adjectives negative particle <i>НЕ</i>	атом-ный талант-лив-ый зуб-ной загорелый мартовский новый/новая новый/новые синий/синего синяя/синей большая книга тяжелый груз больший наибольший/ самый большой высокий/высок рабочий столовая дядин мамин Петин некрасивый

Grammatical item	Sub-elements	Example(s)
Verbs	the infinitive mood indicative – present tense (1st, 2nd and mixed conjugations) past and future tenses imperative conditional other aspects – perfective and imperfective negative particle <i>HE</i> transitive and intransitive verbs reflexive impersonal voice active passive	петь, касаться пишу, привожу бегу писал, напишу пиши написал бы писал/написал не писал ненавидеть писать (письмо) ходить одеваться светает писать (письмо) (письмо) пишется дом построен
Participles	formation declension present active and passive and past active and passive short forms negative particle <i>HE</i> conversion of participles into adjectives and nouns	стучащий пишущий встречающееся стучащего о работающем идущий, ведомый шедший, прочитанный прочитан освещен не прочитан не освещен непрочитанный неосвещенный служащий

Grammatical item	Sub-elements	Example(s)
Verbal Adverbs	formation use negative particle <i>НЕ</i>	издавая глядя сознавшись Шел, глядя под ноги. не боясь не глядя
Adverbs	formation comparative and superlative forms (regular and irregular) types – time, place, manner negative particle <i>НЕ</i>	издали справа впустую по-русски строже/ строжайше лучше всех накануне издали печально негде некуда
Numerals	cardinals simple, compound, composite used with a noun used with an adjective and a noun declension ordinals declension collective fractional	один, два шесть, семь восемьдесят двадцать один пять человек трое детей трое маленьких детей троих первый, второй первого, второго трое, пятеро одна восьмая
Prepositions	use with nouns use after verbs	по дороге скучать по семье

9 Course Requirements

For the Preliminary course:

120 indicative hours are required to complete the course
themes and contemporary issues are prescribed for study.

For the HSC course:

the Preliminary course is a prerequisite
120 indicative hours are required to complete the course
themes, contemporary issues, and texts are prescribed for study.

9.1 HSC Course Prescriptions

There are prescribed texts required for study in the Russian Background Speakers Stage 6 HSC course. These are published on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>). The prescribed texts will also be published in the *Board Bulletin*. As the prescribed texts are reviewed, the amendments will be published on the Board of Studies website and in the *Board Bulletin*.

The study of prescribed texts will not commence prior to the completion of the Preliminary course.

10 Post-school Opportunities

The study of Russian provides the student with knowledge, skills and understanding that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Russian assists the student to prepare for employment, and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Russian Background Speakers syllabus is contained in *Assessment and Reporting in Russian Background Speakers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Russian Background Speakers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc