

# **Armenian Continuers**

## **Stage 6 Syllabus**

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# **1 The Higher School Certificate Program of Study**

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

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## **2 Introduction to Armenian in the Stage 6 Curriculum**

### **2.1 The Language**

The language to be studied and assessed is Modern Armenian in contrast to Classical Armenian. There are two branches of Modern Armenian: Eastern and Western. Both Eastern and Western Armenian are recognised for the purposes of this syllabus. The external examination will contain some texts and tasks in Eastern and some in Western Armenian.

Students are expected to use Mesrobian orthography, although they should also be able to read material in other orthographies.

### **2.2 Description of Target Group**

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

### **2.3 Rationale**

Armenian is the official language of the Republic of Armenia. Eastern Armenian is spoken in Armenia, Karabagh, Transcaucasus, CIS, Iran, and the Far East, while Western Armenian is spoken by Armenians in other parts of the world.

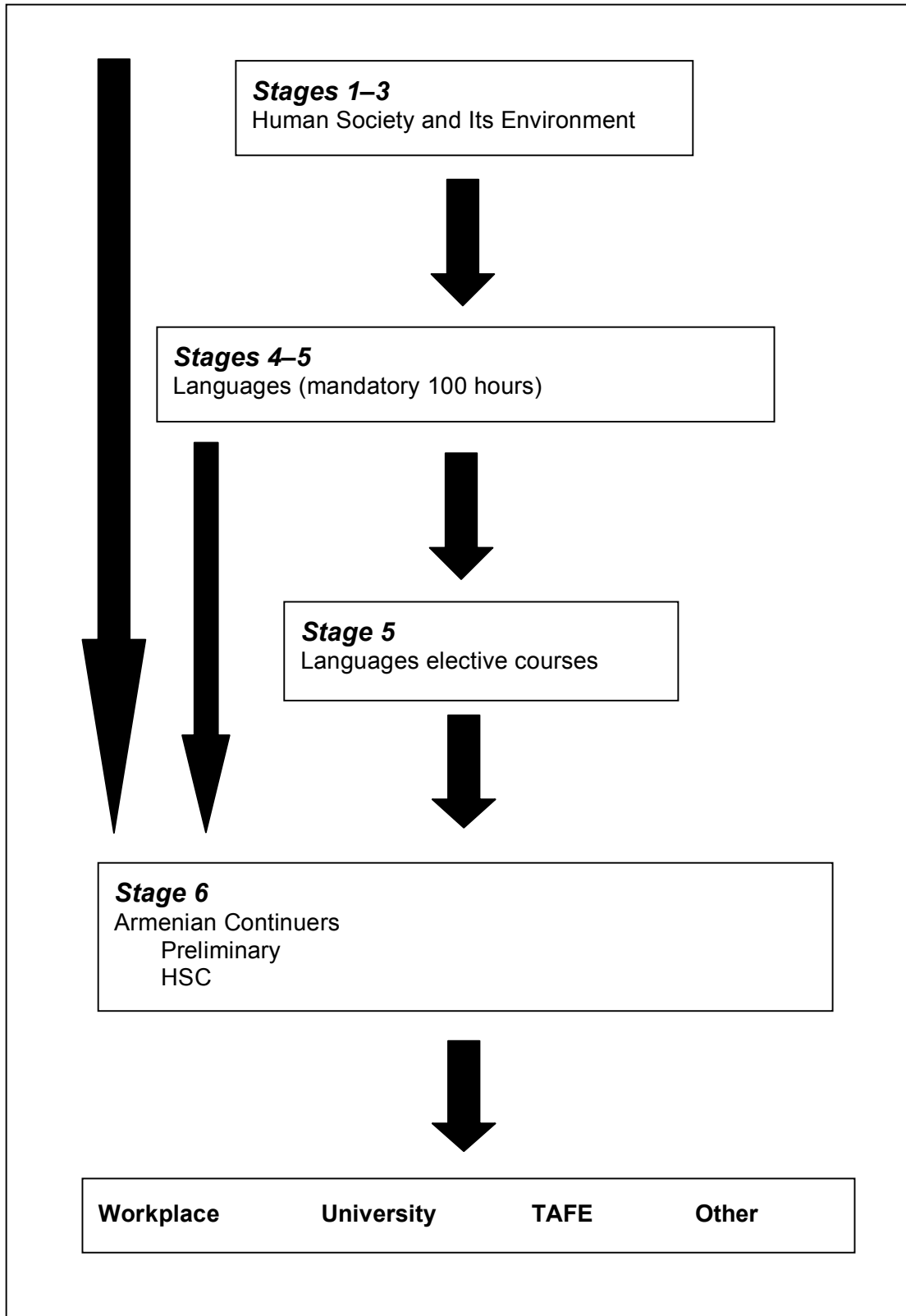
Armenian has special local significance in some parts of the Diaspora such as Lebanon, where it is the second official language.

The study of the Armenian language 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 Armenia and Armenian-speaking communities worldwide. The study promotes understanding of different attitudes and values within the wider Australian community and beyond. Knowledge of the Armenian language provides a clear understanding of the cultural traditions, beliefs, attitudes and values of Armenian speakers.

Intellectual and social development is enhanced through the study of a language, and the ability to communicate in Armenian may, in conjunction of other skills, provide students with enhanced vocational opportunities.

The cultural, intellectual and social benefits of language learning reach beyond the individual to society as a whole. Languages are seen as national resources that serve communities within Australia and enable the nation to engage in artistic, commercial, diplomatic, and industrial enterprises on an international scale.

### 3 Continuum of Learning for Armenian Stage 6 Students



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

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

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

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

## 4 Aims

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

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

## 5 Objectives

The student should be able to achieve the following objectives:

Objective 1 – exchange information, opinions, and experiences in Armenian

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

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

Objective 4 – understand aspects of the language and culture of Armenian-speaking communities

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

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

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

### **The HSC Course (120 indicative hours)**

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

## 7 Objectives and Outcomes

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

### 7.1 Table of Objectives and Outcomes

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

## 7.2 Key Competencies

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

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

## 8 Content of Armenian Preliminary and HSC Courses

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

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

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

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

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

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

### 8.1.1 Table of Themes and Topics

<b>Theme:</b> <b>the individual</b>	<b>Theme:</b> <b>the Armenian-speaking communities</b>	<b>Theme:</b> <b>the changing world</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>• personal identity, eg:                             <ul style="list-style-type: none"> <li>– self, family, friends</li> <li>– celebrations and events</li> <li>– relationships</li> <li>– community</li> </ul> </li> <li>• education and aspirations, eg:                             <ul style="list-style-type: none"> <li>– school life</li> <li>– further education</li> <li>– part time work</li> </ul> </li> <li>• leisure and recreation, eg:                             <ul style="list-style-type: none"> <li>– hobbies and interests</li> <li>– health and fitness</li> <li>– entertainment</li> <li>– holidays and travel</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• daily life, eg:                             <ul style="list-style-type: none"> <li>– urban and rural life</li> <li>– cultural/regional diversity</li> <li>– migration</li> </ul> </li> <li>• history and culture, eg:                             <ul style="list-style-type: none"> <li>– festivals and customs</li> <li>– historical events, places and people</li> <li>– cultural heritage</li> </ul> </li> <li>• arts and entertainment, eg:                             <ul style="list-style-type: none"> <li>– literature</li> <li>– creative and performing arts</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• youth issues, eg:                             <ul style="list-style-type: none"> <li>– equality</li> <li>– independence</li> </ul> </li> <li>• world of work, eg:                             <ul style="list-style-type: none"> <li>– technology</li> <li>– career opportunities</li> </ul> </li> <li>• tourism, eg:                             <ul style="list-style-type: none"> <li>– travel at home and abroad</li> <li>– cross-cultural communication</li> </ul> </li> </ul>

## 8.2 In-depth Study

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

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

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

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

### **8.3 Tasks**

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

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

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated, or imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

## 8.4 Text Types

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

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

## 8.5 Vocabulary

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

## 8.6 Dictionaries

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

Suitable editions are published with the resources on the Board of Studies website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Armenian Continuers Stage 6*.

## 8.7 Grammar

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

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

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

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

Grammatical item	Sub-elements	Example(s)
Diphthong <b>Երկբարբառ</b>	<b>այ – եա – իւ – ոյ – եօ</b>	
Verb <b>Բայ</b>	regular and irregular – three groups of verbs with the endings <b>ել – իլ – ալ</b> present <b>Ներկայ</b> past perfect <b>Անցեալ կապարեալ</b> past imperfect <b>Անցեալ անկապար</b> future <b>Ապառնի</b> imperfect future <b>Անկապար ապառնի</b> infinitive <b>Անորոշ</b> auxiliaries <b>Օժանդակ</b>	<b>ըլլալ – ունենալ</b> <b>Ես բժիշկ կ'ուզեմ ըլլալ:</b> <b>Ես կը փափաքիմ</b> <b>կապու մը ունենալ:</b>

Grammatical item	Sub-elements	Example(s)
Noun <b>Գոյական</b>	proper and common <b>Յարուկ եւ հասարակ</b> singular and plural <b>եզակի եւ յոգնակի</b>  case <b>Նոյով</b>	<b>Նայաստան, սեղան</b> <b>«եր» կամ «ներ»</b> <b>կ'աւելցնենք եզակի</b> <b>բառին վրայ:</b> <b>մում – մումեր</b> <b>մատանի – մատանիներ</b>
Pronoun <b>Դերանուն</b>	personal <b>Անձնական</b> relative <b>Յարաբերական</b> possessive <b>Մտացական</b> demonstrative <b>Ցուցական</b> indefinite <b>Անորոշ</b>	<b>ես – դուն – ան</b> <b>որ – որո</b> <b>ինս – քուկդ – իրը</b> <b>այս, այդ, այն</b> <b>միսէն – նոյնէն</b>
Adjective <b>Ածական</b>	qualitative <b>Որական</b>  numeral <b>Թուական</b> cardinal <b>բաձարցակ</b> ordinal <b>դասական</b> distributive <b>բաշխական</b> possessive <b>Մտացական</b> demonstrative <b>Ցուցական</b> indefinite <b>Անորոշ</b>	<b>կարմիր գիրք</b> <b>մեծ տուն</b>  <b>մէկ գիրք</b> <b>առաջին տղան</b> <b>մէկական խնձոր</b> <b>իմ գիրքս</b> <b>այս տունը</b> <b>միս մարդէն</b> <b>ուրիշ փողոցէն</b>
Adverb <b>Մակբայ</b>	qualitative <b>Որական</b>  quantitative <b>Քանական</b>  locative <b>Տեղական</b>  temporal <b>Ժամանական</b>	<b>մաքուր գրել</b> <b>արագ վազել</b> <b>քիչ խօսիլ</b> <b>շատ լսել</b> <b>ներս մտնել</b> <b>դուրս ելլել</b> <b>վաղը ուրել</b> <b>հիմա բերել</b>
Conjunction <b>Շաղկապ</b>	common conjunctions <b>խօսակցական</b> <b>շաղկապներ</b>	<b>ու – եւ – բայց – ուրեմն</b> <b>արդեօք – որովհետեւ</b>

## **9 Course Requirements**

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes and topics are prescribed for study.

## **10 Post-school Opportunities**

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

## 11 Assessment and Reporting

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

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

The document and other resources and advice related to assessment in Stage 6 Armenian Continuers are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)