

# Languages



## CS Update on languages syllabuses

### Continuers extension courses

The Board of Studies sent the draft framework for the extension course syllabuses in languages to schools for consultation in Term 3.

Comments from teachers have been considered and a revised generic writing brief will be given to the language-specific writing teams. Extension courses will be developed for the following languages: Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek and Spanish.

A draft extension syllabus package for each language will be distributed to schools for consultation in early 2000.

### Classical languages extension courses

The Board of Studies sent the draft framework for the extension course syllabuses in classical languages to schools for consultation in Term 3.

Extension syllabuses will be developed for Classical Greek, Classical Hebrew and Latin.

A draft extension syllabus package for each language will be distributed to schools for consultation in early 2000.

### Background Speakers courses

The Background Speakers syllabus packages for Chinese, Indonesian, Japanese and Korean will arrive in schools during Term 4. Each package will include:

- a syllabus
- an examination, assessment and reporting supplement (EARS), containing:
  - examination specifications
  - sample assessment items
  - a performance scale.

The four syllabus documents contain common aims, objectives, outcomes, assessment components and weightings as well as examination specifications. The text types to be produced in the external examination are the same in all languages, with the exception of one additional text form in Chinese.

There is a great deal of commonality in the themes and contemporary issues across the four syllabuses. Each syllabus contains a comprehensive grammar list.

### Beginners courses

Beginners (2 Unit Z) courses remain the same in terms of content and examination specifications. However objectives, outcomes and performance scales have been added to beginners syllabuses for all languages.

In 2000 the Board of Studies will develop a common framework for beginners syllabuses for Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek and Spanish.

### Features of the new languages syllabuses

#### • Contemporary

The themes are closely related to the students' real world. There is flexibility under the themes and topics or contemporary issues to address the interests of the students and to incorporate issues and topics as they emerge in the future.

#### • Focus on communicative use of language

The new syllabuses are based on current thinking, pedagogy and design with national and state teacher input. Emphasis is on using language in a meaningful way with a clearly defined purpose, context and audience.

#### • Combination of skills to achieve outcomes

Communication involves speaking or writing in response to a spoken or written stimulus. This means that the macroskills (i.e. listening, speaking, reading, and writing) are used in combination. This reflects real life, where we listen and respond, read and respond etc.

#### • Consistent and coherent structure

The structure of the new syllabuses is consistent across all languages. Each new syllabus provides support to assist planning and programming e.g. specified outcomes, themes and specified topics or issues, list of text types, grammar section, assessment information.

#### • Standards-referenced

A standards-referenced approach provides a clear understanding of what students should know and what they can do or will be aiming to do. It provides more information about student achievement than is currently the case.



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- **Potential to maintain existing resources**

For many languages there are similarities in themes and topics or contemporary issues between the old and the new syllabuses. This means that there is the potential to use many existing resources to achieve the objectives of the new syllabuses. These materials can be adapted to encourage the purposeful use of language and the development of the students' communication skills.

## CS Workshops for new HSC languages courses

During Term 4 a series of workshops is being conducted across the state to assist teachers to plan for the implementation of the new syllabuses in languages. These workshops are part of a major collaborative strategy between the Department of Education and Training, the Catholic Education Commission, the Association of Independent Schools and the office of the Board of Studies.

Teams of teachers, working closely with officers from the Curriculum Support Directorate, developed the language-specific materials for these workshops. The contribution of the following people to the preparations for the workshops and their willingness to share their expertise are warmly acknowledged. Thank you to:

Arabic Continuers	Pauline Chalhoub Maryse Wahba Feriale Zakhia
Chinese Continuers	Phyllis Bookluck Evelyn Man Shangyuan Shi
Chinese BS	Sheila Qi Shangyuan Shi Christine Yeung
French Continuers	Ghislaine Barbe Annette Lemercier Betty Schlesinger Ritta Serret
German Continuers	Beverly Powell Penny Robertson Reinhard Schindehutte

Indonesian Continuers	Claire Schwartz Catherine Whitty  Lyndall Franks Di Uren Leonie Wittman Ilian Yang
Indonesian BS	Esther Dharmanto Maree Nicholson Leonie Wittman
Italian Continuers	Flavia Cancian Marco Mann Maria Migliorino
Japanese Continuers	Chiharu Amano Dot Commons Ayumi Dalpadado Sally Shimada Yoko Masano
Japanese BS	Chiharu Amano Katsuko Kimura Sally Shimada
Korean Continuers	Younghwa Kim Sook Hee McRoberts Jeannette Ra
Korean BS	Sonia An Sunok An Sook Hee McRoberts Stephanie Park
Latin Continuers	Helen Ledwidge Emily Matters
Modern Greek Continuers	Maria Lomis Noula Vlatsakis Irene Xenos
Spanish Continuers	Carmen Dettino Sonia Mrva-Montoya Maria Isabel Pena
Vietnamese Continuers	Vo Ly Nhung Mason Trong Tran

## Resources for the new HSC

The resource list for each new HSC language syllabus will be published on the Board of Studies web site. The URL for the site is [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)



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## CS Text forms

### Continuers courses

The target audience and purpose of the text and whether the text will be spoken or written will determine the language chosen. Levels of language, language features, language structures, conventions,

tone etc. are factors which need to be considered when constructing a text for a particular audience and for a particular purpose.

The table below is presented as a guide for those syllabus text types that have been identified for productive use. Further information can be found in the range of literacy documents available in schools.

Syllabus text types	Purpose	Structure	Language features
article	<ul style="list-style-type: none"> <li>to sustain an argument</li> <li>to describe</li> <li>to inform, to persuade, to amuse or entertain</li> </ul>	<ul style="list-style-type: none"> <li>titles/headings</li> <li>development of ideas/argument</li> <li>sequencing &amp; linking of ideas</li> <li>statement of conclusion/advice</li> </ul>	<ul style="list-style-type: none"> <li>range of tenses</li> <li>linking words</li> <li>language can be               <ul style="list-style-type: none"> <li>descriptive</li> <li>factual</li> <li>judgemental</li> <li>emotive</li> <li>persuasive</li> </ul> </li> <li>depending on context</li> </ul>
conversation	<ul style="list-style-type: none"> <li>to exchange information, opinions and experiences</li> <li>to maintain and sustain communication</li> </ul>	<ul style="list-style-type: none"> <li>exchange of opening salutations</li> <li>question/statement followed by response</li> <li>two-way interaction is sustained</li> </ul>	<ul style="list-style-type: none"> <li>question forms</li> <li>strategies to maintain conversation (fillers)</li> <li>interjections</li> <li>sentences may not be complete</li> <li>language level will depend on context and relationship between participants</li> </ul>
description	<ul style="list-style-type: none"> <li>to inform</li> <li>to entertain</li> <li>to describe</li> <li>to classify</li> </ul>	<ul style="list-style-type: none"> <li>general statement or classification</li> <li>introduction and elaborated description of characteristic features</li> </ul>	<ul style="list-style-type: none"> <li>specific details</li> <li>descriptive words</li> <li>a range of tenses</li> <li>varied vocabulary</li> <li>comparative expressions</li> <li>literary devices e.g. simile, imagery</li> </ul>
diary/journal entry	<ul style="list-style-type: none"> <li>to record personal reflections or experiences</li> </ul>	<ul style="list-style-type: none"> <li>chronological or stream of consciousness</li> </ul>	<ul style="list-style-type: none"> <li>first person</li> <li>abbreviated words/sentences</li> <li>subjective/informal language</li> </ul>



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Syllabus text types	Purpose	Structure	Language features
discussion	<ul style="list-style-type: none"> <li>to give different points of view</li> <li>to examine issues from more than one perspective</li> <li>to make recommendations based on evidence</li> <li>to sustain an argument</li> </ul>	<ul style="list-style-type: none"> <li>presentation of main idea in introduction</li> <li>evidence/data to support main idea</li> <li>interaction between participants to clarify understandings</li> <li>conclusion/reiteration of main idea</li> <li>balanced presentation</li> </ul>	<ul style="list-style-type: none"> <li>linking words to sequence ideas logically</li> <li>qualifying words <i>e.g. usually, probably</i></li> <li>persuasive, descriptive, discursive or personal language depending on context</li> <li>comparative expressions</li> </ul>
e-mail/fax	<ul style="list-style-type: none"> <li>to use technology-based methods of communication</li> <li>to inform</li> <li>to seek a response</li> </ul>	<ul style="list-style-type: none"> <li>conventions (e-mail addresses)</li> <li>specific details without elaboration</li> <li>salutations and endings</li> </ul>	<ul style="list-style-type: none"> <li>abbreviated words and sentences</li> <li>simple language structures</li> </ul>
formal letter	<ul style="list-style-type: none"> <li>to communicate in writing in formal contexts</li> <li>to request information</li> <li>to lodge a complaint</li> <li>to express an opinion</li> </ul>	<ul style="list-style-type: none"> <li>salutations</li> <li>letter conventions (layout, address, dates etc.)</li> <li>logical and cohesive sequence of ideas</li> </ul>	<ul style="list-style-type: none"> <li>use of full sentences and paragraphs</li> <li>more complex sentence structure</li> <li>objective language</li> <li>frequent use of formulaic expressions</li> </ul>
informal letter	<ul style="list-style-type: none"> <li>to communicate in writing with acquaintances, friends, family</li> <li>to inform, amuse</li> </ul>	<ul style="list-style-type: none"> <li>salutations</li> <li>letter conventions (layout, address, dates etc.)</li> </ul>	<ul style="list-style-type: none"> <li>frequent colloquial language</li> <li>subjective language</li> <li>sentence structure often less complex than in formal letters</li> </ul>
interview	<ul style="list-style-type: none"> <li>to seek and convey information, views, opinions</li> </ul>	<ul style="list-style-type: none"> <li>question and response form</li> </ul>	<ul style="list-style-type: none"> <li>question words</li> <li>link words</li> <li>strategies to maintain communication</li> </ul>
invitation	<ul style="list-style-type: none"> <li>to invite in written form</li> </ul>	<ul style="list-style-type: none"> <li>layout conventions</li> <li>statement of facts</li> <li>protocols</li> </ul>	<ul style="list-style-type: none"> <li>abbreviated language</li> <li>formal or informal language</li> <li>words which tell when, where, with whom</li> </ul>
message/note	<ul style="list-style-type: none"> <li>to inform</li> <li>to request</li> <li>to instruct</li> <li>to remind</li> </ul>	<ul style="list-style-type: none"> <li>general statement, description, procedure</li> <li>may be in point form</li> </ul>	<ul style="list-style-type: none"> <li>succinct</li> <li>abbreviated words and sentences</li> <li>lack of descriptive detail</li> <li>frequent use of colloquial language</li> </ul>

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Syllabus text types	Purpose	Structure	Language features
narrative account	<ul style="list-style-type: none"> <li>to entertain, amuse or instruct</li> </ul>	<ul style="list-style-type: none"> <li>series of events presented in logical progression</li> <li>resolution/conclusion</li> <li>may contain a series of complications</li> </ul>	<ul style="list-style-type: none"> <li>time words used to connect events</li> <li>use of action words</li> <li>descriptions of characters and settings</li> </ul>
personal profile	<ul style="list-style-type: none"> <li>to describe</li> <li>to outline personal details</li> </ul>	<ul style="list-style-type: none"> <li>may be in point form (appropriate to situation)</li> <li>use of headings and subheadings</li> </ul>	<ul style="list-style-type: none"> <li>factual</li> <li>descriptive language</li> <li>present tense</li> <li>simple phrases or sentences</li> </ul>
postcard	<ul style="list-style-type: none"> <li>to provide information</li> <li>to retell events</li> </ul>	<ul style="list-style-type: none"> <li>salutations</li> <li>brief description or message</li> <li>formulaic ending</li> </ul>	<ul style="list-style-type: none"> <li>descriptive language</li> <li>incomplete sentences</li> <li>abbreviated words</li> <li>colloquial expressions</li> <li>clichés</li> <li>personal impressions</li> </ul>
recount	<ul style="list-style-type: none"> <li>to retell what happened</li> <li>to tell a series of events</li> </ul>	<ul style="list-style-type: none"> <li>introduction/orientation</li> <li>events sequenced in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>descriptive language</li> <li>past tense</li> <li>time words to connect events</li> <li>words which tell us when, where, with whom and how</li> </ul>
report	<ul style="list-style-type: none"> <li>to classify and/or describe</li> <li>to organise facts</li> <li>to draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>general statement or classification</li> <li>description</li> <li>logical progression</li> </ul>	<ul style="list-style-type: none"> <li>supporting evidence e.g. statistics, examples</li> <li>factual</li> <li>usually present tense</li> <li>language specific to the topic</li> <li>objective language</li> </ul>
review	<ul style="list-style-type: none"> <li>to respond to a text/ stimulus</li> <li>to summarise, analyse or interpret a text and to assess its value</li> </ul>	<ul style="list-style-type: none"> <li>describe context of text or work</li> <li>describe the text or work</li> <li>judgement or evaluation of text or work</li> </ul>	<ul style="list-style-type: none"> <li>descriptive language</li> <li>more complex structures with frequent abstract language</li> <li>words which express judgement</li> <li>possible comparisons</li> <li>expressions of aesthetic nature</li> </ul>
speech/talk (script)	<ul style="list-style-type: none"> <li>to communicate ideas, opinions and attitudes</li> <li>to entertain</li> <li>to persuade</li> <li>to welcome</li> <li>to thank</li> </ul>	<ul style="list-style-type: none"> <li>introductory statement of purpose</li> <li>explanation or sequence of events or presentation of argument</li> <li>concluding remarks</li> </ul>	<ul style="list-style-type: none"> <li>choice of expressions to engage the audience</li> <li>descriptive words</li> <li>a range of tenses</li> <li>subjective language</li> <li>use of slogans or catchphrases</li> <li>use of humour and anecdotes</li> </ul>



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## Text forms

### Background Speakers courses

The target audience and purpose of the text, and whether the text will be spoken or written, will determine the language chosen. Levels of language, language features, language structures, conventions, tone etc. are factors which need to be considered when constructing a text for a particular audience and for a particular purpose.

The following table is presented as a guide for those text types listed for productive use in the Background Speakers syllabuses.

The table includes only those syllabus text types not found in the Continuers syllabuses. Refer to the preceding section for information on: article, description, discussion, journal entry (see diary entry), letter (see formal and informal letters), narrative account, personal profile, recount, report, review and speech/talk (script).

Syllabus text types	Purpose	Structure	Language features
advertisement	<ul style="list-style-type: none"> <li>to inform or promote</li> <li>to persuade</li> </ul>	<ul style="list-style-type: none"> <li>headings/captions</li> <li>graphics/photos</li> <li>layout/different fonts</li> </ul>	<ul style="list-style-type: none"> <li>use of emotive or persuasive language</li> <li>frequent use of abbreviated words and sentences</li> <li>use of comparatives and superlatives</li> </ul>
announcement	<ul style="list-style-type: none"> <li>to inform</li> </ul>	<ul style="list-style-type: none"> <li>information presented in logical sequence</li> </ul>	<ul style="list-style-type: none"> <li>short sentences</li> <li>factual, straightforward language</li> <li>little elaboration</li> </ul>
essays	<ul style="list-style-type: none"> <li>to discuss</li> <li>to analyse</li> <li>to assess</li> <li>to guide or teach</li> </ul>	<ul style="list-style-type: none"> <li>orientation/introduction</li> <li>presentation of argument/judgement/evaluation</li> <li>conclusion/reiteration of main argument</li> <li>often has embedded description and/or explanation</li> </ul>	<ul style="list-style-type: none"> <li>formal, objective language</li> <li>linking words to sequence ideas and paragraphs</li> <li>qualifying words</li> <li>abstract nouns and concepts</li> <li>complex sentence structure</li> <li>evidence or examples included to support or enhance argument</li> </ul>
interview	<ul style="list-style-type: none"> <li>to seek and convey information, views, opinions</li> </ul>	<ul style="list-style-type: none"> <li>question and response form</li> </ul>	<ul style="list-style-type: none"> <li>question words</li> <li>link words</li> <li>strategies to maintain communication</li> </ul>
procedure* (Chinese only)	<ul style="list-style-type: none"> <li>to achieve a goal or outcome through a series of events</li> <li>to instruct someone how to do something</li> </ul>	<ul style="list-style-type: none"> <li>statement of goal</li> <li>steps presented in sequence</li> </ul>	<ul style="list-style-type: none"> <li>use of verbs in each group of instructions</li> <li>instructional language</li> <li>words which tell how, when, where etc.</li> </ul>

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CS

## Stage 6 Special Program of Study

### For students with special education needs

From 2001, HSC students with special education needs following a Special Program of Study (SPS) will be eligible for the award of the Higher School Certificate.

### Special Program of Study courses

Students who meet the SPS eligibility requirements will be able to undertake Board-developed Life Skills courses, regular Board-developed courses and/or Board-endorsed courses.

**Board-developed Life Skills** will be 2 unit, 240-hour courses. The following courses have been endorsed and are currently being developed:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Citizenship and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Workplace and Community-based Learning Life Skills.

### Industry Curriculum Framework courses include

- Tourism and Hospitality
- Business Services (Administration)
- Retail Operations
- Primary Industries
- Information Technology
- Metal and Engineering
- Construction.

Students entered for an SPS may undertake the Industry Curriculum Framework courses either:

- under regular course arrangements, or
- by units of competency selected through the individual transition planning process from a 240-hour course (for example, 7 units of competency rather than 12 units over 240 hours, including 70 hours of work placement).

### Eligibility requirements

Students who meet the SPS eligibility requirements are students with disabilities in special schools, support classes or regular classes.

The eligibility requirements for the SPS are that:

- students generally will have completed at least 4 Life Skills courses for the School Certificate
- students' planning must be undertaken through an individual transition planning process
- under special circumstances students will be allowed access to Stage 6 Special Program of Study courses, e.g. if the student has:
  - a deteriorating condition;
  - undertaken regular syllabuses in Stage 6 but has experienced **significant** difficulty.

*Decisions about whether to enrol students in Special Program of Study courses for Stage 6 will be made by the school. The principal will be required to certify on the Preliminary and HSC entry forms that individual transition planning for each student entering for Life Skills courses in Stage 6 has occurred.*

**Note:** The majority of eligible students will have an intellectual disability.

### Pattern of study

Students undertaking an SPS follow the same pattern of study requirements for the HSC as other students. These are a minimum of:

- at least 6 units of Board-developed courses
- at least 2 units of Board-developed English
- at least 3 courses of 2 unit value
- at least 4 subjects.

Please refer to the HSC Calendar of Events for the Special Program of Study Events in November and December. (<http://www.newhsc.schools.nsw.edu.au>)

## Curriculum Support in 2000

### Subscriptions

**CURRICULUM SUPPORT** is available free of charge to teachers in NSW government schools.

It is available on subscription to teachers in non-government schools, to libraries and to others.

See your principal for a copy of the flier with details of how to subscribe, subscription rates and an application form.

As subscriptions determine the number of copies printed, we would be grateful to receive your order and cheque no later than Friday 25 February, 2000.

# Evaluation fax sheet

Fax back to: 9886 7571

## Your views on this year's CURRICULUM SUPPORT (Languages)

We would appreciate your views on this year's four editions of **CURRICULUM SUPPORT** and, in particular, the HSC supplement.

Please take some time to complete this page and fax it back to us so we can plan for next year's **CURRICULUM SUPPORT**.

LOOKING BACK OVER 1999	Strongly agree	Agree	Disagree	Strongly disagree
<b>CURRICULUM SUPPORT</b> keeps me well informed about current developments in my area of teaching.				
<b>CURRICULUM SUPPORT</b> provides me with many useful and practical ideas for teaching in my area.				
The HSC supplement has been a useful source of information on resources and ideas to assist me to plan for new HSC courses next year.				
It is important that all teachers have a personal copy of <b>CURRICULUM SUPPORT</b> for their area of teaching.				

LOOKING FORWARD TO 2000	Strongly agree	Agree	Disagree	Strongly disagree
I would like to see <b>CURRICULUM SUPPORT</b> changed in terms of				
• layout				
• size				
• design				
• content				

I would like next year's **CURRICULUM SUPPORT** to address the following issues in my KLA/area of teaching (please specify):

I would like next year's HSC supplement to provide me with information and ideas on the following areas (please specify):

Other comments or suggestions: