

Croatian 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 Croatian in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is modern standard Croatian. Although modern standard Croatian is based on the štokavian dialect, the čakavian and kajkavian dialects and regional variants of the standard language are recognised. However, competence in the syntactic and morphological structures of the standard language is expected.

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

Croatian is undergoing rapid changes, particularly in the spoken form. These changes are the result of political and ongoing social influences.

2.2 Description of Target Group

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

2.3 Rationale

The study of Croatian contributes to the overall education of students, particularly in the areas of communication, literacy, acquisition of cognitive, social and learning skills that may be transferable to studies in other subjects, further development in self-esteem and regard for others, cross-cultural understanding and preservation of family ties for students of Croatian background.

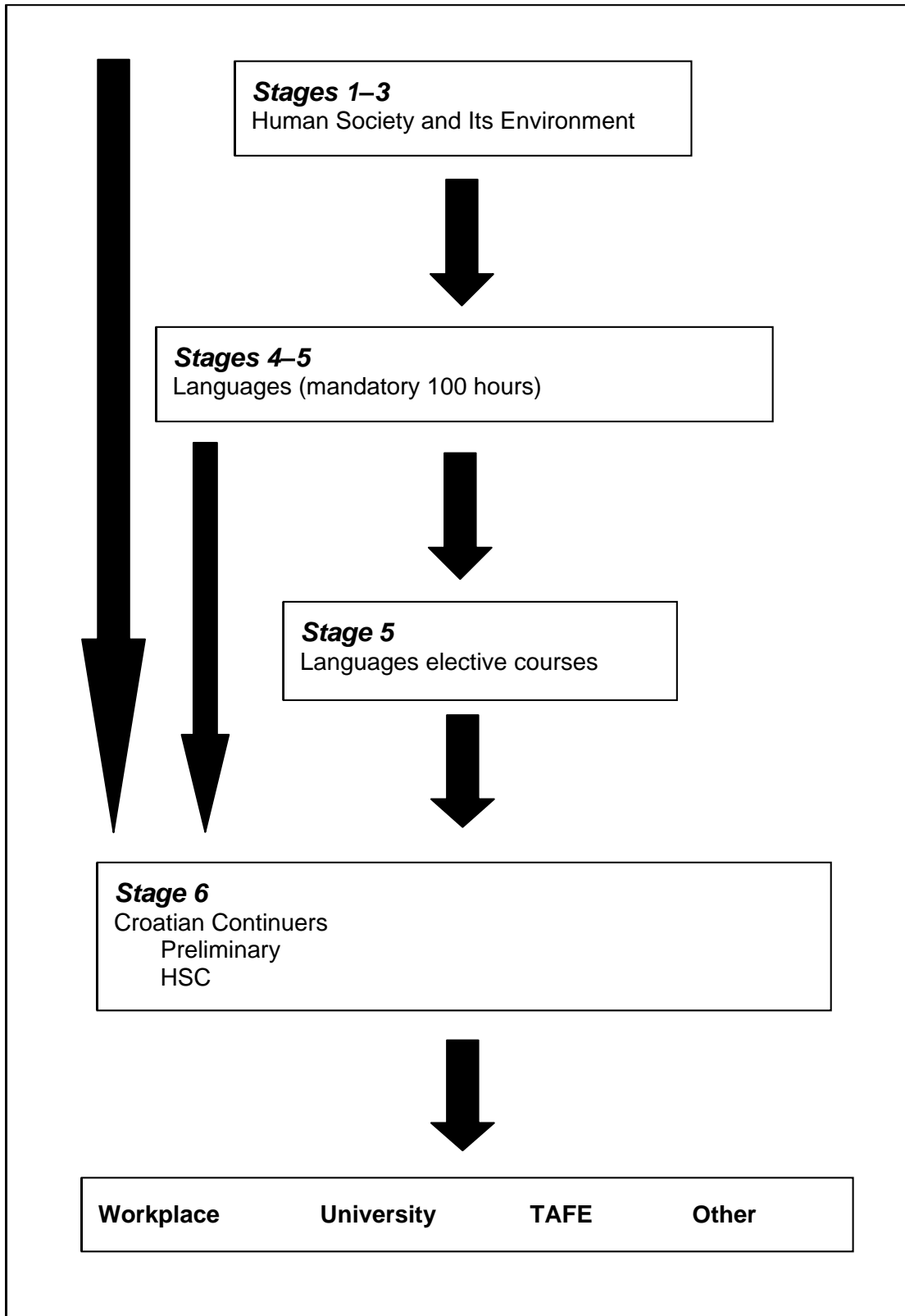
Extensive migration from Croatia during the last 150 years has resulted in Croatian being spoken in many other countries in Europe, in North and South America, the Americas, and Australia. It has been a language of a civilisation that has contributed greatly to the intellectual, artistic, musical, scientific, and trading achievements of humanity.

The history of Croatian settlement in Australia can be traced to the gold rush of the 1850s and the vineyards of Western Australia, South Australia and Victoria in the 1890s, and the place of Croatian-speaking communities in Australia continues to play a significant role in Australia's culturally diverse society.

Knowledge of Croatian may provide students with enhanced vocational opportunities in the fields of banking, diplomacy, hospitality, tourism, law, media, translating, and interpreting.

The study of Croatian enhances the enjoyment and appreciation of Croatian culture through film, literature, music, art, tourism, and sport.

3 Continuum of Learning for Croatian Stage 6 Students



Croatian Continuers Stage 6 Syllabus

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

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

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

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

4 Aims

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

- ability to use Croatian to communicate with others;
- understanding and appreciation of the cultural contexts in which Croatian 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 Croatian and English, and/or other languages;
- cognitive, learning, and social skills;
- potential to apply Croatian 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 Croatian

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

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

Objective 4 – understand aspects of the language and culture of Croatian-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 Croatian 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, Croatian 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 Croatian-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 Croatian 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 Croatian-speaking communities will develop further.

7 Objectives and Outcomes

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

7.1 Table of Objectives and Outcomes

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

7.2 Key Competencies

The Croatian 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 *Croatian 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 Croatian Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Croatian-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 Croatian-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

Theme: the individual	Theme: the Croatian-speaking communities	Theme: the changing world
Topics: <ul style="list-style-type: none"> • personal identity, eg: <ul style="list-style-type: none"> – self, family, friends – celebrations and events – relationships – home and community • education and aspirations, eg: <ul style="list-style-type: none"> – school life – further education – future plans – careers • leisure and recreation, eg: <ul style="list-style-type: none"> – hobbies and interests – health and fitness – entertainment – holidays and travel – sports 	Topics: <ul style="list-style-type: none"> • people and places, eg: <ul style="list-style-type: none"> – lifestyles – cultural/regional diversity – migration • history and culture, eg: <ul style="list-style-type: none"> – customs and traditions – historical events, places and people – changing face of Croatia and Croatian society • arts and entertainment, eg: <ul style="list-style-type: none"> – literature – creative and performing arts – festivals – music and songs – film and media 	Topics: <ul style="list-style-type: none"> • youth issues, eg: <ul style="list-style-type: none"> – drugs in society – environment – unemployment • world of work, eg: <ul style="list-style-type: none"> – technology – the workplace – science and innovation – job search • tourism, eg: <ul style="list-style-type: none"> – travel at home and abroad – cross-cultural communication – cultural diversity

8.2 In-depth Study

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

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

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

The in-depth study texts may involve some reference to text in English, such as sub-titled films, or supporting articles and/or information. However, the student will be expected to present and discuss the in-depth study in Croatian. 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	form	personal profile*
announcement	formal letter*	play
article*	informal letter*	poem
brochure	interview	postcard*
cartoon	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

8.5 Vocabulary

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

8.6 Dictionaries

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

Suitable editions are published with the resources on the Board of Studies website (www.boardofstudies.nsw.edu.au). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Croatian 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 Croatian through prior knowledge or study of Croatian. 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 Croatian in a Continuers course is expected to recognise and use the following grammatical structures:

