

STAGE 1
AND
STAGE 2

Locally Assessed Languages Continuers Level

C U R R I C U L U M S T A T E M E N T S 2 0 0 9



Government
of South Australia

SACE
Board of SA

EQUITY STATEMENT

These curriculum statements have been accredited by the SACE Board of South Australia and are consistent with equal opportunity and human rights legislation.

Each curriculum statement is constructed using the principles of the SACE Board of South Australia's Curriculum and Assessment Policy which identify the student as the centre of the teaching, learning, and assessment processes within the SACE. Inclusivity and flexibility are guiding standards that the SACE Board uses in determining curriculum and assessment practices that support students in achieving the requirements of the SACE.

SACE STUDENT QUALITIES

It is intended that a student who completes the SACE will:

1. be an active, confident participant in the learning process (*confidence*).
2. take responsibility for his or her own learning and training (*responsibility, self-direction*).
3. respond to challenging learning opportunities, pursue excellence, and achieve in a diverse range of learning and training situations (*challenge, excellence, achievement*).
4. work and learn individually and with others in and beyond school to achieve personal or team goals (*independence, collaboration, identity*).
5. apply logical, critical, and innovative thinking to a range of problems and ideas (*thinking, enterprise, problem-solving, future*).
6. use language effectively to engage with the cultural and intellectual ideas of others (*communication, literacy*).
7. select, integrate, and apply numerical and spatial concepts and techniques (*numeracy*).
8. be a competent, creative, and critical user of information and communication technologies (*information technology*).
9. have the skills and capabilities required for effective local and global citizenship, including a concern for others (*citizenship, interdependence, responsibility towards the environment, responsibility towards others*).
10. have positive attitudes towards further education and training, employment, and lifelong learning (*lifelong learning*).

ESSENTIAL LEARNINGS AND KEY COMPETENCIES

These curriculum statements offer a number of opportunities to develop essential learnings and key competencies as students engage with their learning. Curriculum support materials, with examples of how these can be developed while students are undertaking programs of study in these subjects, are available on the SACE Board website (www.saceboard.sa.edu.au).

Published by the SACE Board of South Australia, 60 Greenhill Road,
Wayville, South Australia 5034

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First published 2006

Reissued for 2007 (with minor changes to Stage 1 and Stage 2
Vietnamese), 2008, 2009

ISBN 978 1 74102 438 8 (printed version)

ISBN 978 1 74102 439 5 (online Acrobat PDF version)

ISBN 978 1 74102 440 1 (online Microsoft Word version)

Printed by Prestige Copying & Printing, 270 Angas Street,
Adelaide, South Australia 5000

Approved for Stage 1 and Stage 2 of the South Australian Certificate of Education

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1-unit and 2-unit Subjects

A 1-unit subject consists of 50 to 60 hours of programmed time. It is normally considered to be a one-semester or half-year subject. A 2-unit subject consists of 100 to 120 hours of programmed time. It is considered to be a full-year subject.

Accreditation

Stage 1 of this curriculum statement was accredited by the Board from 2001. This accreditation is effective until further notice.

Stage 2 of this curriculum statement was prepared in collaboration with the Board of Studies NSW, the Curriculum Council of Western Australia, the Northern Territory Board of Studies, the Tasmanian Secondary Assessment Board, and the Victorian Curriculum and Assessment Authority. It was accredited by the Board from 2002. This accreditation is effective until further notice.

The SACE Board informs schools of changes and amendments approved during the period of accreditation. Refer to the curriculum statements on the SACE Board website (www.saceboard.sa.edu.au) for future changes.

INTRODUCTION

These curriculum statements have been developed from the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning, and assessment of language subjects. The three levels in the framework are:

- beginners — for students with little or no previous knowledge of the language;
- continuers — for students who will have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge;
- background speakers — for students who have a background in the language and who have had more than 1 year's education in a country where the language is spoken.

Eligibility criteria apply for entry to a beginners-level program, and to a continuers-level program when a background speakers-level program is also available in the language.

The Language

Refer to Appendix A for language-specific information on the nine locally assessed languages at continuers level.

Description of Target Group

The *Locally Assessed Languages Continuers Level Stage 1 and Stage 2 Curriculum Statements* are designed for students who, typically, will have studied [Language] for 400 to 500 hours by the time they have completed Stage 2. Some students with less formal experience than this will also be able to meet the requirements of these curriculum statements successfully.

Rationale

Refer to Appendix A for language-specific information.

ADVICE FOR STUDENTS

At Stage 1, students are able to enrol in 1 unit or 2 units of [Language] at continuers level. Students usually take 2 units (i.e. a full year), which can be organised as one or more separate 1-unit (one-semester) programs or a 2-unit program, and assessed as such.

Four units is the maximum number of units in any specific Stage 1 language subject that students may count towards the SACE. However, a student may study more than one language.

At Stage 2, [Language] may be taken only as a 2-unit subject.

Student Research

When conducting research, in both the school and the wider community, students must be aware that their actions have the potential to affect other people positively or negatively. In its policy on students as researchers, the SACE Board sets out its commitment to supporting students in ethical research. Students who are conducting research should follow the Guidelines on Conducting Ethical Research for the SACE. See the SACE Board website (www.saceboard.sa.edu.au).

Pathways

The study of Stage 1 [Language] at continuers level gives students the opportunity to gain a range of employment and life skills, for example, the ability, understanding, and confidence to communicate with others across cultures. The study of [Language] at Stage 1 also provides a suitable preparation for the study of [Language] at Stage 2, and is a pathway to further study and training.

SACE Classification

For the purposes of SACE completion, Stage 1 [Language] and Stage 2 [Language] at continuers level are classified as Group 1 subjects.

GOALS

These subjects are designed to develop students’:

- ability to use [Language] to communicate with others;
- understanding and appreciation of the cultural contexts in which [Language] 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 [Language] and English and/or other languages;
- cognitive, learning, and social skills;
- potential to apply [Language] to work, further study, training, or leisure.

STRANDS

The study of [Language] at continuers level is described in the following three strands:

- Communication
- Understanding Language
- Understanding Culture.

The strands are interrelated. Together they provide a framework for learning in and through languages, and for:

- developing students' ability to communicate effectively;
- demonstrating students' understanding of the interdependence of language, culture, and identity;
- developing students' ability to reflect on, make comparisons, and move between languages and cultures.

The emphasis on individual strands will vary with particular teaching and learning activities.

Communication

This strand deals with the ways in which students develop the ability to communicate effectively in [Language], and draws together the purposes, contexts, and processes of language use.

Aspects described within this strand include students' ability to communicate effectively by using various combinations of the skills of listening, reading, viewing, and responding to texts, as well as speaking and writing in [Language].

Understanding Language

This strand deals with the ways in which students develop the ability to analyse and process language by responding to a variety of spoken and written texts. This strand focuses on the:

- nature of the language and how it works as a system;
- role of context, purpose, style, and audience in the construction and critical analysis of texts.

Aspects described within this strand include knowledge of linguistic features and concepts, and making cross-language comparisons.

Understanding Culture

This strand deals with the ways in which students develop their understanding of:

- the interdependence of language, culture, and identity;
- how cultural concepts and perspectives are reflected in language;
- how cultural principles and practices influence communication.

Aspects described within this strand include awareness and knowledge of cultural concepts, and making cross-cultural comparisons.

LEARNING OUTCOMES

At the end of the program in [Language] at continuers level, students should be able to:

1. exchange information, opinions, and experiences in [Language];
2. express ideas through the production of original texts in [Language];
3. analyse, process, and respond to texts that are in [Language];
4. understand aspects of the language and culture of [Language]-speaking communities.

Meeting these learning outcomes will involve using the macro skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between [Language] and English.

STRUCTURE AND ORGANISATION

Stage 1 and Stage 2 [Language] at continuers level are organised round three prescribed themes, and a number of prescribed topics and suggested subtopics.

These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity.

The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2. The content of school programs is not prescribed; however, details of illustrative programs and other curriculum support materials for teachers are available on the SACE Board website (www.saceboard.sa.edu.au).

Refer to Appendix A for language-specific information.

SCOPE

The scope of these curriculum statements is described through themes, topics, and subtopics; tasks; text types; vocabulary; dictionaries; and grammar.

THEMES, TOPICS, AND SUBTOPICS

Refer to Appendix A for language-specific information.

There are three prescribed themes:

- The Individual
- The [Language]-speaking Communities
- The Changing World.

The theme ‘The Individual’ enables students 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 students to study topics from the perspectives of other people.

The theme ‘The [Language]-speaking Communities’ explores topics from the perspectives of groups within those communities or the communities as a whole, and encourages students to reflect on their own and other cultures.

The theme ‘The Changing World’ enables students to explore change as it affects the world of work and other topics as specified in Appendix A.

These themes have a number of prescribed topics and suggested subtopics with which students will engage in their study of [Language]. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives on each of the topics. The suggested subtopics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time.

It is expected that students will study a range of oral and written texts in the language in their treatment of themes, topics, and subtopics. Depending upon the purpose of the assessment tasks set, it may also be appropriate to select texts in English. Similarly, the language that students use to respond to a text may be either the language they are studying or English, as appropriate.

The length of time and depth of treatment for each topic will depend on a number of factors, including:

- the particular learning outcome(s) being covered;
- the degree of familiarity that the student has with topics studied previously;
- the needs and interests of the student;
- the nature of the language itself;
- the linguistic and conceptual complexity of the texts selected for study;
- the linguistic and sociocultural distance between the topic and the student's own world and experience;
- the tasks set for completion (including ways they are structured, conditions under which they are set);
- the language of the response;
- access to resources.

Teachers should structure and organise programs based on the prescribed themes and topics so that they address all the learning outcomes of these curriculum statements. In the treatment of some topics, it may be appropriate to focus on only one learning outcome, for example, Learning Outcome 3, 'analyse, process, and respond to texts that are in [Language]'. Other topics may focus on more than one learning outcome.

Learning Outcome 4, 'understand aspects of the language and culture of [Language]-speaking communities', underlies the study of all the themes, topics, and subtopics. Students will be able to focus specifically on this learning outcome when they undertake one investigative task in each unit at Stage 1, and one in-depth study at Stage 2. Details of the investigative tasks and in-depth study are included in the 'Assessment at Stage 1' and 'Assessment at Stage 2' sections.

TASKS

These curriculum statements recognise the importance of tasks as an organising principle in structuring a program that allows students to work towards meeting the learning outcomes.

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students 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 students' overall cognitive development).

TEXT TYPES

Refer to Appendix A for language-specific information.

VOCABULARY

Although there is no prescribed vocabulary list, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed.

DICTIONARIES

Students 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.

Suitable editions are listed on the SACE Board website (www.saceboard.sa.edu.au). Information on the use of dictionaries in examinations is in the ‘Assessment at Stage 2’ section of this document under ‘Assessment Component 4: Written Examination’.

GRAMMAR

Refer to Appendix A for language-specific information.

ASSESSMENT AT STAGE 1

Assessment is subject to the requirements, policies, and procedures of the Board.

One of the purposes of assessment is to measure the extent to which students have achieved the learning outcomes of a program based on this curriculum statement.

The assessment components for Stage 1 [Language] at continuers level have been selected to provide a balanced assessment of all the learning outcomes in this curriculum statement. The description of each assessment component indicates the learning outcome(s) that the component is designed to assess primarily. However, in designing their assessment plan, teachers may include additional outcomes for a particular task, or exclude others.

Assessment in Stage 1 [Language] at continuers level consists of the following components:

- Assessment Component 1: Oral Task
- Assessment Component 2: Written Task
- Assessment Component 3: Text Analysis Task
- Assessment Component 4: Investigative Task.

The weighting of the four assessment components is not prescribed, to allow for flexibility of emphasis within individual school programs; however, each assessment component must be weighted between 10% and 50%.

Assessment tasks may assess one or more learning outcomes. Teachers should ensure a balance of macro skills, and of knowledge, skills, and topics across the assessment tasks.

In each 1-unit subject, students should be given between four and six summative assessment tasks. Students should complete at least one task from each assessment component.

Assessment Component 1: Oral Task

Students are required to undertake an oral task in [Language]. This assessment task relates to the Communication strand. It is designed to assess primarily Learning Outcomes 1 and 2.

Criteria for Judging Performance

Students' performance in an oral task in [Language] will be judged by the extent to which they demonstrate:

- the effective use of communication strategies (comprehension, skills in maintaining a conversation and discussion, responding to cues, relating to interlocutor);
- relevance and depth of treatment (information, opinions, comment);
- clarity of expression (pronunciation, intonation, stress);

- accuracy and appropriateness of expression (vocabulary, sentence structures, and grammar);
- a range of language (tense, mood, connective devices, vocabulary, and expression);
- the use of language conventions (polite form of address, register, and tone).

Assessment Component 2: Written Task

Students are required to undertake a written task in [Language]. This assessment task relates to the Communication strand. It is designed to assess primarily Learning Outcomes 1 and 2.

Criteria for Judging Performance

Students' performance in a written task in [Language] will be judged by the extent to which they demonstrate:

- relevance to the task (addressing cues or issues; relating appropriate detail, ideas, information, or opinions) and depth of treatment (depth and variety of content, maturity of thought);
- accuracy and appropriateness of expression (vocabulary, sentence structures, and grammar);
- a range of language (tense, mood, connective devices, vocabulary, and expression);
- coherence in structure and sequence of response (format) and adherence to the features of the text type (using correct text type features).

Assessment Component 3: Text Analysis Task

Students are required to undertake an analysis of a text or texts that are in [Language] with a response or responses in [Language] and/or English. This assessment task relates to the Understanding Language strand. It is designed to assess primarily Learning Outcome 3.

Criteria for Judging Performance

Students' performance in analysing a text or texts that are in [Language] will be judged by the extent to which they demonstrate:

- understanding of general and specific details of texts (by selecting information);
- appropriate selection and use of information (by synthesising information);
- the ability to convey information accurately (by summarising the main points);
- skills in adapting text types (by adapting textual content to create new text);
- skills in commenting on features of language (by explaining the use of language).

Assessment Component 4: Investigative Task

Students are required to undertake an investigative task demonstrating research and personal reflection on a cultural aspect. This assessment task relates to the Understanding Culture strand.

The investigative task is designed to assess primarily Learning Outcome 4, through topics associated with 'The [Language]-speaking Communities' or 'The Changing World' themes. Students research a cultural or social aspect or issue of a topic or subtopic. The aspect or issue for research may be chosen by negotiation with, or at the direction of, the teacher. Students are expected to complete the two parts of this task:

- An oral or written part in [Language]
- A written part in English (250 words).

The two parts should differ in context, audience, and purpose, and be supported by evidence of preparation and research.

Student Research

When conducting research, in both the school and the wider community, students must be aware that their actions have the potential to affect other people positively or negatively. In its policy on students as researchers, the SACE Board sets out its commitment to supporting students in ethical research.

Students who are conducting research should follow the Guidelines on Conducting Ethical Research for the SACE. See the SACE Board website (www.saceboard.sa.edu.au).

Criteria for Judging Performance

Students' performance in the investigative task will be judged by the extent to which they demonstrate:

- relevance of response (purpose of the task, knowledge and understanding of the texts);
- depth of response (variety of detail, degree of analysis);
- evidence of preparation (connection between notes, drafts, and reference materials);
- evidence of reflection (degree of personal perspective and independence in response);
- skills in commenting on features of language (explaining the use of language);
- skills in commenting on features of culture (making comparisons);
- accuracy and appropriateness of expression (vocabulary, sentence structures, grammar).

ASSESSMENT AT STAGE 2

Assessment is subject to the requirements, policies, and procedures of the Board.

One of the purposes of assessment is to measure the extent to which students have achieved the learning outcomes of a program based on this curriculum statement. The assessment tasks used to determine a student's Subject Achievement Score are summative. Formative tasks are important in the learning process, but do not contribute to final grades.

Assessment in Stage 2 [Language] at continuers level consists of the following components, weighted as shown:

- Assessment Component 1: Course Work (35%)
- Assessment Component 2: In-depth Study (15%)
- Assessment Component 3: Oral Examination (15%)
- Assessment Component 4: Written Examination (35%).

Assessment Component 1: Course Work

This component is designed to assess primarily Learning Outcomes 1, 2, and 3. It is weighted at 35%.

Teachers are required to set five summative tasks for course work using the three task types: oral, written, and text analysis.

The weighting of the five summative tasks is not prescribed, to allow for flexibility of emphasis within individual school programs.

Assessment tasks may assess one or more learning outcomes. Teachers should ensure a balance of macro skills, and of knowledge, skills, and topics across the assessment tasks.

Criteria for Judging Performance

Students' performance in an *oral task in [Language]* will be judged by the extent to which they demonstrate:

- the effective use of communication strategies (comprehension, skills in maintaining a conversation and discussion, responding to cues, relating to interlocutor);
- relevance and depth of treatment (information, opinions, comment);
- clarity of expression (pronunciation, intonation, stress);
- accuracy and appropriateness of expression (vocabulary, sentence structures, and grammar);
- a range of language (tense, mood, connective devices, vocabulary, and expression);
- the use of language conventions (polite form of address, register, and tone).

Students' performance in a *written task in [Language]* will be judged by the extent to which they demonstrate:

- relevance to the task (addressing cues or issues, relating appropriate detail, ideas, information, or opinions) and depth of treatment (depth and variety of content, maturity of thought);
- accuracy and appropriateness of expression (vocabulary, sentence structures, and grammar);
- a range of language (tense, mood, connective devices, vocabulary, and expression);
- coherence in structure and sequence of response (format) and adherence to the features of the text type (using correct text type features).

Students' performance in *analysing a text or texts that are in [Language]* will be judged by the extent to which they demonstrate:

- understanding of general and specific details of texts (by selecting information);
- appropriate selection and use of information (by synthesising information);
- the ability to convey information accurately (by summarising the main points);
- skills in adapting text types (by adapting textual content to create new text);
- skills in commenting on features of language (by explaining the use of language).

Assessment Component 2: In-depth Study

This component is designed to assess primarily Learning Outcome 4. It is weighted at 15%.

Teachers are required to set three summative tasks for the in-depth study:

- An oral presentation in [Language] (3 to 5 minutes)
- A written response to the topic in [Language] (600 characters)/words
- A written response in English (600 words).

The three tasks should differ in context, audience, and purpose, and be supported by evidence of research, text analysis, and preparation.

The in-depth study enables students to extend their understanding of an aspect or aspects of a topic associated with 'The [Language]-speaking Communities' or 'The Changing World' themes.

The subject of the in-depth study will be the focus of the discussion section of the external oral examination. Details of the discussion are under 'Assessment Component 3: Oral Examination'.

Teachers may *either* choose the subject of the in-depth study, and the associated texts or support materials that the class will study, *or* allow each student to choose his or her own subject, and give advice and assistance in selecting and analysing appropriate texts. Some subjects may enable students to make comparisons between their learning and their personal experience. Whether the subject is chosen by the teacher or by the students, the assessment tasks must be set and assessed by the teacher.

The texts that form the basis of the in-depth study will depend upon the availability of appropriate resources. These could include, for example, guest speakers, newspaper articles, websites, documentaries, films, short stories, songs, and oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled, or produced in English, if appropriate. It is expected that at least three different texts relating to the subject of the in-depth study will be selected for analysis, so that students are able to explore their subject in sufficient depth. At least two of the texts should be in [Language].

It is suggested that students collate evidence of their preparation for the in-depth study. Such evidence may include:

- a list of words, phrases, or expressions;
- a written plan or cue cards for the oral presentation (in [Language] or English);
- a draft of the response in [Language];
- a draft of the response in English;
- personal notes, paragraphs, or short summaries relating to the text in the student's own words;
- charts, maps, diagrams, pictures as appropriate;
- a bibliography or references.

Student Research

When conducting research, in both the school and the wider community, students must be aware that their actions have the potential to affect other people positively or negatively. In its policy on students as researchers, the SACE Board sets out its commitment to supporting students in ethical research. Students who are conducting research should follow the Guidelines on Conducting Ethical Research for the SACE. See the SACE Board website (www.saceboard.sa.edu.au).

Criteria for Judging Performance

Students' performance in the in-depth study will be judged by the extent to which they demonstrate:

- relevance of response (purpose of the task, knowledge and understanding of the texts);
- depth of response (variety of detail, degree of analysis);
- evidence of preparation (connection between notes, drafts, and reference materials);
- evidence of reflection (degree of personal perspective and independence in response);
- skills in commenting on features of language (explaining the use of language);
- skills in commenting on features of culture (making comparisons);
- accuracy and appropriateness of expression (vocabulary, sentence structures, grammar).

Assessment Component 3: Oral Examination

The oral examination is designed to assess primarily students' knowledge and skill in using spoken [Language]. It relates to Learning Outcomes 1 and 4. It is weighted at 15%.

The oral examination will take 10 to 15 minutes and will have two sections.

Section 1: Conversation (approximately 5 to 7 minutes)

The examination will begin with a conversation between the student and the examiner(s). It will consist of a general conversation about the student's personal world (e.g. life, family and friends, interests and aspirations).

Section 2: Discussion (approximately 5 to 8 minutes)

After the conversation the student will indicate to the examiner(s) the subject of the in-depth study chosen for the discussion. The student may also briefly introduce the main focus of the in-depth study, in no more than 1 minute, alerting the examiner(s) to any objects brought to support the discussion. In the discussion, the student will be expected to explore with the examiner(s) the subject of the in-depth study, and refer to the texts studied. The student may also refer to personal experiences related to the subject of the in-depth study.

The student may support the conversation and discussion with objects such as photographs, pictures, and maps. Notes and cue cards are not permitted.

Criteria for Judging Performance

Students' performance in the oral examination will be judged by the extent to which they demonstrate:

- the capacity to maintain a conversation and discussion (comprehension, communication strategies);
- relevance and depth of treatment of information, opinions, and comment;
- clarity of expression (pronunciation, intonation, stress);
- accuracy of vocabulary and sentence structures;
- range and appropriateness of vocabulary and sentence structures.

Assessment Component 4: Written Examination

The written examination is weighted at 35%.

Students are allowed to use monolingual and/or bilingual printed dictionaries in the written examination.

The 3-hour written examination will have three sections, weighted as shown:

- Section 1: Listening and Responding (10%)
- Section 2: Reading and Responding (15%)
- Section 3: Writing in [Language] (10%).

Section 1: Listening and Responding

Section 1 of the written examination is designed to assess primarily students' knowledge and skill in analysing information from spoken texts. It relates to Learning Outcome 3.

Students will be expected to demonstrate understanding of general and specific information from spoken texts and to respond in English or [Language] to questions on this information. The questions may require students to identify information related to:

- the context, purpose, and audience of the text;
- aspects of the language of the text (e.g. tone, register, knowledge of language structures).

The texts in this section will be related to one or more of the prescribed themes.

Students will hear three to six texts in [Language] covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 7 to 8 minutes.

Some texts will be short; that is, one reading of each text will be approximately 35 to 45 seconds. Some texts will be longer; that is, one reading of each text may be up to 3 minutes. Each text will be heard twice. There will be a pause between the first and second readings in which students may make notes. Students will be given sufficient time after the second reading to complete answers.

Students will be expected to respond to a range of question types, such as completing a table, chart, list, or form, or responding to a message, open-ended questions, or multiple-choice items.

Questions will be written in English or [Language] or both, for answers in English or [Language] as specified.

Criteria for Judging Performance

Students' performance in Section 1 will be judged by the extent to which they demonstrate:

- the capacity to understand general and specific aspects of texts by identifying and analysing information;
- the capacity to convey the information accurately and appropriately.

Section 2: Reading and Responding

Section 2 of the written examination is designed to assess primarily students' knowledge and skill in analysing information from written texts, and in analysing and exchanging information in response to a text. It relates to Learning Outcomes 1 and 3.

Section 2 of the written examination will have two parts, Part A and Part B. The texts in both parts will be related to one or more of the themes prescribed in this curriculum statement.

Part A

In Part A students will be required to demonstrate understanding of written texts. Students may be required to extract, summarise, and/or evaluate information from texts. Students may be required to respond critically to the texts and, if the texts are related, to compare and/or contrast aspects of both.

Students will be required to read two texts in [Language] of approximately 600 characters/500 words/800 ji in total. The texts will be different in style and purpose but may be related in subject-matter or context. Questions on the texts will be written in English or [Language] or both, for answers in English or [Language] as specified.

Criteria for Judging Performance

Students' performance in Part A will be judged by the extent to which they demonstrate:

- the capacity to understand general and/or specific aspects of texts by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately.

Part B

In Part B students will be expected to demonstrate both an understanding of a written text and the ability to exchange information, by responding in [Language] to information provided in the text.

Students will be required to read a short text (approximately 200 characters/150 words/250 ji) in [Language], for example, a letter, message, advertisement, or notice. Students will be required to exchange information in response to questions, statements, comments, and/or other specific items in the written text. The question will specify a purpose, a context, and an audience. Students will be required to produce a text type drawn from those prescribed for productive use in this curriculum statement.

Students will be required to write a response of 200 to 250 characters/words/ji in [Language].

The question will be written in English and [Language] for a response in [Language].

Criteria for Judging Performance

Students' performance in Part B will be judged by the extent to which they demonstrate:

- the capacity to understand general and specific aspects of a text by identifying, analysing, and responding to information;
- the capacity to convey information coherently (structure, sequence, accuracy, and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of text types).

Section 3: Writing in [Language]

Section 3 of the written examination is designed to assess primarily students' ability to express ideas through the production of an original text in [Language]. It relates to Learning Outcome 2.

Students will be required to write one text in which they present ideas and/or information and/or opinions. There will be a choice of two to four questions, which will be related to one or more of the prescribed themes. Questions will accommodate a range of student interests and will give students opportunities to produce different kinds of writing (e.g. informative, imaginative, persuasive, or descriptive) by, for example:

- having different purposes, audiences, and contexts;
- requiring different text types (see the lists of text types for productive use in Appendix A).

Students will be required to write a response of 350 to 400 characters/250 to 300 words/350 to 400 ji in [Language].

Questions will be written in English and [Language] for a response in [Language].

Criteria for Judging Performance

Students' performance in Section 3 will be judged by the extent to which they demonstrate:

- relevance and depth of treatment of ideas, information, or opinions;
- accuracy and range of vocabulary and sentence structures;
- the capacity to structure and sequence response and use conventions of text types.

MODERATION AT STAGE 2

Moderation is subject to the requirements, policies, and procedures of the Board. The specific moderation requirements are published annually.

Moderation is a process undertaken to ensure that the school-assessed marks awarded to students who take a subject are comparable from school to school. The purpose of moderation is to help to ensure fairness to students and to provide the community with reliable information about student performance.

Assessment Component 1: Course Work and Assessment Component 2: In-depth Study will be statistically moderated against Assessment Component 3: Oral Examination and Assessment Component 4: Written Examination.

Assessment Component 3: Oral Examination and Assessment Component 4: Written Examination will be externally marked.

SUPPORT MATERIALS

Useful support materials are available on the SACE Board website (www.saceboard.sa.edu.au), for example:

- annotated work samples
- assessment exemplars
- assessment plans
- illustrative programs
- performance standards
- resources
- teaching and learning strategies.

APPENDIX A: LANGUAGE-SPECIFIC INFORMATION

CHINESE

THE LANGUAGE

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

For the purpose of these curriculum statements, Modern Standard Chinese is Putonghua in the spoken form, and simplified character text in the written form. Throughout the Chinese-speaking communities, Modern Standard Chinese is also known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen, and Zhongguohua. The system of romanisation used in these curriculum statements is Hanyu Pinyin.

Simplified characters will be used in the Stage 2 external examination, and students are expected to write their answers in simplified characters.

RATIONALE

The study of Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge, and gives access to the culture of Chinese-speaking countries and communities. The study of Chinese also promotes understanding of different attitudes and values within the wider Australian community and beyond.

Chinese is a significant world language and is spoken by about one-quarter of the world's population. There are many spoken varieties of Chinese, and Modern Standard Chinese is pre-eminent among them. It is the major language of communication in China, Taiwan, and Singapore, and it is widely used by Chinese communities throughout the Asia-Pacific region, including Australia, where people with a Chinese background have been part of Australian society for many generations.

The People's Republic of China (PRC) has a considerable profile in economic, political, and cultural developments globally and is a major influence in the nations of the Asia-Pacific region. Australia has a strong connection through trade, and through political and cultural contacts with both the PRC and other nations where Chinese communities are important contributors to their growth and diversity.

Chinese culture and language have a continuous history of more than 4000 years. Like the classically derived West and South Asia, the Chinese cultural and linguistic heritage has influenced other cultures through knowledge, technology, religion, philosophy, and values.

The study of Chinese gives access to an important cultural and linguistic heritage.

Studying Chinese can also provide a pathway for students into post-secondary options. These options may include employment in the domestic or international economy in areas such as tourism, technology, finance, services, and business.

The importance of Chinese within and beyond Australia requires strategies for the building of sociocultural, economic, and political engagement; learning Chinese in the Australian context will support such engagement.

THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Chinese-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Chinese-speaking Communities	The Changing World
<i>Personal Identity</i> Examples <i>Appearance and personality</i> <i>Family, friends, and relationships</i> <i>Home and neighbourhood</i> <i>Daily routine</i> <i>Education and Aspirations</i> Examples <i>School life — facilities, rules, routines, subjects, and examinations</i> <i>Further education</i> <i>Future plans</i> <i>Recreation and Leisure</i> Examples <i>Sport</i> <i>Interests</i> <i>Shopping</i> <i>Eating out</i> <i>Entertainment, parties</i> <i>Travel Experiences</i> Examples <i>Holidays and sightseeing</i> <i>Travel plans and requirements</i> <i>Transport and accommodation</i>	<i>History and Culture</i> Examples <i>Traditions and beliefs</i> <i>Festivals and customs</i> <i>Legends and fables</i> <i>Famous people</i> <i>Schooling</i> Examples <i>School life — subjects, study habits, routine</i> <i>Lifestyles</i> Examples <i>Leisure</i> <i>Sports</i> <i>Food types and cuisine</i> <i>Media, film, TV</i> <i>Geography</i> Examples <i>Places of interest in China and the Chinese-speaking world</i> <i>Urban and rural life</i>	<i>Youth Issues</i> Examples <i>Entertainment</i> <i>Technology in daily life</i> <i>The environment</i> <i>The World of Work</i> Examples <i>Work skills and gaining employment</i> <i>Careers and occupations</i> <i>Tourism and Hospitality</i> Examples <i>Tourism in Australia or China</i> <i>Cross-cultural perspectives</i>

Note: **Bold** = prescribed themes, ***bold italics*** = prescribed topics, *italics* = suggested subtopics

TEXT TYPES

Students will be expected to be familiar with the following text types. Text types indicated with an asterisk* are those that students may be expected to produce in the external examination at Stage 2. Text types indicated with two asterisks** are those that students will be required only to fill in. In their

teaching and learning program, teachers may introduce students to a wider range of text types than are presented here.

Account*	Itinerary*	Program, schedule, or
Advertisement	Letter*	timetable (transport/school/
Application*	List (menu/shopping/price) **	TV, etc.) **
Article*	Map (geographic/street map/	Public announcement
Billboards	legend), plan, chart, or table**	Public notice
Biography	Miscellaneous 'réalia'	Report*
Book review*	(transport/entrance tickets,	Review
Brochures	wrappers/packages)	Shop-front signs
Cartoon	Narrative	Short story
Conversation or dialogue*	News item	Slogans
Diagram	Note or message*	Speech
Diary or journal entry*	Notice*	Survey or questionnaire**
Discussion*	Personal profile*	Television (program,
Film or video (subtitled)	Photograph	advertisements, news bulletin)
Film review*	Play	Travel guide
Graph**	Poem, song lyrics	Voice mail (telephone
Instructions	Postcard*	message).
Interview	Posters	
Invitation*	Profile	

Students are expected to be familiar with, and able to produce, the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative, imaginative.

VOCABULARY

All texts in the Stage 2 written examination will be written in simplified characters. Where words or phrases are used and it is reasonable to expect that students may not be familiar with them, they will be glossed in English. Students are expected to use simplified characters consistently in their written responses in Chinese.

GRAMMAR

Grammar can be described as the organisation, and relationship, of 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.

Students will already have a reasonable understanding of the function of grammar in Chinese through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Chinese in a continuers-level program are expected to recognise and use the following grammatical items:

Verbs

- Equative verbs, e.g. 是，叫，姓

Possessive verbs, e.g. 你有兄弟姐妹吗？我有兄弟，没有姐妹。

Existential verbs, e.g. 这儿有几家书店。我们学校没有游泳池。

- Action, e.g. 妈妈写信。
- Stative, e.g. 这张画儿很好看。
- Pivotal, e.g. 请喝茶。
- Verb-object, e.g. 看书，上课，做饭，写字，开车

Verb copying, e.g. 他开车开得太快

- Resultative verbs, e.g. 找到，看见，坐好，做完，听错

Actual result, e.g. 你听见了吗？我没听见。

Potential result, e.g. 我们来得及吗？来不及了。

- Directional verbs, e.g. 她昨天拿回来一些中文报。
- Auxiliary verbs, e.g. 会，不用，应该，可以，得，要

我得走了。

他今天不用工作。

- Coverbs, e.g. 比，从，对，跟，向，往，在，离，让，给

从早上到现在

小王在中学学习。

从上海到北京有多远？

他家离城里很近。

我对音乐不感兴趣。

- Aspect perfective

Verbal -le, e.g. 他昨天买了一辆自行车。

Sentence final -le, e.g. 快要下雨了。我大姐大学毕业了。

他生气了，就不必再跟他谈了。

Double -le, e.g. 她爸爸在中国住了五年了。

- **Durative**

Continuing, e.g. 他喜欢站著吃饭。

Progressive, e.g. 我们正在听录音呢。他还在打电脑。

- Experiential, e.g. 我从来没有去过美国。这本书我看过三次了。
- Verb reduplication, e.g. 看(一)看, 休息休息.

Nouns

- **Proper nouns**

With classifiers (measure words), e.g. 北京, 澳大利亚, 邓小平, 一家商店, 十个小时, 三件行李, 半斤水果

- Titles and forms of address, e.g. 林老师, 李大夫, 王太太.

Pronouns

- Personal, e.g. 我, 你, 他, 她, 它, 我们/咱们, 你们, 他们
- Interrogative, e.g. 谁, 什么, 哪儿, 怎么, 几, 今天, 几月, 几号?

Used as identifiers, e.g. 我什么都喜欢吃。他谁都不相信。

- Demonstrative, e.g. 这是我的房间。那怎么办?
- Other, e.g. 人家, 其他
- Determiner (determinative)

Demonstrative, e.g. 这/那个人怎么了? 这件事不容易做好。

Specifying, e.g. 每, 各, 另

- **Modifier**

Reduplication,[†] e.g. 她大大方方地坐在那儿。

Comparison forms with *geng* and *zui*, e.g. 更便宜, 最方便.

Adverbs

- Frequently used adverbs, e.g. 很, 都, 太, 还, 也, 再, 只, 有一点儿, 就
- Time, e.g. 刚才, 已经
- Negators, e.g. 不, 没有
- Intensifier, e.g. 非常冷, 挺好, 太贵, 真热闹
- Stative verbs used as adverbs, e.g. 小心地放, 简单地说
- Post-verbal complement, e.g. 这件衣服洗得干净吗? 我的新车跑得很快。
- Movable vs non-movable, e.g. 去年, 下午, 现在, 已经, 还没.

[†] for receptive use only

Adjectives, e.g. 年老的, 热闹的, 愉快的

- Adjectival clauses, e.g. 那个跟你说话的女孩是我妹妹。
- Use and non-use of *de*, e.g. 红毛衣, 红色的衬衣, 我(的)妈妈
- Localiser, e.g. 前面, 左边, 里(面), 外面

Added to nouns, e.g. 桌子上面, 我家对面

After verbs or coverbs, e.g. 一直往前走, 就到了。

Numerical Expressions

- Use of *ling* as a place marker, e.g. 一百零五块零七分
- Cardinal, e.g. 六十八, 十九

er vs *liang*, e.g. 三十二个, 两个

- Ordinal with *di* and *tou*, e.g. 第一, 第二天, 头三个月
- Fractions, decimals, and percentages, e.g. 四分之三, 五点二, 百分之三十五
- Indefinites, e.g. 一些孩子, 二十多岁, 我昨晚只睡了几个小时。
- Telephone numbers, e.g. 九五三零七一一九
- Monetary expressions, e.g. 十二块七毛五
- Time expressions

Time duration, e.g. 他在工厂工作了半年。

Clock time, e.g. 现在是下午三点一刻。

Age, e.g. 小林下星期就四十二岁了。

Days of week, month, year, date, e.g. 一九九八年五月九号是星期六。

With classifiers (measure words), e.g. 三个人, 五支笔

Places in family, e.g. 老三, 二姐。

Classifier (measure word)

- For nouns, e.g. 个, 张, 本, 把, 年, 件, 家
- For verbs, e.g. 次, 回, 趟, 遍
- Reduplication,[†] e.g. 个个, 天天
- Particle

Modal, e.g. 走吧! 谁呀? 吃饭吧!

Structural, 的, 得, 地 e.g. 他的家后面就是一个公园。

他学得真快。慢慢地来, 不要急。

Interrogative, e.g. 吗, 呢, 吧。

[†] for receptive use only

Sentence and Phrase Types

- Declarative sentences, e.g. 我喜欢运动。

- Interrogative sentences

Use of question markers, e.g. 你要跟我去游泳吗？那个男的是谁呢？

Use of verbs, e.g. 你们去不去？他吃过中国菜没有？

Use of *wh*- question words, e.g. 谁啊？你在找什么？

Alternative questions, e.g. 你在学习还是在看电视？

Tag questions, e.g. 明天去听音乐会，好吗？

- Passive sentences,[†] e.g. 他被人打了。这个人真叫人讨厌。

桌上的东西都给小妹吃光了。

- *ba* sentences, e.g. 把门关好。谁把我的手提包拿走了？

- Imperative sentences, e.g. 别动！过来！注意看！

- Exclamatory sentences, e.g. 好极了！

- Special constructions

Emphatic expressions, e.g. 我是坐火车来的。

Pseudo-cleft constructions,[†] e.g. 我学的(就)是中文。他担心的就是考不及格。

Topic-comment constructions,[†] e.g. 今天学校放假，真好！

Sentences without subjects, e.g. 来一碗面。下课了！下雨了！

Rhetorical sentences, e.g. 你不是去过中国吗？

Serial verb constructions, e.g. 拿过来给我看。

Double-object constructions, e.g. 他教我写汉字。

我准备送妈妈一份生日礼物。

Cohesive Devices

- Coordinating constructions

Use of enumerative comma, e.g. 他们买回来了苹果、香蕉、梨

With coordinate conjunctions, e.g. 又...又...，不但...而且...，
一边...一边...，或者

Subordinate constructions, e.g. 当...的时候，一...就...，因为...所以...
，虽然...但是...，除了...以外

[†] for receptive use only

Formulaic Expressions, Fillers, and Acclamations

- Fillers, e.g. 那(么)，我明天再来看你。
- Formulaic expressions, e.g. 还可以，差不多，总的来说
- Polite forms, e.g. 您贵姓？

Style

- Written/spoken, e.g. 时 and 的时候
- Formal/informal, e.g. 你 and 您，位 and 个.

FRENCH

THE LANGUAGE

The language to be studied and assessed is modern standard French.

Although the focus of study will be the French spoken in metropolitan France, students may also encounter French spoken in other French-speaking countries. Students should be aware of different levels of language, for example, formal, informal, some colloquialisms, and slang. Students are expected to know that dialects exist; however, they are not required to study them.

RATIONALE

The study of French contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. The study of French promotes understanding of different attitudes and values within the wider Australian community and beyond. It also provides access to a significant part of the culture, traditions, and attitudes of the following French-speaking countries and communities:

- our South Pacific neighbours (New Caledonia, Tahiti, Vanuatu);
- South-East Asia (Cambodia, Laos, Vietnam);
- Europe (France, Switzerland, Belgium, Luxembourg);
- Africa (Morocco, Senegal, Tunisia);
- the Middle East;
- the Indian Ocean region (Madagascar, Mauritius, Reunion Island);
- Canada;
- the West Indies.

French is an official language for the Olympic Games, the United Nations, the European Union, the South Pacific Commission, the Organisation for African Unity, and international conferences.

Students will develop linguistic ability and gain cultural understanding through the study of the French language. The ability to communicate in French should also promote understanding, harmony, and cooperation with French-speaking communities in Australia and may, in conjunction with their other skills, increase students' vocational opportunities.

Knowledge of French may be an advantage in seeking employment in many fields such as the arts, banking and international finance, commerce, cuisine and catering, diplomacy, education and research, fashion and cosmetics, government, hospitality (e.g. hotels, restaurants), the law, the media (e.g. journalism), science and technology, tourism (e.g. airlines), translating and interpreting, and wine-making.

The study of French enhances enjoyment and appreciation of French culture through film, literature, music, cuisine, art, and sport.

THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The French-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The French-speaking Communities	The Changing World
<i>Personal Identity</i> Examples <i>Stages of life</i> <i>Love and memories</i>	<i>Daily Life or Lifestyles</i> Examples <i>Routines</i> <i>City and rural life</i> <i>Regions</i> <i>Cuisine</i>	<i>The World of Work</i> Examples <i>Careers and occupations</i> <i>Men and women in the workplace</i> <i>Unemployment</i>
<i>Relationships</i> Examples <i>Family and friends</i>	<i>Historical Influences on Modern-day Life</i> Examples <i>Traditions, customs, celebrations, festivals</i> <i>Historical events and figures</i>	<i>Current Issues</i> Examples <i>Prominent people and events</i> <i>Technology</i> <i>The environment</i>
<i>School Life and Aspirations</i> Examples <i>Hopes</i> <i>School experiences</i>	<i>The Arts and Entertainment</i> Examples <i>Cinema</i> <i>Music</i>	<i>A Young Person's World</i> Examples <i>Youth cultures</i> <i>Youth issues</i>
<i>Leisure and Interests</i> Examples <i>Hobbies</i> <i>Sport</i>		

Note: **Bold** = prescribed themes, ***bold italics*** = prescribed topics, *italics* = suggested subtopics

TEXT TYPES

Students will be expected to be familiar with the following text types. Text types indicated with an asterisk* are those that students may be expected to produce in the external examination at Stage 2. Text types indicated with two asterisks** are those that students will be required only to fill in. In their teaching and learning program, teachers may introduce students to a wider range of text types than are presented here.

Advertisement	Instructions or recipe	Play
Announcement or notice	Interview	Poem
Application	Invitation*	Postcard*
Argument	Letter*	Report*
Article*	List	Review
Brochure	Map, chart, or table**	Song
Cartoon	Menu	Speech or talk*
Conversation*	News item	Story*
Description	Note, memo, message, facsimile, or email*	Summary*
Diary or journal entry*	Notice, sign, or label**	Survey**
Discussion*	Novel or novel extract	Telephone calls
Film or documentary	Personal profile or curriculum vitae**	Timetable**
Form		Video or visual images.
Guide (TV, tourist)		
Horoscope		

Students are expected to be familiar with, and able to produce, the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative, imaginative.

GRAMMAR

Grammar can be described as the organisation, and relationship, of 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.

Students will already have a reasonable understanding of the function of grammar in French through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying French in a continuers-level program are expected to recognise and use the following grammatical items:

Verbs

- Person and number, e.g. 1st person singular: *je crois*, 1st person plural: *nous croyons*
- Regular -er, -ir, -re verbs, e.g. *donner, finir, vendre*
- Frequently occurring irregular verbs, e.g. *aller, faire*
- Reflexive verbs, e.g. *se lever, se parler*
- Modal verbs, e.g. *devoir, pouvoir, savoir, vouloir*
- Impersonal verbs, e.g. *il pleut, il faut, il est interdit*
- Causative verbs, e.g. *j'ai fait construire un garage*.

Tense

- Infinitives
 - Present and past, e.g. *après avoir fait mes devoirs*
 - Verbs with infinitives, e.g. *je viens de manger, je vais faire*
- Simple
 - Present, e.g. *je donne, il dort, elle prend*
 - Imperfect, e.g. *nous mangions, vous faisiez*
 - Future, e.g. *on ira, tu prendras*
- Conditional (see 'Mood'), e.g. *je dormirais, ils vendraient*
 - Past historic/passé simple,[†] e.g. *il alla, je donnai*
- Compound
 - Perfect, e.g. *j'ai fini, elle est allée*
 - Pluperfect, e.g. *nous avions fait, tu avais fini*
 - Future perfect, e.g. *on aura vendu, il sera parti*
 - Conditional perfect, e.g. *vous auriez bu, tu aurais été*
- Participles
 - Present, e.g. *tout en mangeant*
 - Past, e.g. *Il m'a offert un cadeau. Il est né.*

Voice

- Active, e.g. *Les Bordelais ont gagné le match.*
- Passive, e.g. *Le match a été gagné par les Bordelais. L'image a été créée.*
- Use of *on*, e.g. *On parle français ici.*

Mood

- Indicative, e.g. *Je fais mes devoirs.*
- Subjunctive — only the most common uses
 - Present, e.g. *il faut que je fasse mes devoirs*
 - Perfect, e.g. *Je suis contente que tu aies pu venir.*
- Imperative, e.g. *Fais tes devoirs!*
- Conditional
 - Present, e.g. *Je ferais mes devoirs si j'avais le temps.*
 - Past, e.g. *J'aurais fait mes devoirs si j'avais eu le temps.*

[†] for receptive use only

Adjectives

- Gender and number, e.g. *beau, belle, beaux, belles*
- Position, e.g. *ma propre chambre/ma chambre propre*
- Demonstrative, e.g. *ce garçon/cet homme/cette école/ces enfants*
- Possessive, e.g. *mon école, nos amis*
- Interrogative, e.g. *quel âge as-tu?*
- Exclamatory, e.g. *quelle horreur!*
- Numerals: cardinal, e.g. *un, deux, trois*
- Numerals: ordinal, e.g. *le premier mai, la deuxième fois*
- Comparative and superlative
 - Regular, e.g. *intelligent/plus intelligent/le plus intelligent*
 - Irregular, e.g. *bon/meilleur/le meilleur.*

Pronouns

- Subject, e.g. *je mange, il voit*
- Object, e.g. *je les mange, il nous cherche*
- Reflexive, e.g. *nous nous lavons*
- Possessive, e.g. *le mien, la mienne*
- Demonstrative, e.g. *je prends celui-ci ou celle-la*
- Interrogative indefinite, e.g. *qui/qui est-ce qui/que*
- Interrogative definite, e.g. *Voici deux robes, laquelle préfères-tu?*
- Relative, e.g. *qui/que/dont/lequel*
- Disjunctive, e.g. *moi/toi/lui/elle.*

Prepositions

- Indicating time, location, direction, e.g. *après, chez, vers*
- With verbs, nouns, adjectives, e.g. *j'essaie de comprendre, j'ai l'intention de . . . c'est facile à faire, je commence à comprendre.*

Sentence and Phrase Types

- Statement, e.g. *Il va au stade.*
- Question, e.g. *Est-ce qu'il va au stade? Va-t-il au stade? Il va au stade?*
- Exclamation, e.g. *Mon Dieu! Qu'est-ce qu'il est beau!*
- Negative constructions, e.g. *je ne comprends rien, personne n'y va*
- Time phrases, e.g. *il attend depuis une heure, pendant, pour*
- Conjunctions and connectives, e.g. *donc, mais, parce que, malgré, pourtant*
- *Si* clauses, e.g. *S'il fait beau, nous sortirons ensemble.*

GERMAN

THE LANGUAGE

The language to be studied and assessed is the modern standard or official version of German. This includes the use of colloquialisms where they are appropriate, and an awareness of regional differences. The SACE Board will use the new spelling system in external examinations. From January 2006 students are expected to use the new spelling system.

RATIONALE

The study of German contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. It also provides access to the culture of German-speaking countries and communities, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

German is an important language internationally and within Australia. German has long been recognised as a 'world' language of culture, music, theology, and philosophy, as well as a key language in the fields of science, medicine, economics, and technology. Germany is also a world leader in the development of environmental protection policies.

German-speaking countries have emerged as strong international leaders in trade, commerce, and politics. As the most powerful industrial nation in the European Union, Germany is part of Australia's largest single trading partner, and German is the major commercial language in Eastern Europe. German-speaking countries are major investors in Australian companies, and some German companies are establishing regional offices in Australia.

The German language is the key to interacting effectively with German speakers. It also provides a clearer understanding of the culture, traditions, beliefs, attitudes, and values of German speakers. In Europe alone, 100 million people speak German as their first language; a further 40 million people in countries throughout the world speak it as a second language, particularly in Eastern Europe, Latin America, Indonesia, Japan, and China. There is also a significant German heritage in Australia.

The ability to communicate in German, in conjunction with other skills, may increase students' vocational opportunities.

THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The German-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The German-speaking Communities	The Changing World
<i>Personal Identity</i> Examples <i>Self-image</i> <i>My home</i> <i>Community</i> <i>Family and friends</i> <i>Relationships</i> <i>Pressure and influences</i>	<i>People and Places</i> Examples <i>Lifestyles</i> <i>Daily life</i> <i>Cultural diversity</i> <i>Traditions</i> <i>Cultural heritage</i> <i>Regional and national festivals</i>	<i>The World of Work</i> Examples <i>Technology and design</i> <i>Jobs and careers</i> <i>Globalisation and its effects</i>
<i>School and Aspirations</i> Examples <i>School</i> <i>Education systems</i> <i>Future plans and pathways</i> <i>Student exchanges</i>	<i>Past and Present</i> Examples <i>Historical perspectives</i> <i>Changing face of German-speaking countries and communities</i>	<i>Social Issues</i> Examples <i>Youth issues</i> <i>The environment</i> <i>Equality</i> <i>Anxiety for the future</i> <i>Health issues</i>
<i>Leisure and Lifestyles</i> Examples <i>Holidays</i> <i>Sports</i> <i>Hobbies</i> <i>Keeping fit and healthy</i>	<i>Arts and Entertainment</i> Examples <i>Music and songs</i> <i>Film and theatre</i> <i>Media</i> <i>Writers and literature</i> <i>Movements in art</i> <i>Popular culture</i>	<i>Tourism and Hospitality</i> Examples <i>Travel at home and abroad</i> <i>Interacting with visitors in Australia</i>

Note: **Bold** = prescribed themes, ***bold italics*** = prescribed topics, *italics* = suggested subtopics

TEXT TYPES

Students will be expected to be familiar with the following text types. Text types indicated with an asterisk* are those that students may be expected to produce in the external examination at Stage 2. Text types indicated with two asterisks** are those that students will be required only to fill in. In their teaching and learning program, teachers may introduce students to a wider range of text types than are presented here.

Advertisement	Invitation *	Postcard *
Announcement or notice	Legends	Pro forma **
Application (job)	Letter *	Recipe *
Article *	Map, plan, chart, or table **	Report *
Cartoon or comic strip	Menu	Review
Conversation or dialogue *	News item	Song
Diary or journal entry *	Note, message, or email *	Story or narrative *
Discussion *	Personal profile or curriculum vitae **	Summary *
Fairy-tale	Play	Survey or questionnaire **
Film	Poem	Talk *
Interview		Timetable. **

Students are expected to be familiar with, and able to produce, the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative, imaginative.

GRAMMAR

Grammar can be described as the organisation, and relationship, of 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.

Students will already have a reasonable understanding of the function of grammar in German through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying German in a continuers-level program are expected to recognise and use the following grammatical items:

Nouns

- Gender, number, case (all four cases)
- Adjectival nouns, e.g. *Alles Gute zum Geburtstag!*
- Infinitives used as nouns, e.g. *Wir wissen, dass Rauchen ungesund ist. Das Wandern ist des Müllers Lust.*

Articles

- Definite, e.g. *der, die, das*
- Indefinite, e.g. *ein, kein.*

Adjectives

- Common adjectives, e.g. *klein, interessant*
- Agreement, predicative and attributive position, e.g. *Das Wetter ist schön. Das ist ein witziges Lied.*
- Demonstrative, e.g. *dieser, jener, solcher*
- Indefinite, e.g. *jeder, mancher, irgendein, kein, alle*
- Possessive, e.g. *mein, dein, sein*
- Comparative and superlative forms, e.g. *Dieser Sommer ist wärmer als der letzte. Sie ist die erfolgreichste Schwimmerin in diesem Jahr.*
- Interrogative, e.g. *Was für ein? Welcher?*
- Adjectives derived from place names, e.g. *Münchner Bier, Schweizer Schokolade, das Brandenburger Tor.*

Pronouns

- Personal pronouns, e.g. *ich, du, er, sie*
Nominative, accusative, dative cases, e.g. *ihn, ihr*
- Reflexive, e.g. *mich, dich, mir, dir, sich, uns, euch*
- Indefinite, e.g. *man, etwas, einer, jemand, niemand, nichts*
- Interrogative, e.g. *wer, wen, wem, wessen, was*
- Relative (nominative, accusative, dative, genitive), e.g. *der, die, das . . . Das ist die Frau, deren Mann arbeitslos ist. Kennst du den Mann, mit dem Karl gerade spricht? Die CD-Rom, die er zum Geburtstag bekommen hat, funktioniert nicht.*

Verbs — Regular and Irregular (strong, weak)

- Tenses
Present, e.g. *Ich lerne Deutsch.*
Perfect, e.g. *Gestern sind wir ins Kino gegangen.*
Future, e.g. *Wir werden die Wahl gewinnen.*
Imperfect, e.g. *Hänsel und Gretel verliefen sich im Wald. Es war so finster und auch so bitter kalt.*
Pluperfect, e.g. *Ich hatte ihn in einer Disco kennengelernt.*
Using the present plus an adverb indicating future, e.g. *Morgen fliegt er nach Österreich.*
Inseparable, e.g. *Sie überholte den Lastwagen.*

- Separable, e.g. *Morgen fangen die Ferien an.*
- Reflexive, e.g. *Sie konnte sich an die Kälte gar nicht gewöhnen.*
- Modals, e.g. *dürfen, können, mögen, müssen, sollen, wollen*
- Mood
 - Imperative, e.g. *Lies mal vor!*
 - Subjunctive (in requests, and conditional clauses), e.g. *würde, hätte, wäre, könnte, müsste, sollte.*
Würden sie mir bitte noch ein Stück Kuchen reichen? Wenn ich Millionär wäre, könnte ich mir einen Porsche kaufen.
- Passive voice, e.g. *Das Parkhaus wird um 24 Uhr geschlossen.*
- Impersonal expressions, e.g. *Es gibt . . . Es stimmt, dass . . . Es ist schade, dass . . .*
- Infinitives with verbs of perception, motion, and with lassen, e.g. *Ich hörte ihn kommen. Wir gehen schwimmen. Meine Mutter lässt mich nie fernsehen*
- Verbs taking prepositional objects, e.g. *Ich freue mich auf deinen Besuch. Sie entschuldigt sich bei der Lehrerin.*
- Verbs taking the dative, e.g. *Ich danke dir. Er hilft/folgt seinem Freund. Das gehört ihm . . .*

Adverbs

- Positive, comparative, and superlative forms, e.g. *gern, lieber, am liebsten*

Prepositions

- The cases with prepositions, e.g. *Ich gehe jetzt in die Schule. Ich lerne Deutsch in der Schule.*
- Contracted forms with articles, e.g. *beim, zum, im . . .*
- *Wo und da(r)* compounds, e.g. *womit, wozu, damit, dazu, dabei, darauf . . .*

Sentence Structures

- The various parts of the sentence, e.g. subject, direct object, indirect object
- Statements, questions, commands
- Subordinate or main clauses, e.g. *Obwohl er noch zur Schule geht, hat er schon einen Job.*
- Conjunctions
 - Coordinating, e.g. *und, aber, oder, denn, sondern . . .*
 - Subordinating, e.g. *weil, wenn, als, dass . . .*
 - Correlative, e.g. *entweder . . . oder, weder . . . noch, nicht nur . . . sondern auch, sowohl . . . als auch*
- Relative clauses, e.g. *Wie heißt der Fluss, an dem Hamburg liegt?*
- Indirect questions, e.g. *Ich möchte gern wissen, wie er heißt.*

Word Order

- Position of *nicht* in a clause, e.g. *Er hat seine Hausaufgaben nicht gemacht.*
- Position of adverbs and adverbial phrases — time, manner, place, e.g. *Er fährt jeden Tag fröhlich zur Arbeit.*
- Position of past participles, e.g. *Er hat seine Hausaufgaben schon gemacht.*
- Infinitives with *zu* and *um . . . zu*, e.g. *Um den Führerschein zu bekommen, muss man viele Fahrstunden nehmen. Sandra überredet Antje, etwas anderes anzuziehen.*

INDONESIAN

THE LANGUAGE

The language to be studied and assessed is the standard version of Indonesian.

RATIONALE

The study of Indonesian contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. It provides access to the culture of Indonesian-speaking communities and promotes understanding of different attitudes and values within the wider Australian community and beyond.

There are other compelling reasons for Australian students to study Indonesian. Indonesia is one of Australia's nearest neighbours and is the fourth most populous country in the world.

Indonesia's rich and diverse culture reflects its long history at the commercial and cultural crossroads of the Asian region. Study of the Indonesian language provides insights into the cultural traditions of Asia, and into the attitudes, beliefs, and values of a region that has particular relevance to Australia's future.

A knowledge of the Indonesian language will make a positive contribution to closer relations between Australia and Indonesia. There is a steadily growing Indonesian community within Australia, and there are substantial business and tourist links with Indonesia. In more recent years 'sister school' relationships and State links with Indonesian provinces have opened up new opportunities for Australian students to have direct contact with Indonesian students.

Students may wish to study Indonesian as an academic subject for educational purposes or to link this study to other areas of interest. A considerable number of universities and other higher education institutions provide pathways for further study of Indonesian and Indonesian studies. The ability to communicate in Indonesian may, in conjunction with other skills, also increase students' vocational opportunities in the areas of trade, business, banking, defence, diplomacy, immigration, education, journalism, law, engineering, tourism, and the arts.

The study of Indonesian also has wider applications — it is closely related to Malay, and it is understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei.

THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Indonesian-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Indonesian-speaking Communities	The Changing World
Personal World Examples <i>Personal details and qualities</i> <i>Relationships with family and friends</i> <i>Daily life</i> <i>Making arrangements</i> <i>Free time and leisure activities</i> <i>Health and fitness</i> Education and Aspirations Examples <i>Future study</i> <i>School life</i> <i>Career choices</i> <i>Personal goals</i> <i>Travel</i> <i>Student exchanges</i> Values, Attitudes, and Opinions Examples <i>The place of individuals in their world</i> <i>Social issues, ideas, and opinions expressed through literature, film, and other resources</i>	Arts, Crafts, and Entertainment (modern and traditional) Examples <i>Dance</i> <i>Music</i> <i>Drama</i> <i>Wayang</i> <i>Film</i> <i>TV</i> <i>Internet</i> <i>Media</i> <i>Batik</i> <i>Ikat</i> Visiting Indonesia Examples <i>Planning</i> <i>Travel experiences</i> <i>Shopping</i> <i>Finding accommodation</i> <i>Obtaining assistance or advice</i> <i>Visiting friends</i> <i>Health</i> Stories from the Past Examples <i>Historical perspectives</i> <i>Famous people</i> <i>Significant events</i> <i>Personal recollections</i> <i>Oral history</i> <i>The past expressed through literature, film, and other resources</i>	Contemporary Issues Examples <i>Social</i> <i>Political</i> <i>Economic</i> <i>Religious</i> <i>Environmental</i> <i>Technological</i> <i>Australian and Indonesian relations</i> <i>The impact of tourism</i> The World of Work Examples <i>People at work</i> <i>Types of jobs</i> <i>Work in rural and urban areas</i> <i>Division of labour</i> <i>Unemployment</i> <i>Exploitation of labour</i> <i>Work experience</i> <i>Careers</i>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

TEXT TYPES

Students will be expected to be familiar with the following text types. Text types indicated with an asterisk* are those that students may be expected to produce in the external examination at Stage 2. Text types indicated with two asterisks** are those that students will be required only to fill in. In their teaching and learning program, teachers may introduce students to a wider range of text types than are presented here.

Advertisement	Invitation	Poem
Announcement or notice	Letter (formal)	Postcard*
Article*	Letter (informal)*	Report*
Cartoon or comic strip	List*	Review*
Conversation or dialogue*	Map, plan, chart, or table**	Song
Diary or journal entry*	Menu	Speech or talk*
Discussion*	News item	Story or narrative*
Essay*	Note, message, or email*	Survey or questionnaire**
Film**	Oral presentation*	Timetable.
Form	Personal profile*	
Interview	Play	

Students are expected to be familiar with, and able to produce, the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative, imaginative.

GRAMMAR

Grammar can be described as the organisation, and relationship, of 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.

Students will already have a reasonable understanding of the function of grammar in Indonesian through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Indonesian in a continuers-level program are expected to recognise and use the following grammatical items:

Phonology

- Quality of vowel sounds
- The glottal stop, e.g. *bapak, tidak*
- Non-aspiration of *t, d, b*, and *p*
- Indonesian trilled *r*
- Nasalisation of verbal roots, e.g. *ny* and *ng*, *ngg* sound
- Pattern and rhythm
- Intonation and stress.

Verbs

- Unaffixed verbs, e.g. *makan*
- Affixed verbs using, for example, *ber-*, *ber . . . an*, *me-*, *me . . . kan*, *me . . . i*, *memper-*, *ke . . . an*, *ter . . .* e.g. *berjalan, berpamitan, menjual, memberikan, menemani, memperbaiki, ketinggalan, terdapat*
- Active, passive, and imperative forms
- With reduplication, e.g. *makan-makan, berlari-lari* (repetitive, varied or non-specific action) *surat-menyurat, berpamit-pamitan* (reciprocity)
- With markers and modifiers, e.g. *sudah, telah, sedang, akan, harus, dapat, bisa, boleh, suka, ingin, mau, lagi, kembali*
- With negators, e.g. *tidak, belum*
- With accompanying prepositions, e.g. *bergantung pada, ingat akan, minta maaf atas, percaya pada*.

Nouns

- Unaffixed nouns, e.g. *pintu*
- Affixed nouns using, for example, *ke . . . an*, *pe-*, *pe . . . an*, *per . . . an*, *-an*, *-wan/-wati*, e.g. *kecepatan, pencuri, pelajaran, perjalanan, makanan, jutawan, wisatawati*
- With reduplication, e.g. *surat-surat kabar, adat-istiadat* (plurality, showing variety) *obat-obatan* (showing collectivity)
- With the negator *bukan*.

Personal Pronouns

- 1st person: *saya, aku, kami, kita*
- 2nd person: *kamu, Anda, engkau, kau-*, *kalian, kamu sekalian, Anda sekalian*
- 3rd person: *dia, ia, beliau, mereka*
- Other terms used in the place of pronouns, e.g. *Bapak, Ibu, Adik, Kakak, Saudara*, name of person
- With the negator *bukan*.

Deictics, e.g. *ini, itu, sini, sana, situ, begini, begitu*.

Quantifiers

- Cardinal numbers
- Collectives, e.g. *ketiga pemain, kami berenam, berpuluh-puluh, ratusan*
- With terms of measurement, e.g. *meter, liter, gram, rupiah*
- Indefinite terms, e.g. *banyak, berbagai, beberapa, sedikit, semua, seluruh, segala*
- Ordinal numbers, e.g. *kesatu or pertama, kedua, kesepuluh*
- Fractions, e.g. *sepertiga*
- Classifiers, e.g. *orang, buah, ekor* (others as passive knowledge when encountered)
- Singularity, e.g. *se-, satu, suatu*
- Plurality, e.g. through duplication, through context, through use of *para/kaum*.

Adjectives

- Unaffixed adjectives, e.g. *mahal*
- *Me . . . kan* with adjectival function, e.g. *menyenangkan*
- Comparatives
 - Se- + adjective*
 - Sama + adjective +-nya*
 - Lebih/kurang + adjective + daripada*
 - Yang/paling/ter- + adjective*
- With degree markers: *tidak terlalu kecil, akan sangat senang*
- With other modifiers: *harus lebih mudah, tidak sakit lagi*
- With negators: *tidak, belum*.

Adverbs

- *Dengan + base*, e.g. *dengan baik*
- Duplication of base, e.g. *diam-diam*
- *Se + adjective-adjective + nya*, e.g. *setinggi-tingginya, sesungguhnya-sungguhnya*.

Prepositions, e.g. *akibat, antara, bersama, buat, dalam, dari, dekat, dengan, di, karena, ke, kecuali, kepada, lewat, melalui, mengenai, menurut, oleh, pada, sama, sampai, sebab, sebagai, sejak, sekeliling, sekitar, selama, sepanjang, seperti, tanpa, tentang, untuk, akan, atas, bagi, selain, terhadap*

- With locative nouns such as *di bawah, ke muka, oleh karena, sampai dengan, di antara*.

Conjunctions, e.g. *agar, atau, bahwa, dan, dengan, di samping, hanya, kalau, karena, kecuali, kemudian, ketika, lalu, oleh karena (itu), sambil, sampai, seandainya, sebab, sebelum, sedangkan, sehingga, sejak, selain (itu), selama, seolah-olah, sesudah, setelah, setiap, supaya, tanpa, tetapi, tiap kali, untuk, waktu, walaupun, akan tetapi, akibat, asal, baik . . . maupun, dalam, demikian, jika . . . (maka), lagi (pula), melainkan, meskipun (begitu), namun, padahal, sebagai, sementara, serta, tidak hanya . . . tetapi juga*.

Interjections, e.g. *sialan, asyik, ayo, wah, aduh*.

Articles, e.g. *sang, para, si*.

Particles, e.g. *-kah, -lah*.

Phrases and Sentences

- Simple and more complex phrases, e.g. *berteriak keras-keras/tidak perlu merasa tersinggung*
- Single clauses
 - Subject + predicate
 - Subject + verb (+ phrase)
 - Subject + verb + object (+ indirect object)

- Compound clauses, e.g. *Dia rajin membaca, baik waktu dia masih mahasiswa, maupun setelah dia bekerja.*
- *Siapa pun yang minta, Pak Anwar selalu bersedia menolong.*
- Use of *ini/itu* to point to a particular referent in a noun phrase, e.g. *pakaian yang dilemparkan ke laut di Parangtritis itu.*
- Use of *adalah/ialah* to mark the subject-predicate break, e.g. *Pengangguran tersembunyi di kota-kota besar adalah masalah yang serius.*
- Use of *yang* as a relative clause marker, e.g. *Tempat berpiknik yang paling disenangi oleh orang Jakarta. Kepala pabrik yang hanya mementingkan dirinya sendiri.*
- Extension of basic sentences by the addition of information on place, instrument, time, purpose, participant, means, similarity, cause.
- Statements
- Commands
 - Use of *-lah, jangan, tolong, coba, silakan*
 - Use of passive to soften
- Questions
 - With question words
 - With rising intonation
 - With *-kah*
 - Using *bukan / belum / tidak* at the end of the sentence
- Exclamations using *aduh, bukan main, alangkah, -nya*
- Emphatic sentences using *-lah* followed by *yang*
- Active and passive sentences
- Direct and indirect speech.

ITALIAN

THE LANGUAGE

The language to be studied and assessed is modern standard Italian. Italian belongs to the family of Romance languages, and a great deal of terminology in science, technology, medicine, pharmacy, and law derives from its Latin ancestor, while music draws directly from Italian.

Standard Italian is the language of Italy. Apart from being the language of everyday communication, it is the language of education, of all levels of government, and of the mass media. It is important to be aware of and acknowledge the role of regional dialects and their provincial variants. These dialects have often survived better in the communities outside Italy (albeit with local intrusions) than in Italy, where, because of the internal population shifts of the last 50 years and the influence of the mass media, the dialects are being eroded. However, in Italy dialects are now being revalued and in some instances revived.

Like other languages, Italian is undergoing rapid changes, particularly in the spoken form. Some examples of this include:

- the more commonly accepted use of *gli* to replace *loro* and *le*;
- the use of *voi* to replace the *loro* form in some formal situations;
- the more frequently spoken form of the past definite in some geographical locations, particularly southern Italy;
- the increasing use of the indicative instead of the subjunctive;
- the increasing use of the present indicative instead of the future indicative;
- the use of the present indicative in place of the conditional when making requests;
- the disappearance of the capital letter to indicate polite form register, except in legal and diplomatic language;
- efforts to simplify and update bureaucratic language;
- English words (e.g. computer, weekend, picnic, Internet, bestseller).

The formal and informal forms of address are important aspects of the language as they reflect the conventions of social relationships among Italian-speaking people.

RATIONALE

Italian is the language spoken in Italy and it is one of the official languages of the European Union. Extensive migration from Italy during the last 150 years has resulted in Italian being spoken in many other countries: in Europe, in North and South America, and in Australia, where it is one of the most widely spoken languages.

The history of Italian settlement in Australia can be traced back to the arrival of the First Fleet in 1788, when Italians were among the early settlers. Italian was regarded as a language of culture and was examined for a short time by the University of Adelaide during the 1890s. In 1901, the year of Federation, the census records show that there were 5678 Italians in Australia. By the 1930s there were 30 000 Italians, mainly in the cane fields of Queensland, along the Murray River, and in the coastal fishing and iron smelting centres. Italians have subsequently settled in all Australian capital cities as well as in a considerable number of regional areas. The years after the Second World War were the period of greatest migration from Italy. Italian community groups and regional clubs petitioned for the teaching of the language in schools. Until Italian was taught in schools, groups such as the Dante Alighieri Society offered classes outside school hours.

Italian was taught at some universities before the 1960s, but most tertiary courses began after the language was introduced into the school curriculum in the 1960s and 1970s. In the atmosphere of multiculturalism of the late 1970s, the teaching of Italian began in earnest.

Italians and the Italian language make a distinctive contribution to politics, art, architecture, music, science, literature, film, and theatre. All students of Italian have much to gain by acquiring knowledge of the language and cultural heritage of Italy. Students of Italian origin also have the opportunity to learn the language and deepen their understanding of the traditions and culture of the country of their family members.

Australian-born students of Italian background, as well as those from a non-Italian background, will study Italian as a second language. Students will have access to the language and culture in the wider community through the school, local events, radio, television, the Internet, and films.

Italy is one of the most industrially and economically advanced nations of the world and ranks among Australia's top international trading partners in a mutually supportive trade relationship. People with a good knowledge of Italian are needed to provide support for the significant commercial links that exist between Australia and Italy. Italy remains a strong buyer of primary products, notably wool, while Australia has been a consistent buyer of Italian technology and design. A considerable number of Italian companies have branches in Australia, providing employment opportunities for Australians. Competent speakers of Italian are also needed in the areas of tourism; social services, including hospitals; banks; and public agencies in general.

THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Italian-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Italian-speaking Communities	The Changing World
<i>Personal Identity</i> Examples <i>Who am I?</i> <i>Adolescence</i> <i>Memories</i> <i>Relationships</i>	<i>Historical Perspectives</i> Examples <i>Italy from unification to the present day</i> <i>Emigration</i> <i>The European Union</i>	<i>The World of Work</i> Examples <i>Different types of jobs/professions/trades</i> <i>Employment in the future</i> <i>Entering the world of work</i>
<i>Health and Leisure</i> Examples <i>Leisure time</i> <i>Part-time work</i> <i>Sport</i> <i>Holidays</i>	<i>Lifestyle in Italy and Abroad</i> Examples <i>Italian passions</i> <i>Italian cuisine</i> <i>The young or the elderly</i> <i>Festivals and traditions</i> <i>The arts</i> <i>Entertainment</i>	<i>Technology</i> Examples <i>International multimedia</i> <i>Information technology</i> <i>The sociocultural impact of technology</i>
<i>Education and Aspirations</i> Examples <i>School</i> <i>Personal aspirations</i> <i>Cultural exchanges</i>	<i>Social and Contemporary Issues</i> Examples <i>The environment</i> <i>Aspects of modern society</i> <i>Cultural identity</i> <i>The contribution of Italians to Australia</i>	<i>Trade and Tourism</i> Examples <i>Made in Italy</i> <i>Italian–Australian trade relations</i> <i>Travel in Italy</i> <i>Tourism in Australia</i>

Note: **Bold** = prescribed themes, ***bold italics*** = prescribed topics, *italics* = suggested subtopics

TEXT TYPES

Students will be expected to be familiar with the following text types. Text types indicated with an asterisk* are those that students may be expected to produce in the external examination at Stage 2. Text types indicated with two asterisks** are those that students will be required only to fill in. In their teaching and learning program, teachers may introduce students to a wider range of text types than are presented here.

Advertisement	Invitation *	Public notice
Announcement or notice	Itinerary *	Recipe
Article*	Letter (formal)	Report*
Brochure*	Letter (informal)*	Review
Cartoon or comic strip**	Map, plan, chart, or table**	Song
Conversation or dialogue*	News item	Speech or talk*
Diary or journal entry*	Note, message, or email*	Story*
Discussion*	Personal profile or curriculum vitae*	Summary*
Film or documentary	Play script	Survey or questionnaire**
Form**	Poem	Timetable
Horoscope	Postcard*	Web page.
Instructions*	Poster	
Interview		

Students are expected to be familiar with, and able to produce, the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative, imaginative.

GRAMMAR

Grammar can be described as the organisation, and relationship, of 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.

Students will already have a reasonable understanding of the function of grammar in Italian through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Italian in a continuers-level program are expected to recognise and use the following grammatical items:

Nouns

- Regular forms
 - Gender and number
- Common irregular forms (singular and plural)
- Compound nouns, e.g. *l'altoparlante, il portafoglio*
- Collective nouns, e.g. *la gente*
- Invariable forms in the plural, e.g. *la città, le città: il film, i film*
- Use of suffixes and prefixes,[†] e.g. *sorellina, inutile*.

Articles

- Definite and indefinite articles
 - Use of all forms and their omission

[†] for receptive use only

- Omission or inclusion of definite articles with titles
- Inclusion of definite articles before nouns used in a general or abstract sense, e.g. *il coraggio è una virtù*
- Partitive articles (some, any), e.g. *del pane*.

Adjectives

- Regular formation
- Agreement with nouns
- Position
- Common irregular adjectives that precede masculine nouns, e.g. *bello, buono*
- Adjectives that commonly precede nouns, e.g. *primo, ultimo, buono, bello, giovane, vecchio, altro, stesso, molto, poco, grande, piccolo*
- Demonstrative adjectives, e.g. *questo, quello*
- Possessive adjectives — form and uses, including their use before terms indicating family relationships
- Indefinite adjectives, e.g. *ogni, qualche, qualsiasi/qualunque, ciascuno, nessuno, altro, molto, alcuno*
- Interrogative adjectives, e.g. *che? quale? quanto?*
- Comparative and superlative forms
Regular and irregular types.

Adverbs

- Formation
- Position
- Classes (manner, place, time, quantity), e.g. *bene, qui, prima, molto*
- Adverbial phrases, e.g. *all'improvviso, poco fa, nel frattempo, d'ora in poi, in ritardo, fra poco, qui vicino*
- Comparative and superlative forms
Regular and irregular types, e.g. *meglio, peggio, bene, benissimo*
- Use of adverbs such as *molto, poco, troppo*.

Pronouns

- Personal pronouns
Subject, direct object, indirect object
Use and position
Elision, e.g. *l'ho visto*
And past participle, e.g. *li ho comprati*
Combined, e.g. *te lo spedisco*
- Relative pronouns (including word order), e.g. *che, cui, chi, il quale*
- Interrogative pronouns, e.g. *chi? che (cosa)? quale? quanto?*
- Demonstrative pronouns, e.g. *questo, quello, ciò*
- Indefinite pronouns, e.g. *uno, qualcuno, ciascuno, nessuno*
- Possessive pronouns, e.g. *mio fratello, la mia amica*
- Reflexive pronouns, e.g. *si veste*
- Disjunctive pronouns, e.g. *a me, per te*
- Common uses of
si, e.g. *si mangia bene qui*
ci and *vi*, e.g. *ci sono andata*
ne, e.g. *cosa ne pensi? Hai dello zucchero? Sì, ne ho.*

Verbs

- Conjugation
- Regular forms
- Frequently occurring irregular forms

- Reflexive verbs
- Mood
 - Indicative
 - Present
 - Present perfect
 - Imperfect
 - Pluperfect[†]
 - Future
 - Future perfect[†]
 - Past historic[†]
 - Past anterior[†]
 - Conditional
 - Present
 - Perfect[†]
 - Subjunctive
 - Present
 - Perfect[†]
 - Imperfect, 'if' clause
 - Pluperfect[†]
- Imperative (including its use in formal and informal address and with pronouns), e.g. *da'!*, *dammi!*, *dammelo!*
- Gerundio
 - Present, e.g. *guardando*
 - Past, e.g. *essendo partito(a)*
 - Stare* with gerundio, e.g. *sto mangiando*
- Infinitive structure
 - Prima di* with infinitive
 - Infinitive used as a noun, [†] e.g. *il leggere*
 - Lasciare* construction, [†] e.g. *lascia stare, lasciami stare*
- Auxiliaries — *essere* and *avere*
- Participles
- Passive voice, [†] e.g. *è stato costruito da . . .*
- Impersonal verbs and expressions, e.g. *bisogna che, basta che*
- Modal verbs (*dovere, potere, volere*)
- *Piacere* in the present, present perfect, imperfect, and future tenses of the indicative, and in the present conditional
- Idiomatic use of *avere* and *fare*, e.g. *avere fame, fare colazione*
- Causative construction, [†] e.g. *ho fatto riparare la macchina*.

Prepositions

- Simple and articulated forms
- Common prepositional phrases, e.g. *parto per Milano, partiamo da Roma*
- Special usage of *a, di, da*, e.g. *vado a scuola, vieni da me*.

Numerals

- Cardinals, ordinals, decimals, dates
- Fractions, e.g. *un quarto, metà*
- Time
- Common measurements, e.g. *è alta un metro e ottanta*
- Collective numbers, e.g. *paio, coppia, decina, dozzina, centinaio, migliaio*
- Mathematical signs, e.g. *più, meno, diviso, per*.

Conjunctions

- Common conjunctions, e.g. *e, ed, anche, ma, però, infatti, né . . . né*
- Fillers, e.g. *quindi, magari, cioè*.

[†] for receptive use only

Negation

- Use of *non*
- Double negative.

False Friends

- Italian words that closely resemble English words but may not always have the same meaning, e.g. *parenti*, *sensibile*, *fattoria*.

Sentence and Phrase Types

- Italian word order is more flexible than English word order; this may be related to the presence of gender and number markers. However, attention should be given to word order in:
 - statements
 - questions
 - the position of object pronouns.

JAPANESE

THE LANGUAGE

The language to be studied and assessed is modern standard Japanese in both written and spoken forms. Some dialect variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in these curriculum statements. Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese characters) will be studied.

RATIONALE

The study of Japanese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. Through this study students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in Japanese may, in conjunction with other skills, increase students' vocational opportunities in areas such as trade, tourism, banking, technology, and education.

THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Japanese-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Japanese-speaking Communities	The Changing World
<i>Personal Identity</i> Examples <i>Personal information</i> <i>Family and friends</i> <i>Home and neighbourhood</i>	<i>Life in Japan</i> Examples <i>Home and family life</i> <i>Shopping and eating</i> <i>School life</i> <i>Leisure</i> <i>Significant people and events</i>	<i>Working Life</i> Examples <i>Casual work</i> <i>Different jobs/occupations</i>
<i>Daily Life</i> Examples <i>Routines</i> <i>Health and sickness</i>	<i>Visiting Japan</i> Examples <i>Tourist and cultural attractions</i> <i>Getting around (directions, tickets, accommodation, and reservations)</i> <i>Homestay experiences</i> <i>Visiting people</i> <i>Gift-giving</i>	<i>Current Issues</i> Examples <i>Technology</i> <i>Youth issues</i> <i>Social issues</i>
<i>Leisure</i> Examples <i>Hobbies</i> <i>Making arrangements</i> <i>Past experiences</i>		
<i>Education</i> Examples <i>School life</i> <i>Future plans</i>		

Note: **Bold** = prescribed themes, ***bold italics*** = prescribed topics, *italics* = suggested subtopics

TEXT TYPES

Students will be expected to be familiar with the following text types. Text types indicated with an asterisk* are those that students may be expected to produce in the external examination at Stage 2. Text types indicated with two asterisks** are those that students will be required only to fill in. In their teaching and learning program, teachers may introduce students to a wider range of text types than are presented here.

Advertisement	Interview	Postcard*
Announcement or notice	Invitation*	Report*
Article*	Itinerary*	Review
Brochure	Letter*	Song
Cartoon or comic strip**	Map, plan, or chart**	Speech*
Conversation or dialogue*	Menu	Story or narrative*
Diary or journal entry*	News item	Summary*
Discussion*	Note, message, or email*	Survey or questionnaire**
Film or documentary	Personal profile or curriculum vitae**	Table**
Form**	Poem	Timetable.**
Instruction		

Students are expected to be familiar with, and able to produce, the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative, imaginative.

VOCABULARY

A vocabulary list, comprising basic vocabulary relevant to the topics and tasks, will be on the SACE Board website (www.saceboard.sa.edu.au). Students do not need to know all the words on the list in order to be successful in a program based on these curriculum statements. It is provided as a resource for teachers and students to use in preparing for oral and written examinations.

The written examination may include words that are not on the list. In such cases the words will be glossed in English, or they will be of the kind that do not impede overall understanding of the text and will be able to be found in any of the recommended dictionaries.

The prescribed Kanji list (below) includes 150 Kanji for active use in writing in Japanese and fifty Kanji for recognition when reading texts in Japanese.

Prescribed Kanji

Active Use

Verbs

生 住 休 作 使 言 話 読 売 見
洗 食 飲 会 止 歩 着 買 立 出
入 乗 行 帰 来 知 書 持 聞 思

Adjectives

大 小 高 安 新 古 少 多 白 黒
赤 青 好 長 広 楽

Nouns

• Numbers/Counters

一 二 三 四 五 六 七 八 九 十
百 千 万 人 本 番 才

• Time/Seasons

日 月 火 水 木 金 土 曜 毎 週
年 明 朝 昼 晩 午 前 後 時 分
半 今 先 間 春 夏 秋 冬

• Nature

山 川 海 雨 花 天

• Positions/Directions

上 下 中 外 近 左 右 東 西 北
南 方

• Family/Friends

家 族 父 母 兄 姉 弟 妹 私 男
女 子 友 達

• Body/Health

体 目 耳 口 手 足 元 気

• School

学 校 語 字 国 勉 強

• Shopping

町 円 店 屋 物

• Miscellaneous

何 自 車 電 名 紙 心

Receptive Use

Verbs

動 働 泊 待 始 終 教 通 遊

Adjectives

早 同 正 茶

Nouns

• Time/Seasons

夜 夕 次

• Nature

地 島 田 雪

• Places

公 園 道 寺 神 社 旅 館 京 都
区 市 州 県 所 場 駅

• School

室 英 漢

• Shopping

員 飯

• Miscellaneous

事 活 仕 発 和 洋 色 々

GRAMMAR

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

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Students will already have a reasonable understanding of the function of grammar in Japanese through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Japanese in a continuers-level program are expected to recognise and use the following grammatical items:

Summary of Forms of Verbs and Adjectives

Finite Forms — Plain Forms

<i>Verbs</i>	<i>Adjectives</i>	<i>The verb 'to be'</i>
～る：食べる ～う：書く	～い：赤い ～な：しずかだ	～だ：本だ
～た：食べた 書いた	～かった：赤かった ～だった：しずかだった	～だった：本だった
～ない：食べない 書かない	～くない：赤くない ～じゃない：しずかじゃない	～じゃない：本じゃない
～なかった： 食べなかった 書かなかった	～くなかった：赤くなかった ～じゃなかった： しずかじゃなかった	～じゃなかった：本じゃなかった
～よう：食べよう ～おう：書こう	～いだろう：赤いだろう ～だろう：しずかだろう	～だろう：本だろう

Finite Forms — Polite Forms

<i>Verbs</i>	<i>Adjectives</i>	<i>The verb 'to be'</i>
ます：食べます 書きます	～いです：赤いです ～な：しずかです	～です：本です
～ました：食べました 書きました	～かったです：赤かったです ～でした：しずかでした	～でした：本でした
～ません：食べません 書きません	～くないです：赤くないです ～じゃないです： しずかじゃないです	～じゃないです：本じゃないです
～ませんでした： 食べませんでした 書きませんでした	～くなかったです： 赤くなかったです ～じゃなかったです： しずかじゃなかったです	～じゃなかったです： 本じゃなかったです
～ましょう： 食べましょう 書きましょう	～いでしょう： ～でしょう：	～でしょう：本でしょう

(じゃ＝では) (ないです＝ありません) (なかったです＝ありませんでした)

Adverbial Forms

	～く：はやくしてください ～に：しずかにしてください	
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Verb Forms

～て Form

<i>Form</i>	<i>Function/Use</i>	<i>Example(s)</i>
～て	linking ideas	町に行ってえいがを見ます。 せが高くてあたまが 좋습니다。
～て+ください	requesting	早く帰ってください。
～て+います	expressing what you are doing	テレビを見ています。
～て+みます	expressing what you try, to see what it's like	このセーターを着てみてください。
～て+しまいます	expressing that you do something completely, or finish doing something	おかしを食べてしまいました。 しゅくだいをわすれてしまいました。
～て+はいけません	forbidding	まだ帰ってはいけません。
～て+もいいです	giving permission	もう帰ってもいいです。
～て+も	expressing a condition (even if)	たくさんねてもまだねむいです。 高くても買います。
～て+から	expressing when you do something (after)	いつも勉強をしてからテレビを見ます。

～て Form and Verbs of Giving and Receiving

<i>Form</i>	<i>Function/Use</i>	<i>Example(s)</i>
～て+くださいます	expressing that a superior does you a favour	先生が教えてくださいました。
～て+くれます	expressing that someone does you a favour	日本から本をおくってくれました。
～て+あげます	expressing that you do a favour for someone	買ってあげましょうか。
～て+もらいます	expressing that you receive a favour from someone	友達に作ってもらいました。
～て+いただきます	expressing that you receive a favour from a superior	先生にかしていただきました。

～た、～たら、～たり Forms

Form	Function/Use	Example(s)
～た+ほうがいいです	offering advice	勉強したほうがいいです。
～た+ことがあります	relating your experience	京都に行ったことがありますか。
～た+後（で）	expressing when you do something (after)	食事をした後（で）テレビを見ました。
～たり、～たり	expressing that you do various activities or that conditions alternate	日曜日に家で本を読んだり、テレビを見たりします。 あつかったり、さむかったり たいへん 大変です。
～たら	expressing a condition	わからなかったら聞いてください。 おいしくなかったら食べなくてもいいです。

Finite Form

Form	Function/Use	Example(s)
FF+そうです	reporting what someone else said	かれは日本へ帰るそうです。 ピアノが上手だそうです。
FF+つもりです	expressing what you intend to do	明日行くつもりです。
FF+時/間/前（に）	expressing when you do something (when, while, before)	私が行った時、 日本にいる間、 出かける前（に）、
FF+より	comparing	テレビを見るより本を読むほうが楽しいです。
FF+かもしれません	indicating possibility	明日行くかもしれません。
FF+でしょう	indicating probability	雪になるでしょう。
FF+と	quoting what someone said	かれは明日来ると言いました。
FF+と	quoting what someone thinks	かれは日本に行こうと思っています。
FF+ため	indicating purpose	大学に入るためにいっしょうけんめい勉強します。
FF+ように	indicating purpose, result, or requesting	かぜをひかないようにくすりを飲みました。 私に電話するように言ってください。
FF+し	linking statements or reasons	山田さんはやさしいし、あたまもいいです。
FF+NOUN	describing using a clause	田中さんが読んだ本 明日見るえいが
FF+の・んです	explaining, clarifying	おなかがいたいんです。

FF+うち [†]	expressing when you do something (while)	雨がふらないうちに帰りましょう。
FF+のに [†]	linking ideas (even though)	わかいのによく仕事ができます。
FF+みたい [†]	expressing how something appears	雪になるみたいですね。 りんごみたいなくだものです。

～ます **Base**

Form	Function/Use	Example(s)
BASE+なさい	expressing a command	本を読みなさい。
BASE+そうです	expressing how something appears	雨がふりそうですね。 おいしそうですね。
BASE+方	expressing how to do something	ケーキの作り方を教えてください。
BASE+にくいです	saying something is difficult to do	ローマ字は読みにくいです。
BASE+やすいです	saying something is easy to do	ひらがなは読みやすいです。
BASE+たいです	expressing what you want to do	ラジオを聞きたいです。
BASE+たいと思います	expressing intention	日本へ行きたいと思います。
BASE+に	indicating purpose	えいがを見に行きます。
BASE+ながら	indicating actions done simultaneously	ラジオを聞きながら新聞を読みます。
BASE+すぎます	indicating that something is excessive	食べすぎておなかがいたいです。 とけい この時計は高すぎます。
BASE+はじめます [†]	indicating that you are beginning to do something	そうじをしはじめました。
BASE+おわります [†]	indicating that you finish doing something	この本を読みおわりました。

～ない **Base**

Form	Function/Use	Example(s)
BASE +なければなりません	indicating necessity	勉強しなければなりません。
BASE+なくてもいいです	indicating that you do not have to do something	行かなくてもいいです。
BASE+ないでください	requesting not to do something	英語で話さないでください。
BASE+しないで	linking ideas	テレビを見ないで勉強しなさい。

[†] for receptive use only

BASE+ないほうがいいです	offering advice	お金を持って来ないほうがいいです。
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～ば Form

Form	Function/Use	Example(s)
(もし) ～ば [†]	expressing a condition	早く行けば道はこんでいません。 安ければ買います。

～える Form

Form	Function/Use	Example(s)
BASE+えます [†]	indicating that you can do something	漢字で書けます。

～られる Form

Form	Function/Use	Example(s)
BASE+られます [†]	indicating that you can do something	さひみが食べられます。

～おう Form

Form	Function/Use	Example(s)
BASE+と思います	expressing an intention	日本へ行こうと思います。

Particles

Particle	Function/Use	Example(s)
は	topic marker	私は高校生です。
	contrast	本はありません。
が	subject	父がそう言いました。
	subject in subordinate clause	かれが来た時
	expressing likes/abilities	りんごが好きです。 日本語ができますか。
の	possessives (of, 's)	私の本です。
	possessive pronoun	それはあの人のです。
	adjectival	日本の車です。
	optional alternative to が in adjectival clauses	すずきさんが書いた手紙を読みました。
	locational	つくえの上にあります。
に	place of existence (in, at, on)	ここに新聞があります。

[†] for receptive use only

	destination (to, into, onto)	明日町に行きます。
	indirect object	先生にわたしてください。
	point of time	三時半に会いましょう。
	purpose	えいがを見に行きます。
へ	direction (to)	右へまがってください。
を	direct object	コーラを飲みます。
	place of motion (along, through)	この道をまっすぐ行きます。
で	place of action	学校でならいました。
	by means of	おはしで食べます。
と	linking (and)	本とざっしを買いました。
	with person	家族と行きました。
や	linking (and, etc.)	本やざっしを買いました。
か	stating alternatives (or)	今日か明日行きましょう。
	with interrogatives	だれか来ましたか。
も	too, also	私も行きます。
	both	テニスもやきゅうも好きです。
	Neither . . . nor . . .	いぬもねこもいません。
	with interrogatives	なんかい 何回も行きました。
	with quantitative words	少しもありません。
	with interrogative + negative	だれも来ませんでした。

Words Indicating Extent

Word	Function/Use	Example(s)
から	since, from (a point of time), from (a place)	三時から四時までです。 イタリアから来ました。
まで	until (a point of time), to, as far as (a place)	昼まで働きます。 駅まで歩きます。
ごろ	approximate point of time	三時ごろ帰ります。
ぐらい・くらい	approximate amount/time/length	五百人ぐらいいます。
しか	extent + negative (only)	千円しかありません。
だけ	extent (only)	一人だけです。
より	comparative (than)	車はバスよりはやいです。
いちばん (一番)	superlative (the most)	これが一番好きです。

Conjunctions (following non-final verbs)

<i>Conjunction</i>	<i>Function/Use</i>	<i>Example(s)</i>
が	linking (but)	ひらがなは知っていますが漢字は知りません。
から	cause, reason (because, since, so)	つかれたからもうねます。
ので	cause, reason (because, since, so)	雨がふったので行きませんでした。
と	conditional (when, if) quoting	雨がふるとすずしくなります。 「わかりません」と言いました。
のに	linking (even though)	雨がふったのに行きました。

Nominalisers

<i>Nominaliser</i>	<i>Function/Use</i>	<i>Example(s)</i>
の	nominalisation (the one) nominalisation	赤いのをください。 すしを食べるのが好きです。
こと	nominalisation	行くことができます。 行くことがあります。 行くことにします。 行くことになります。

Sentence Final Particles

<i>Particle</i>	<i>Function/Use</i>	<i>Example(s)</i>
ね・ねえ	tag question (isn't it?)	いいお天気ですね。
よ	assuring gently persuading	おもしろいえいがですよ。 えいがに行こうよ。
か	question marker	だれですか。
の	soft question marker soft sentence ending	どこへ行くの。 かれは明日来ないの。
わ	mild emphasis (feminine)	きれいだわ。

MODERN GREEK

THE LANGUAGE

The language to be studied and assessed is the standard version of Modern Greek — the demotic form of the written and spoken language. Students will be required to use both formal and informal registers, current language use incorporating spelling reforms, and the monotonic system of accentuation. The Greek alphabet is the only script to be used in the written form.

Non-standard regional varieties, even dialect variations, may be acceptable in the appropriate context and to the extent that they do not impede the students' ability to communicate effectively in standard Modern Greek.

Anglicisms and non-standard linguistic transfers from English in vocabulary, expressions, and word order are not acceptable. However, words and expressions that have been officially incorporated and adapted into the language are acceptable.

RATIONALE

The study of Modern Greek contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. It provides access to the culture of Greek-speaking countries and communities and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Modern Greek is the official language of Greece, an official language of the Republic of Cyprus, and a recognised language of the European Community. It is spoken in a considerable number of countries around the world, including Australia.

Modern Greek is the language of a vital and original culture. Greek literature, music, and film have won worldwide acclaim. Throughout the ages Greece has made a significant artistic, cultural, and scientific contribution to Western civilisation.

The study of Modern Greek will help students to learn other languages, particularly Indo-European languages. Because the English language has been significantly influenced by Ancient Greek, especially in the arts and sciences, a knowledge of Modern Greek will increase and enrich students' knowledge of English.

Modern Greek is one of the most widely used languages in Australia. Historically, Greeks have made and continue to make a significant contribution to the development of Australia and its multicultural society. The Modern Greek language provides access to the culture, traditions, attitudes, and values of Modern Greek speakers. Students will develop linguistic ability and gain cultural understanding through the study of the language.

The ability to communicate in Modern Greek will promote understanding, empathy, and cooperation with speakers of Modern Greek in Australia. In conjunction with their other skills, the ability to communicate in Modern Greek will also increase students' vocational opportunities.

Knowledge of Modern Greek is a marketable skill in the following fields:

- tourism and hospitality
- the food industry
- education
- health
- law
- banking
- business
- the fashion industry
- social services

the arts industry (television, radio, theatre, design, film, dance, drama, music, painting, architecture, and sculpture)
journalism
religion
politics
the diplomatic corps
agriculture.

THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Modern Greek-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Modern Greek-speaking Communities	The Changing World
<i>Personal Identity</i> Examples <i>Personal profile</i> <i>Neighbourhood</i> <i>Hobbies and pastimes</i> <i>Relationships</i> Examples <i>Friends and peers</i> <i>Family</i> <i>School life</i> <i>School Experience</i> Examples <i>Subjects</i> <i>Aspirations</i>	<i>Lifestyles</i> Examples <i>Travel</i> <i>Cultural interests</i> <i>Sport</i> <i>Greek cuisine</i> <i>Special Traditions</i> Examples <i>Festivals</i> <i>Celebrations</i> <i>National days or religious days</i> <i>Contemporary People and Events</i> Examples <i>Literary figures</i> <i>Popular entertainers</i> <i>Sporting heroes or events</i> <i>The Legacy of Greece</i> Examples <i>The Olympic Games</i> <i>Science</i> <i>Music</i> <i>Art</i> <i>The migrant experience</i>	<i>Youth Issues</i> Examples <i>Entertainment</i> <i>Drugs and alcohol</i> <i>The disadvantaged</i> <i>The World of Work</i> Examples <i>Occupations or pathways</i> <i>Careers</i> <i>Unemployment</i> <i>Environmental Issues</i> Examples <i>Global warming</i> <i>Pollution</i> <i>World conflict</i>

Note: **Bold** = prescribed themes, ***bold italics*** = prescribed topics, *italics* = suggested subtopics

TEXT TYPES

Students will be expected to be familiar with the following text types. Text types indicated with an asterisk* are those that students may be expected to produce in the external examination at Stage 2. Text types indicated with two asterisks** are those that students will be required only to fill in. In their teaching and learning program, teachers may introduce students to a wider range of text types than are presented here.

Advertisement (radio, television, newspaper, magazine)	Diary or journal entry*	Play
Announcement	Discussion*	Poem
Application	Essay*	Postcard*
Article (magazine, newspaper)*	Folk-tale, myth, or legend	Questionnaire or survey
Brochure	Instructions	Report*
Cartoon	Interview	Review*
Catalogue or list	Invitation	Song
Chart**	Letter (personal, informal, to editor)*	Story
Conversation or dialogue*	Narrative account*	Summary*
Debate	Note, email, or message*	Talk or presentation*
	Personal profile or curriculum vitae	Timetable.**

Students are expected to be familiar with, and able to produce, the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative, imaginative.

GRAMMAR

Grammar can be described as the organisation, and relationship, of 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.

Students will already have a reasonable understanding of the function of grammar in Modern Greek through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Modern Greek in a continuers-level program are expected to recognise and use the following grammatical items:

Verbs

- Auxiliary — *είμαι, έχω*
- Regular verbs (active and passive)
 - Tense
 - Present, e.g. *λύνω, διαβάζω, λύνομαι*
 - Past simple, e.g. *έλυσα, διάβασα*
 - Past continuous, e.g. *έλυνα, διάβαζα*
 - Present perfect, e.g. *έχω λύσει, έχω διαβάσει*
 - Past perfect, e.g. *είχα λύσει, είχα διαβάσει*
 - Future simple, e.g. *θα λύσω, θα διαβάσω*
 - Future continuous, e.g. *θα λύνω, θα διαβάζω*
 - Conditional, e.g. *θα έλυνα, θα διάβαζα*
 - Mood
 - Subjunctive, e.g. *να λύνω, να διαβανσω*
 - Imperative, e.g. *λύνε, διαβάστε*
 - Participle, e.g. *λύνοντας, διαβάζοντας*
- Irregular verbs, e.g. *πηγαίνω, βγαίνω*
- Impersonal verbs, e.g. *πρέπει, μπορεί*
- The verb *μου αρέσει*
- Negation, e.g. *δεν θέλω, δεν θα πάω.*

Articles

- Definite, e.g. *ο, η, το*
- Indefinite, e.g. *ένας, μία, ένα*.

Nouns

- Regular nouns
 - Masculine, e.g. *ο πίνακας, ο μαθητής, ο δρόμος*
 - Feminine, e.g. *η φίλη, η θάλασσα*
 - Neuter, e.g. *το πρόβατο, το νηοί, το μάθημα*
 - Singular or plural, e.g. *ο μαθητής - οι μαθητές, το νησί - τα νησιά*
 - Case
 - Nominative, e.g. *ο νικητής*
 - Genitive, e.g. *της μαθήτριας*
 - Accusative, e.g. *τον πίνακα*
 - Vocative, e.g. *δάσκαλε*
 - Article agreement, e.g. *των μολυβιών, τις χώρες*
- Imparissyllabic nouns, e.g. *ο παππούς-οι παππούδες, η γιαγιά-οι γιαγιάδες*
- Scholarly nouns, e.g. *ο συγγραφέας, η πόλη, το μέλλον*
- Indeclinable nouns, e.g. *το ρεκόρ, το τράμι*.

Adjectives

- Regular, e.g. *καλός, καλή, καλό — νέος, νέα, νέο*
- Irregular, e.g. *πολύς, πολλή, πολύ*
- Agreement and position, e.g. *ο όμορφος κήπος*
- Comparative and superlative, e.g. *ψηλός, πιο ψηλός/ψηλότερος, ο πιο ψηλός/ψηλότετος*.

Pronouns

- Demonstrative, e.g. *αυτός, τέτοιος, εκείνος*
- Interrogative, e.g. *ποιος, πού, πώς*
- Reflexive, e.g. *τον εαυτό μου*
- Relative, e.g. *που, πως*
- Indefinite/Definite, e.g. *κανένας, κάποιος, όποιος*
- Distributive, e.g. *καθένας*
- Personal — strong and weak forms, e.g. *εγώ . . . εμείς (strong), εμένα . . . εμάς (weak)*
- Possessive, e.g. *μου . . . μας*.

Prepositions

- Simple and compound types, e.g. *με, σε, για, από*
- Use with nouns, e.g. *με τον Κώστα, στο μάθημα, από την Ελλάδα*.

Conjunctions, e.g. *αλλά, επειδή, γιατί*.

Adverbs

- Position in word order
- Comparatives, e.g. *γρηγορότερα*
- Formation from adjectives, e.g. *ωραία, χαμηλά*
- Phrases of time, manner, and place, e.g. *κάπου-κάπου, τότε-τότε, εκεί που*
- With personal pronouns, e.g. *μαζί μας*.

Numbers

- Date, e.g. *έξι του μηνός*
- Time, e.g. *τρεις η ώρα*
- Agreement, e.g. *ο πρώτος παίχτης*
- Fractions, e.g. *μισός χρόνος*
- Percentages, e.g. *εκατό τοις εκατό*
- Collective numerals, e.g. *μία ντουζίνα, εκατοντάδες*.

SPANISH

THE LANGUAGE

The language to be studied and assessed is modern standard Spanish.

Spanish is a Romance language deriving from the Vulgar Latin brought to Western Europe by the Romans. Its development reflects the history of the Iberian peninsula, with its most notable influences being Greek and Arabic, the latter having contributed some thousands of words of vocabulary.

In the fifteenth century, as a result of the arrival of the Spaniards in the Americas, Spanish continued to develop as it was influenced by Indigenous languages.

The maintenance of modern standard Spanish is now the joint responsibility of the Real Academia of each of the countries in which Spanish is an official language. The linguistic integrity of the Spanish language is maintained with the acknowledgment of significant variations between countries, regions, and social groups. These variations are phonetic, morphological, syntactic, and semantic, and do not constitute dialects. However, a number of other languages are spoken in Spanish-speaking countries, with some such as Basque, Catalan and Galician in Spain, and Guaraní in Paraguay sharing official language status.

RATIONALE

The study of Spanish contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. It provides access to the culture of Spanish-speaking countries and communities and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The Spanish language is spoken by more than 300 million people. It is one of the five official languages of the United Nations and an official language of the European Union. Spanish is an official language of Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain (including Ceuta and Melilla in North Africa), Uruguay, and Venezuela. Spanish is one of the most spoken languages worldwide. It is an important language of the Pacific Rim of nations and of the Asia-Pacific Economic Cooperation (APEC) group of countries. It is the second most spoken language of the United States of America. Spanish is one of the six working languages of the Olympic Movement.

There are about 3 million speakers of Spanish in the Philippines and Guam and approximately 100 000 Australians of Hispanic cultural heritage who use Spanish as their primary means of communication. Spanish is a language of particular importance to Australia's international trade and commerce.

The Spanish-speaking nations are highly regarded in fields such as literature, art, music, dance, theatre, film, history, architecture, and gastronomy, which are accessible to both Spanish-speaking and non-Spanish-speaking people of Australia.

Spanish-speaking residents of Australia make a significant contribution to the economic, political, intellectual, cultural, and social affairs of the nation. Their participation at every level of society enriches the quality of life and diversity of experiences of all Australians.

The ability to communicate in Spanish, in conjunction with other skills, will increase students' vocational opportunities because there is a growing need for speakers of Spanish in educational, commercial, diplomatic, and cultural fields, both locally and globally. Speakers of Spanish are a national resource, which ensures Australia's active and effective participation in the international arena.

THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Spanish-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Spanish-speaking Communities	The Changing World
<i>Personal Identity</i> Examples <i>Family and self</i> <i>Daily routine</i> <i>Home and community</i> <i>Contact with the Spanish-speaking world</i>	<i>Different Lifestyles</i> Examples <i>Routines (work, school, leisure)</i> <i>Housing and accommodation</i> <i>Eating and drinking</i> <i>Celebrating (festivals and traditions)</i>	<i>Environmental Issues</i> Examples <i>Key environmental issues and their effects on different societies</i> <i>The role of individuals, governments, and organisations in addressing environmental issues</i>
<i>My Life Now and in the Future</i> Examples <i>School life</i> <i>Spanish studies</i> <i>Work</i> <i>Future plans</i>	<i>Background Knowledge</i> Examples <i>History and geography (significant events, figures, and places)</i> <i>People(s), cultures, and languages</i> <i>Food (social and historical importance)</i>	<i>The World of Work</i> Example <i>Spanish for tourism</i>
<i>Leisure and Interests</i> Examples <i>Hobbies</i> <i>Spare time</i> <i>Friends</i> <i>Holidays</i>	<i>Cultural Expression</i> Examples <i>Cinema (films, videos), and television</i> <i>Folk and Indigenous art and crafts</i> <i>Music, dance, musical instruments, and songs</i> <i>Painting, sculpture, and architecture</i> <i>Literary extracts, short stories, and poems</i>	<i>Technology in Daily Life</i> Examples <i>Communications</i> <i>Education and work</i> <i>Home and leisure</i>
		<i>Social Issues</i> Examples <i>Social roles</i> <i>Migration (internal and overseas)</i> <i>Health and fitness</i> <i>Employment</i>

Note: **Bold** = prescribed themes, ***bold italics*** = prescribed topics, *italics* = suggested subtopics

TEXT TYPES

Students will be expected to be familiar with the following text types. Text types indicated with an asterisk* are those that students may be expected to produce in the external examination at Stage 2. Text types indicated with two asterisks** are those that students will be required only to fill in. In their teaching and learning program, teachers may introduce students to a wider range of text types than are presented here.

Announcement	Form**	Postcard*
Application*	Invitation (informal)*	Speech or talk (formal or informal)*
Article (newspaper or magazine)*	Letter (formal)*	Survey**
Chart**	Letter (informal)*	Timetable.**
Conversation or discussion*	List**	
Diary or journal entry*	Map or chart**	
	Note, message, or email*	

Students are expected to be familiar with, and able to produce, the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative, imaginative.

GRAMMAR

Grammar can be described as the organisation, and relationship, of 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.

Students will already have a reasonable understanding of the function of grammar in Spanish through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Spanish in a continuers-level program are expected to recognise and use the following grammatical items:

Articles

- Definite, e.g. *el, la, los, las*
- Indefinite, e.g. *un, una*
- The form *lo* and adjective to express abstract ideas, e.g. *lo mejor de esta idea*
- Omission of article (e.g. with profession), e.g. *Soy estudiante*.

Nouns

- Gender, e.g. *amigo, amiga*
- Number, e.g. *amigos, amigas, clases*.

Adjectives

- Demonstrative, e.g. *este, ese, aquel* . . .
- Possessive, e.g. *mi, tu, su, nuestro, vuestro* . . .
- Interrogative, e.g. *¿qué?, ¿cuántos?, ¿cuál?*
- Descriptive, e.g. *es una mujer rica*
- Apocopated (shortened), e.g. *buen/gran/mal/algún*.

Numerals

- Cardinal, e.g. *uno, dos, tres* . . .
- Ordinal, e.g. *primero, el primer año*.

Pronouns

- Subject, e.g. *Yo hablo español*.
- Direct object, e.g. *Susana los tiene*.
- Indirect object, e.g. *Juan le entregó el libro a ella*.
- Double object, e.g. *La profesora me lo explicó*.

- Reflexive, e.g. *Me levanto a las seis.*
- Prepositional, e.g. *Es para ti.*
- Possessive, e.g. *Aquellos libros son tuyos.*
- Demonstrative, e.g. *éste, ése, aquél*
- Relative, e.g. *la revista que compré*
- Emphatic, e.g. *A mí me gusta mucho.*
- Position in relation to an imperative, e.g. *Lláname mañana.*
- Position in relation to an infinitive, e.g. *Quiero verlo.*
- Position in relation to a progressive tense, e.g. *Estoy haciéndolo ahora.*

Verbs

- Use of *ser, estar, saber, conocer, poder, tener, hacer, gustar, haber, faltar, parecer, importar* — idiomatic and special uses
- Indicative (the following tenses)
 - Present, e.g. *hablo, abro, vivo*
 - Present continuous, e.g. *Estoy bailando con ella.*
 - Preterite, e.g. *hablé, comí, escribí*
 - Perfect, e.g. *he cantado, han llegado*
 - Future, e.g. *hablaré, comeré, reiré*
 - Imperfect, e.g. *hablaban, comían, iban*
 - Conditional, e.g. *cantaría, bebería, saldría*
 - Impersonal construction, e.g. *aquí se habla español.*
- Subjunctive mood
 - Present, e.g. *hable, coma, diga*
 - Imperfect, e.g. *hablara (-ase), comiera (-ese), dijera (-ese).*

Adverbs

- Formation
- Regular forms, e.g. *fácil — fácilmente*
- Common irregular forms, e.g. *bien, mal, tan, cuán.*

Prepositions

- Simple, *por/para*, e.g. *Vino por el médico. Compré las flores para ella.*
- Compound, e.g. *delante de la casa*
- Articulated, e.g. *conmigo*
- Contracted, e.g. *Fuimos al baile.*
- Prepositional verbs, e.g. *Empezó a llover.*

Conjunctions

- All commonly used, e.g. *y, ni, o, sin embargo, o sea, es decir*
- *Y/e, o/u*, e.g. *madre e hijas, plata u oro.*

Negatives

- Common negative words, e.g. *nadie, nada, nunca, ni . . . ni, ningún, tampoco*
- Double negation, e.g. *No hablo con nadie.*

VIETNAMESE

The Language

The language to be studied and assessed is standard Vietnamese. The Roman script Chữ Quốc Ngữ (National Language Script) is used in the Vietnamese writing system. Although some regional variations in pronunciation and accent will be accepted, standard syntax, morphology, and the toneme system should be used when writing Vietnamese.

Rationale

The study of Vietnamese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, and general knowledge. It provides access to the culture of Vietnam and Vietnamese-speaking communities and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Vietnamese is spoken by some 85 million people living in Vietnam. It is also the home language of about 2 million people living in countries such as France, the United States of America, Canada, and Australia.

Vietnamese has a culture rich in history, literature, and the arts. The ability to communicate in Vietnamese may, in conjunction with other skills, increase students' vocational opportunities in areas such as trade, the arts, education, social welfare, interpreting, and translating.

THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Vietnamese-speaking Communities
- The Changing World.

The following table shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Vietnamese-speaking Communities	The Changing World
<i>Personal World</i> Examples <i>Self</i> <i>Family and friends</i> <i>Relationships</i> <i>Home and community</i> <i>Daily routine</i>	<i>Migration</i> Examples <i>Experiences of migration</i> <i>Contributions of migrants to Australia</i>	<i>The Environment</i> Examples <i>Impact of tourism</i> <i>Impact of development</i> <i>Pollution</i>
<i>Education and Aspirations</i> Examples <i>School life and experiences</i> <i>Pressures and influences</i> <i>Future plans and pathways</i>	<i>Lifestyles/People and Places</i> Examples <i>Daily life</i> <i>City and rural life</i> <i>Cultural diversity</i> <i>Famous people</i> <i>Vietnamese cuisine</i>	<i>The World of Work</i> Examples <i>Careers and occupations</i> <i>Work conditions</i> <i>Male and female roles</i>
<i>Leisure and Interests</i> Examples <i>Hobbies</i> <i>Sports</i> <i>Entertainment</i> <i>Spare time</i> <i>Holidays</i>	<i>The Arts and Entertainment</i> Examples <i>Contemporary literature/folk-tales</i> <i>Music and songs</i> <i>Art</i> <i>Films and theatre</i> <i>TV and media</i>	<i>Social Issues</i> Examples <i>Youth issues, peer pressure, street kids</i> <i>Impact of technology</i> <i>Unemployment</i> <i>Cultural identity</i> <i>Widening gap between rich and poor</i> <i>Tourism</i>
	<i>Traditions and Values</i> Examples <i>Celebrations and festivals</i> <i>Family values</i> <i>Changing values</i> <i>Influence of the past on the present</i>	

Note: **Bold** = prescribed themes, ***bold italics*** = prescribed topics, *italics* = suggested subtopics

TEXT TYPES

Students will be expected to be familiar with the following text types. Text types indicated with an asterisk* are those that students may be expected to produce in the external examination at Stage 2. Text types indicated with two asterisks** are those that students will be required only to fill in. In their teaching and learning program, teachers may introduce students to a wider range of text types than are presented here.

Advertisement	Folk-tale	Postcard*
Announcement	Interview	Proverb
Application	Invitation	Recipe*
Article*	Letter (formal)*	Report*
Autobiography	Letter (informal)*	Résumé
Brochure	Map, chart, or table**	Review
Conversation*	Menu	Song
Debate	News item	Speech or talk*
Diary or journal entry*	Note, message, or email*	Short story*
Discussion*	Personal profile*	Survey
Editorial	Play	Timetable.**
Film	Poem	

Students are expected to be familiar with, and able to produce, the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative, imaginative.

GRAMMAR

Grammar can be described as the organisation, and relationship, of 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.

Students will already have a reasonable understanding of the function of grammar in Vietnamese through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Vietnamese in a continuers-level program are expected to recognise and use the following grammatical items:

Tones

- Distinction between six tone markers, e.g. *ma, má, mà, mạ, mã, mả*.

Intonation

- Question, statement, negation, e.g. *lên giọng, xuống giọng*.

Initial Consonants

- Distinction between *tr* and *ch*, *s* and *x*, *v* and *d*, etc., e.g. *trẻ – chẻ; sa – xa; vì – dì*.

Final Consonants

- Distinction between *n* and *ng*, *c* and *t*, etc., e.g. *đan – đang; mặc – mất*.

Punctuation

- Comma (,), full stop (.), semi-colon (;), colon (:), hyphen (-), exclamation mark (!), question mark (?), etc., e.g. *Hôm nay, tôi đi học*.

Verbs

- Tense (present, past, future), e.g. *đang, đã, rồi, sẽ, sắp, hôm qua, hôm nay, ngày mai*.
- Voice (active and passive), e.g. *Tôi phạt nó. Nó bị phạt*.

Adverbs

- Time, place, manner, e.g. *Lúc 2 giờ, ở Việt Nam, rất đẹp*.

Nouns

- Common or proper, e.g. *sông, Cửu Long*.
- Singular or plural, e.g. *nhà, nhiều nhà*.
- Compound, e.g. *áo quần, thợ điện*.

Pronouns

- Personal, demonstrative, interrogative, e.g. *tôi, ông kia, ai, gì*.

Adjectives

- Simple or compound, e.g. *đẹp, duyên dáng*.
- Comparative or superlative, e.g. *bằng, hơn, nhất*.

Numerals

- Cardinal, e.g. *một, hai*.
- Ordinal, e.g. *thứ nhất, thứ nhì*.

Phrase Types

- Adverbial, e.g. *Nói một cách tổng quát*.
- Noun, e.g. *Hai học sinh giỏi được lãnh phần thưởng*.
- Verb, e.g. *Chú bé đang đi chậm chậm*.
- Adjectival, e.g. *Đẹp tuyệt vời*.

Sentence Types

- Statement, e.g. *Trẻ em Việt Nam học chăm chỉ*.
- Affirmative, e.g. *Em ấy là người Việt*.
- Negative, e.g. *Tôi không hút thuốc*.
- Question, e.g. *Bạn thích món ăn Việt Nam không?*
- Simple, e.g. *Tôi đến trễ*.
- Compound, e.g. *Tôi đến trễ vì tôi bị kẹt xe*.

Cohesive Devices

- Coordinating conjunctions, e.g. *và, hay*.
- Connective particles, e.g. *thế, thì, mà*.
- Response words and polite particles, e.g. *dạ, vâng, ạ*.

Style

- The forms of address
 - Contrast between written and spoken forms
 - Style variations related to social relationships
 - Distinction between formal and informal styles, e.g. *thưa, kính thưa, thân mến*.