



# **Khmer 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 Khmer in the Stage 6 Curriculum**

### **2.1 The Language**

The language to be studied and assessed is the modern standard or official version of Khmer, the language of present-day Cambodia.

Khmer includes Pali and Sanskrit loanwords, which differ in spelling and pronunciation from Khmer words. Students will be expected to understand more commonly used Pali and Sanskrit forms, but emphasis will be on Khmer or 'Khmerised' forms for use in speech and writing. Pronunciation is the standard pronunciation of the Khmer language, as described in the two-volume dictionary of the Institut Bouddhique (see the 'Resources' section of this syllabus). However, colloquial and regional variations in pronunciation (not in structure) are acceptable.

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

The *Khmer Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Khmer 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.

Students will be learning Khmer as a second language, with English usually as their principal language. Students with a Cambodian background may have some experience of the language at home and from involvement in community activities.

### **2.3 Rationale**

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

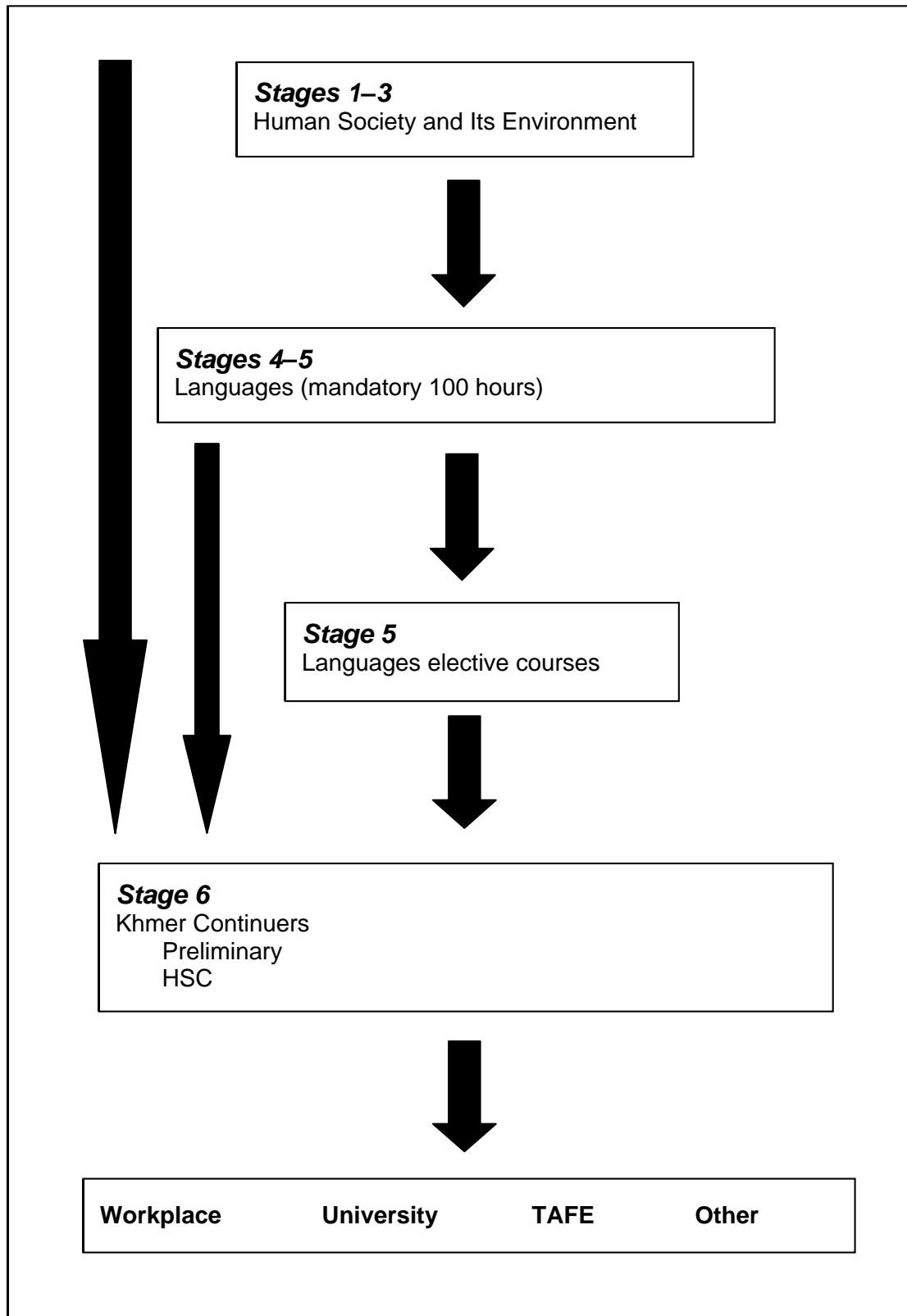
The Khmer language is the language of an ancient civilisation, which has contributed much to the culture of South-East Asia. In particular, Khmer civilisation has contributed to the development of art and architecture, dance and music, and religious thought in the region.

Khmer is the national language of Cambodia. It is also used by Cambodian communities in Thailand and in the south of Vietnam. There are Khmer-speaking communities in different countries of the world, in particular Australia, France, Canada, and the United States of America. Khmer is spoken by a growing number of Australians, including those who were born in Cambodia. As Australia's links with South-East Asia are strengthened, so the importance of Khmer will increase.

The cultural, intellectual, and social benefits of Khmer language learning reach beyond the individual to society as a whole. The Khmer language is seen as a national resource that serves communities within Australia and enables the nation to engage in artistic, commercial, diplomatic, and industrial enterprises on an international scale.

The ability to communicate in Khmer may, in conjunction with other skills, increase students' vocational opportunities in Australia, overseas, and in particular in Cambodia.

### 3 Continuum of Learning for Khmer 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 Khmer to communicate with others;
- understanding and appreciation of the cultural contexts in which Khmer 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 Khmer and English, and/or other languages;
- cognitive, learning, and social skills;
- potential to apply Khmer 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 Khmer

Objective 2 — express ideas through the production of original texts in Khmer

Objective 3 — analyse, process, and respond to texts that are in Khmer

Objective 4 — understand aspects of the language and culture of Khmer-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 Khmer 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, Khmer 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 Khmer-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 Khmer 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 Khmer-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 Khmer</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 Khmer</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 Khmer</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 Khmer-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 Khmer 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 *Khmer 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 Khmer Preliminary and HSC Courses

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Khmer-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 Khmer-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, changing lifestyles and current issues.

### 8.1.1 Table of Themes and Topics

<b>Theme:</b> <b>the individual</b>	<b>Theme:</b> <b>the Khmer-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 and others</li> <li>– daily routine</li> <li>– home and community</li> </ul> </li> <li>• relationships, eg:                             <ul style="list-style-type: none"> <li>– the family</li> <li>– getting to know each other</li> <li>– friends</li> </ul> </li> <li>• education and aspirations, eg:                             <ul style="list-style-type: none"> <li>– school life</li> <li>– work and careers</li> <li>– future plans</li> </ul> </li> <li>• leisure and lifestyles, eg:                             <ul style="list-style-type: none"> <li>– sport</li> <li>– hobbies</li> <li>– keeping fit and healthy</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• history and geography, eg:                             <ul style="list-style-type: none"> <li>– historical events and figures</li> <li>– Cambodian geography</li> <li>– the economy of Cambodia</li> </ul> </li> <li>• cultural diversity, eg:                             <ul style="list-style-type: none"> <li>– festivals and celebrations</li> <li>– food</li> </ul> </li> <li>• tourism, eg:                             <ul style="list-style-type: none"> <li>– travel at home and abroad</li> <li>– famous places</li> </ul> </li> <li>• arts and entertainment, eg:                             <ul style="list-style-type: none"> <li>– traditional music and games</li> <li>– dance and songs</li> <li>– literature</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• changing lifestyles, eg:                             <ul style="list-style-type: none"> <li>– the role of women in Cambodia</li> <li>– Cambodian communities</li> <li>– teenager/parent relationships</li> <li>– lifestyles in the city and country</li> <li>– daily routines</li> </ul> </li> <li>• world of work, eg:                             <ul style="list-style-type: none"> <li>– careers and occupations</li> </ul> </li> <li>• current issues, eg:                             <ul style="list-style-type: none"> <li>– migration</li> <li>– the environment</li> <li>– communications</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 Khmer 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 Khmer. 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*	personal profile*
announcement	interview*	presentation*
article*	invitation*	report*
chart	map	table
conversation*	narrative account*/story*	text of a speech*/talk*
discussion*	note*/message*	

## 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 Khmer 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 towards 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.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Khmer through prior knowledge or study of Khmer.

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

The following grammatical structures are those that students studying Khmer in a Continuers course are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Nouns	proper nouns	ភ្នំពេញ អូស្រ្តាលី អង្គរវត្ត សុខា ធីតា
	common nouns	តុ ធាន សៀវភៅ ឡាន កង កៅស៊ូ សាលា
	compound nouns: noun + noun noun + adjective noun + verb	ពងមាន់ សាច់គោ ទឹកប្រេង រុក្ខិទី គ្រប់ស្រួយ ដីស ខ្មៅនៃ មហានិមិត្ត ជ័រលុប សៀវភៅសរសេរ
	nouns derived from: nouns adjectives verbs (using words អ្នក សេចក្តី ភាព ការ )	អ្នកស្រែ អ្នកប្រើ អ្នកតូច អ្នកធំ សេចក្តីសុខ ភាពរុងរឿង ការសប្បាយ អ្នកច្រៀង អ្នកថត ការបង្រៀន
	nouns derived from verbs	ដើរ ដំដើរ , គិត គំនិត , ចង ចំនង , ចាំ ចំណាំ
Adjectives	attributive function	ចានស្អាត ផ្លែផ្លែម ឡានថ្មី
	modified by intensified words	ណាស់ ច្រើន មែនទែន សំបើម ពេក
	comparative: lower/higher degree same degree	គុណនាម + ជាង : តិចជាង ច្រើនជាង គុណនាម + ដូច/ស្មើ/ប្រហែល/ប៉ុន/ដ៏គាល + គ្នា
	superlative	គុណនាម + ជាង/ជាង + គេ + បំផុត/បង្អស់
Verbs	transitive	ញ៉ាំ ឃើញ ទិញ លក់ លើក កាប់ ផឹក
	intransitive	ស្រែក យំ រីក រត់
	intransitive/transitive	ជេរ វាយ
	multiple word-verb	ចូលចិត្ត ដេកលេង មើលងាយ
	verb phrase	ចង់ទៅ បាត់ទៅ គឺទៅ

	adjective used as verb noun used as verb	អារនេះសណាស់ ស្វាងនោះទុំហើយ អ្នកវាយប៉ុន្មាន ? អ្នកឈ្មោះអ្វី ?
Voice	active passive	ខ្ញុំទាត់បាល់ ខ្ញុំត្រូវបានគេទាត់
Tenses	present past future present continuous present perfect past perfect	ខ្ញុំទៅផ្សារ ខ្ញុំបានទៅផ្សារ ខ្ញុំនឹងទៅផ្សារ ខ្ញុំកំពុងញាំបាយ ខ្ញុំរស់នៅប្រទេសអូស្ត្រាលីតាំងពីឆ្នាំ១៩៨០ ខ្ញុំធ្លាប់រស់នៅក្នុងប្រទេសខ្មែរដែរ
Adverbs	verb + យ៉ាង/ដោយ/ជា + adjective verb + adjective adverbial functions: position time direction duration distance	យ៉ាងសប្បាយ ដោយរីករាយ ជាអនេក ខ្ញុំរត់លឿន ខ្ញុំនិយាយយឺតៗ ខ្ញុំរៀននៅផ្ទះ ខ្ញុំនឹងទៅរៀនថ្ងៃស្អែក ខ្ញុំដើរចេញពីទីនេះ ខ្ញុំធ្វើការពេញមួយថ្ងៃ ខ្ញុំបើកទ្វារបានប្រាំគីឡូម៉ែត្រ
Pronouns	personal reflexive possessive reciprocal relative interrogative demonstrative	ខ្ញុំ អ្នក វា គាត់ គេ យើង ឯង ខ្លួនខ្ញុំ ខ្លួនឯង ខ្លួនយើង ខ្លួនអ្នកឯង របស់ខ្ញុំ របស់អ្នក របស់គេ របស់គាត់ ទៅវិញទៅមក បន្តបន្ទាប់ លំដាប់លំដោយ ដែល ណា អ្វី នេះ នោះ មួយនេះ មួយនោះ ហ្នឹង ដុំ
Conjunctions		បើដូច្នោះ ហេតុនេះហើយ អាស្រ័យហេតុនេះ ទោះបីជា លុះត្រាតែ ប្រសិនបើ បើសិនជា នៅពេលដែល ហាក់ដូចជា លើកលែងតែ
Prepositions		ឆ្លងកាត់ ក្រោយពេល បន្ទាប់មក រួចហើយ នៅក្នុង ទៅ នៅ ឆ្ពោះទៅ ទៅកាន់ ចំពោះ ប្រហែល
Numbers	cardinal ordinal Khmer numerals	សូន្យ មួយ ពីរ បី ... ទីមួយ ទីពីរ ទីបី ... ០ ១ ២ ៣ ៤ ...

Khmer Continuers Stage 6 Syllabus

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Sentence structure	simple clause complex clause	ខ្ញុំ មាន សៀកជើងមួយ ខ្ញុំ ដាក់ សៀវភៅមួយ នៅលើតុសរសេរ
Classifier	person object animal	គាត់ អង្គ កង បាច់ ដើម ផែន ផ្ទាំង កន្ទុយ សន្លឹក ក្បាល ហ្មង តឹម

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## **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 Khmer 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 Khmer Continuers syllabus is contained in *Assessment and Reporting in Khmer 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 Khmer Continuers are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)