Grammatical item	Sub-elements	Example(s)
Nouns	concrete abstract gender: masculine feminine neuter number: singular plural dual collective personal general declension exceptions: masculine nouns ending in e/o feminine nouns ending in a consonant	čovjek, voda, drvo budućnost, misao stol, zec, orao stolica, noga kokoš srce, drvo, sunce pod stolica srce podova stolica srca dva dvije dvojica lišće, cvijeće, momčad Stjepan, Zagreb, Velebit čovjek, rijeka, životinja jabuka, jabuke, jabuci, jabuku, jabuko, jabuci, jabukom radio, orao, Mile kokoš, noć, kost

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Grammatical item	Sub-elements	Example(s)
Verbs	conjugation regular transitive intransitive reflexive passive imperative: formal/informal infinitive tenses: present perfect future I conditional I imperfect † aorist † pluperfect † auxiliaries: to be to want participles: present † past †	gledam, gledaš, gleda, gledamo čitati, igrati, ići ostaviti knjigu, pojesti jabuku sjesti, trčati kupati se, gledati se Jože je bio pozvan. Stani! Stanite! biti, gledati, hodati pijem, čitam, peglam pio sam, čitao sam, glačao sam ja ću piti, ja ću čitati, ja ću glačati znao bih, bio bih, htio bih vikah, čujah, bijah dođoh, rekoh, vidjeh bio sam doveo, ja bijah bio biti, bio sam htjeti, htio sam bacajući, koseći, misleći bacivši, došavši, kazavši
Pronouns	personal possessive demonstrative reflexive interrogative relative indefinite declension	ja, ti, on, ona, ono, moj, tvoj, svoj vaš ovaj, taj onaj se tko, što, kakav, koji, čiji Reci što želiš. netko, nitko, svatko, ikakvi ja, moje, mene, meni, mnom

† receptive use

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Grammatical item	Sub-elements	Example(s)
Adverbs	time superlative place manner quantitative positive comparative	jučer, davno, uvijek gdje, gore, blizu brzo, polako, tako previše, mnogo, dosta brzo malo brže manje najbrže najmanje
Adjectives	definite indefinite declension formation of possessive adjectives from proper nouns comparative superlative irregular comparisons	zeleni veliki zelen velik zeleno, zelenom Milkina, Ivanov hrvatski, yagrebački mekši, lakši najmekši, najlakši dobar bolji najbolji zao gori najgori
Prepositions	with genitive with dative with accusative with locative instrumental causal intentional 'with' + 'a'	bez, blizu, pokraj itd k(a), suprot, nasuprot itd kroz, među, mimo itd na, o prema, pri, u među, nad, pod, s(a) itd zbog – Idem doktoru zbog bolesti radi – Idem u školu radi učenja s, sa
Numerals	cardinal ordinal declension of ordinal numbers numeral nouns multiplicative numbers fractions	jedan, jedna, jedno prvi, prva, prvo prvom, prvu, prva dvojica, četvero tri puta dva trećina, polovica

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Grammatical item	Sub-elements	Example(s)
Negation	regular verbs verbal conjunctions double negatives multiple negatives other forms	ne dam, ne može, ne smiješ neodrasli ljudi, neplaćen rad nitko ne, nije ni Ni s kim se nikad nije svadio. nitko, niti, nije
Syntax	statements: affirmative negative questions: affirmative negative direct speech indirect speech exclamatory sentences: simple compound complex	Učenik uči. Učenik ne uči. Vidiš li ga? Ne vidiš li ga? Rekao je: "Dođite prekosutra!" Rekao je da dođemo prekosutra. Hajde dođi! Kiša pada. Došao je, ali nije ručao. Tko radi, ima.
Cohesive devices	conjunctions exclamations	pa, te, ni, niti, a, ali, i, nego aj! aha! Ma nemoj!
Style	formal and informal register	vi, ti

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 Croatian 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 Croatian Continuers syllabus is contained in *Assessment and Reporting in Croatian 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 Croatian Continuers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc