

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

Serbian Continuers

Stage 6 Syllabus

Original published version updated:

June 2009 – Assessment and Reporting information updated

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Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4619 X

2009405

Contents

1	The Higher School Certificate Program of Study	5
2	Introduction to Serbian in the Stage 6 Curriculum	6
2.1	The Language	6
2.2	Description of Target Group	6
2.3	Rationale	6
3	Continuum of Learning for Serbian Stage 6 Students	7
4	Aims	9
5	Objectives	9
6	Course Structure	10
7	Objectives and Outcomes	11
7.1	Table of Objectives and Outcomes	11
7.2	Key Competencies	12
8	Content of Serbian Preliminary and HSC Courses	13
8.1	Themes, Topics and Sub-topics	13
8.2	In-depth Study	14
8.3	Tasks	15
8.4	Text Types	16
8.5	Vocabulary	16
8.6	Dictionaries	16
8.7	Grammar	17
9	Course Requirements	19
10	Post-school Opportunities	19
11	Assessment and Reporting	20

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 Serbian in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is the modern standard version of Serbian. Both *ijekavski* and *ekavski* variants are recognised, as are the Cyrillic and Roman scripts.

Students should be aware of different levels of language, for example, formal, informal, some colloquialisms, and slang. Students are expected to know that dialects do exist. However, they are not required to study them. External assessment items will be written in Cyrillic script. However, students can respond using either Cyrillic or Roman script.

2.2 Description of Target Group

The *Serbian Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Serbian for 400 to 500 hours by the time they have completed Year 12. Some students with less formal experience than this will also be able to meet the requirements of the syllabus successfully.

2.3 Rationale

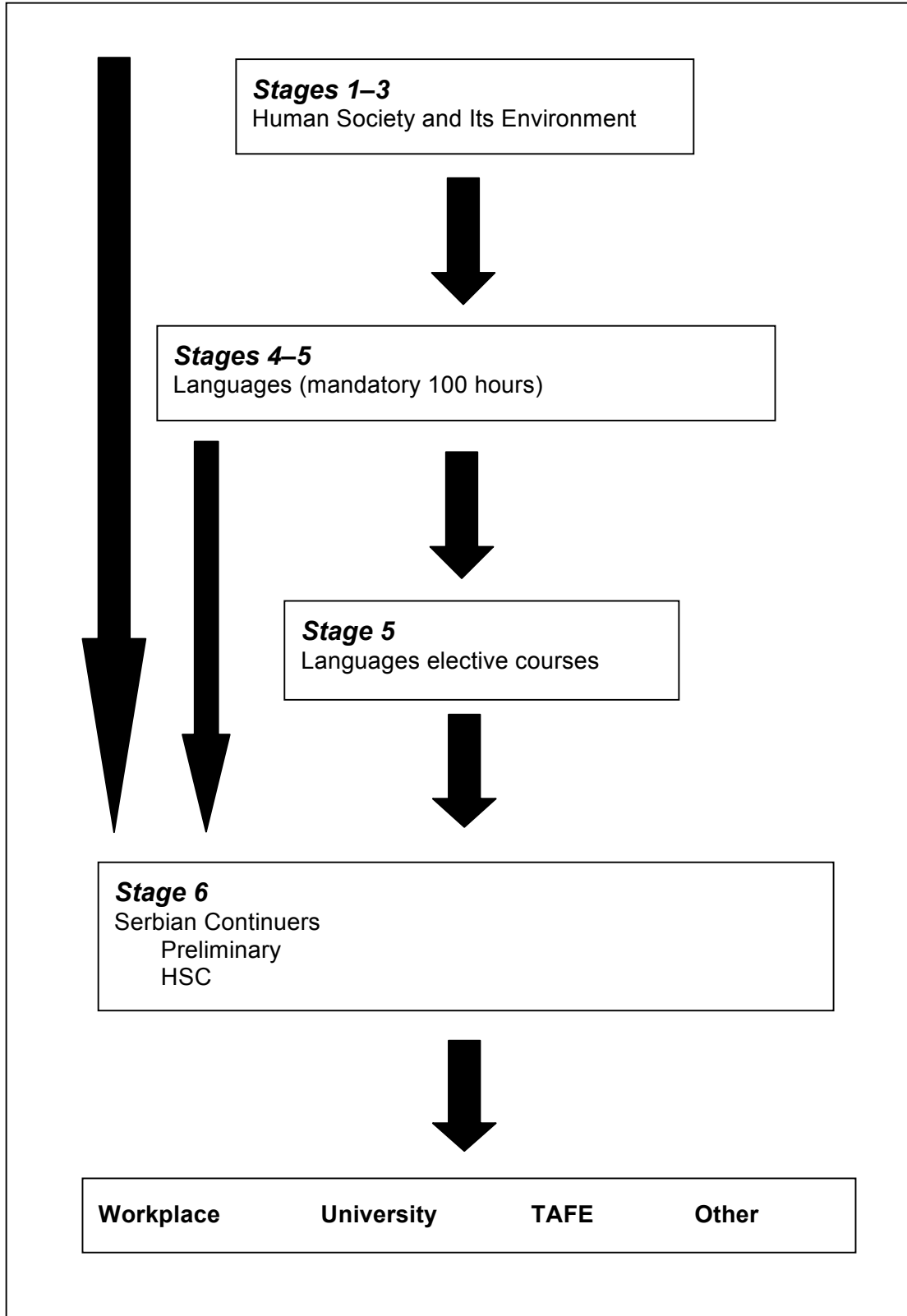
The study of Serbian contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding and general knowledge. It helps students to improve their proficiency in English and other languages because of a positive linguistic transfer. It also improves other cognitive skills. The study of Serbian promotes understanding of different attitudes and values within the wider Australian community and beyond.

Students will develop linguistic ability and gain cultural understanding through the study of the Serbian language. The ability to communicate in Serbian should also promote an understanding of, and harmony and cooperation with, Serbian-speaking communities in Australia, Yugoslavia and other European countries, throughout the American continent and New Zealand. Knowledge of the Serbian language provides a clearer understanding of the cultural traditions, beliefs, attitudes and values of Serbian speakers. The study of Serbian enhances enjoyment and appreciation of Serbian culture through film, literature, music, cuisine, art, and sport. In conjunction with other skills, it may provide students with enhanced vocational opportunities.

Through the study of the Serbian language, the student gains an understanding of the rich cultural and linguistic heritage of Serbian-speaking communities, as well as an appreciation of long-lasting and complex cross-cultural influences.

For students of Serbian background, the study of Serbian helps students to maintain rewarding relationships with their parents, grandparents, relatives, and other community members. It enhances the student's confidence and self-esteem, which is very important for the development of a mature and socially responsible person.

3 Continuum of Learning for Serbian Stage 6 Students



Serbian Continuers Stage 6 Syllabus

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 Continuers 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 Serbian to communicate with others;
- understanding and appreciation of the cultural contexts in which Serbian is used;
- ability to reflect on their own culture(s) through the study of other cultures;
- understanding of language as a system;
- ability to make connections between Serbian and English, and/or other languages;
- cognitive, learning, and social skills;
- potential to apply Serbian 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 experiences in Serbian

Objective 2 – express ideas through the production of original texts in Serbian

Objective 3 – analyse, process, and respond to texts that are in Serbian

Objective 4 – understand aspects of the language and culture of Serbian-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 Serbian and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has, as its organisational focus, themes and associated topics. The student's skills in, and knowledge and understanding of, Serbian will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. The student will also gain an insight into the culture and the language of Serbian-speaking communities through the study of a range of texts.

The HSC Course (120 indicative hours)

The HSC course focuses on the three prescribed themes and associated topics. The student will gain a broader and deeper understanding of Serbian and will extend and refine their communication skills in the language, as they expand the range of tasks, texts and text types studied, the student's knowledge and understanding of the culture and the language of Serbian-speaking communities will develop further.

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
The student will: 1. exchange information, opinions, and experiences in Serbian	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas on known topics 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Serbian	2.1 applies knowledge of language structures to create original text 2.2 describes, narrates and reflects on real or imaginary experiences in the past, present or future 2.3 organises and sequences ideas and information
3. analyse, process, and respond to texts that are in Serbian	3.1 identifies and conveys the gist, main points, supporting points and detailed items of specific information 3.2 infers point of view, attitudes or emotions from language and context 3.3 summarises, interprets and evaluates information 3.4 compares and contrasts aspects of texts
4. understand aspects of the language and culture of Serbian-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

7.2 Key Competencies

The Serbian Stage 6 Continuers 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 *Serbian Continuers 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, ***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 of Serbian Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Serbian-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

The theme *the individual* enables the student to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables the student to study topics from the perspective of other individuals.

The theme *the Serbian-speaking communities* explores topics from the perspective of groups within those communities or the communities as a whole, and encourages the student to reflect on their own culture and other cultures.

The theme *the changing world* enables the student to explore change as it affects aspects of the world of work and other topics, for example, current issues and tourism.

8.1.1 Table of Themes and Topics

Theme: the individual	Theme: the Serbian-speaking communities	Theme: the changing world
Topics: personal identity, eg: – personal profile – self, family, friends – celebrations and events – relationships – community education and aspirations, eg: – school life – further education – future plans leisure and recreation, eg: – hobbies and interests – health and fitness – entertainment – holidays and travel – sports	Topics: daily life, eg: – urban and rural life – cultural/regional diversity – migration history and culture, eg: – traditions, customs and festivals – historical events, places and people arts and entertainment, eg: – literature – creative and performing arts – film and media	Topics: current issues, eg: – equality – environment – technology – youth issues world of work, eg: – technology – equity in the workplace – career opportunities tourism, eg: – travel at home and abroad – cross-cultural communication – cultural diversity

8.2 In-depth Study

The student will be required to undertake one in-depth study in the HSC course. The in-depth study has been designed to enable the student to extend their understanding of an aspect or aspects of one of the topics or sub-topics listed in the table above, or to explore links between two or more of these topics or sub-topics.

The in-depth study may provide the student with opportunities to make comparisons between their learning and personal experience. It is expected that at least three different texts will form the basis of the in-depth study, so that the student is able to explore their chosen subject in sufficient depth. The student may refer to the Serbian resources list published on the Board of Studies website (www.boardofstudies.nsw.edu.au).

The texts chosen to support the in-depth study will depend upon the availability of appropriate resources. Texts could include, for example, film, newspaper article, documentary, short story, song, or oral history, either in their original form, or adapted.

The in-depth study texts may involve some reference to text in English, such as sub-titled films, or supporting articles and/or information. However, the student will be expected to present and discuss the in-depth study in Serbian. Refer to the HSC External Examination Specifications for further information.

8.3 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).

8.4 Text Types

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	informal letter*	poem
announcement	interview	postcard*
article*	invitation*	recipe
chart	list	report*
conversation*	map	review*
diary entry*	menu	short story
discussion*	message/note*	song
editorial	narrative account*	speech/talk (script)*
email	news item	survey
film	notice	table/timetable
form	personal profile*	
formal letter*	play	

8.5 Vocabulary

Although there is no prescribed vocabulary list, the student should be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

8.6 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will assist the student to develop the necessary skills and confidence to use dictionaries effectively.

Suitable editions are published with the resources on the Board of Studies website (www.boardofstudies.nsw.edu.au). 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 Serbian Continuers Stage 6*.

8.7 Grammar

Grammar can be described as the organisation of, and 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 any particular theory of grammar or to favour one methodology over another.

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

The student studying Serbian in a Continuers course is expected to recognise and use the following grammatical structures:

Grammatical item	Sub-elements	Example(s)
Verbs	infinitive auxiliaries tense: present perfect future I future II aorist † imperfect † pluperfect † gerund voice: active passive mood: indicative imperative conditional	ударити бити, штети, моћи певам певала сам певаћу будем певао ударих ударах бејах певао радивши; радећи Урадио сам задатак. Задатак је урађен. Певала је гласно Певај! певао бих, певао би, павали бисте, певали би

† receptive use

Serbian Continuers Stage 6 Syllabus

Grammatical item	Sub-elements	Example(s)
Nouns	declension gender	коњ, коња, коњу мушкарац, жена, дете
Adjectives	gender comparison declension agreement with nouns	добар, добра, добро лепо, лепше, најлепше леп, лепог, лепом ... леп град
Adverbs	time, place, manner, reason, quantity	данас, јуче, добро, много, тамо, онамо, зато
Pronouns	declension personal possessive demonstrative reflexive interrogative relative indefinite	ти, тебе, теби, тебе, с тобом, о теби ја, ти ... мој, твој ... тај ... се, себе коза, каква сваки некакав
Numerals	cardinal ordinal collective fractions agreement with nouns	један, два први четворо петина једна девојчица
Prepositions		У граду, на планини, иза косе
Syntax	simple sentence complex sentence direct and indirect speech affirmative and negative	Ја радим Ја радим и уживам утоне. "дођи овамо!" Рекао сам да дођеш овамо певам не певам

9 Course Requirements

For the Preliminary course:

120 indicative hours are required to complete the course.

For the HSC course:

the Preliminary course is a prerequisite

120 indicative hours are required to complete the course

themes and topics are prescribed for study.

10 Post-school Opportunities

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

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Serbian Continuers syllabus is contained in *Assessment and Reporting in Serbian Continuers 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 Serbian Continuers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc