



# **Macedonian 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 a 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 Macedonian in the Stage 6 Curriculum**

### **2.1 The Language**

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

The language to be studied and assessed in this course is the standard contemporary language, which is the official language of the Republic of Macedonia. It is an internationally recognised language. The Macedonian Cyrillic script will be used. Some variation in accent and pronunciation due to regional or dialectal differences will be accepted in the oral examination.

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

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

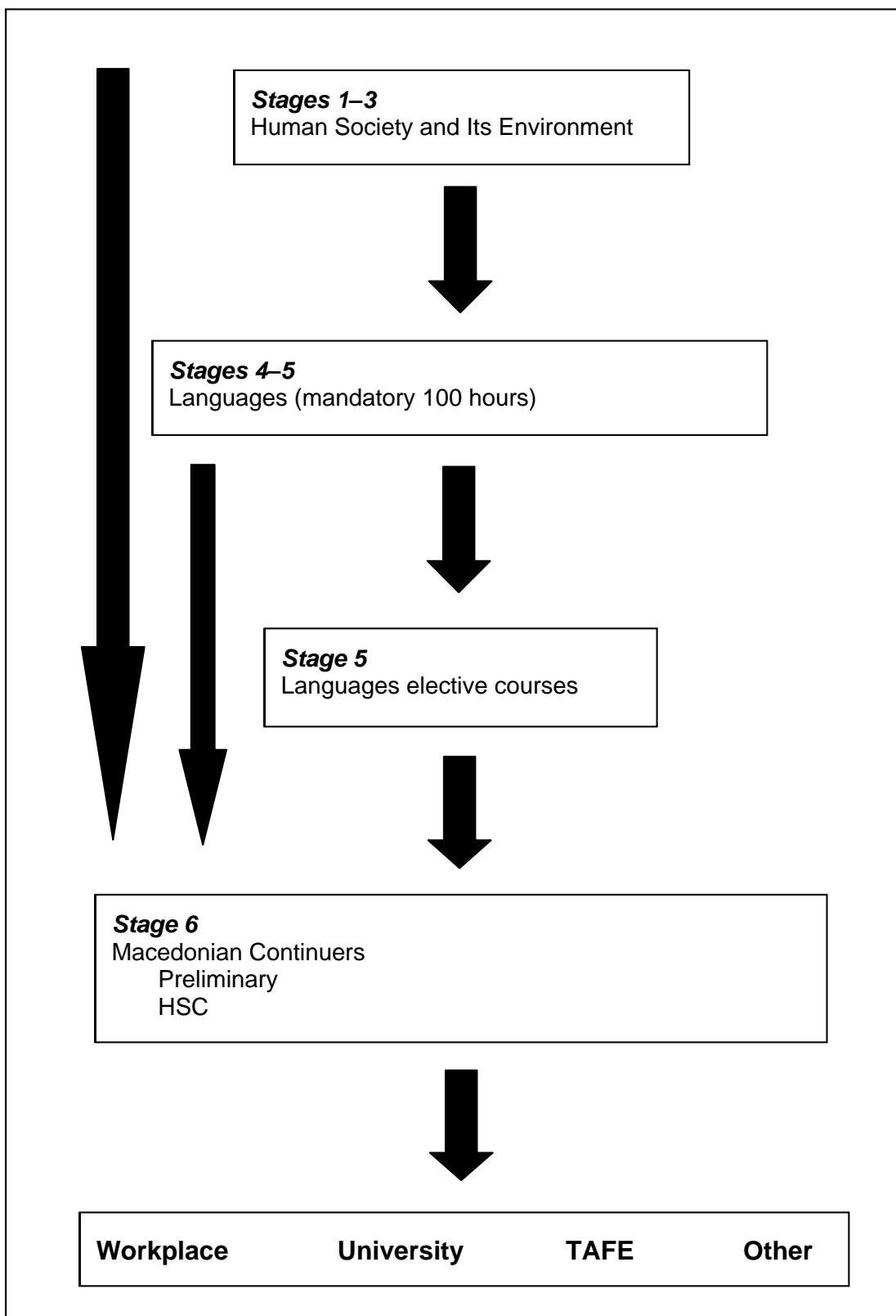
The study of Macedonian contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literary, and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

In addition to the Republic of Macedonia, Macedonian is spoken by significant communities in Albania, Bulgaria, and Greece, and as a result of migration, by communities in North and South America, Canada, Western and Eastern Europe, and Australia.

People of Macedonian origin have made a contribution to Australia's development for many years. Associated with the Macedonian language is a culture rich in history and tradition, art, music, dance, literature, and folk craft.

The ability to communicate in Macedonian may, in conjunction with other skills, provide students with enhanced vocational opportunities in the fields of translation, interpreting, education, trade, social welfare, counselling, and journalism.

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



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

## 5 Objectives

The students should be able to achieve the following objectives:

Objective 1 — exchange information, opinions, and experiences in Macedonian

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

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

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

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Macedonian-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 Macedonian-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 contemporary world.

### 8.1.1 Table of Themes and Topics

<b>Theme:</b> <b>the individual</b>	<b>Theme:</b> <b>the Macedonian-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>– personal details and qualities</li> <li>– personal interests</li> <li>– leisure activities</li> <li>– personal priorities</li> </ul> </li> <li>• education and aspirations, eg:                             <ul style="list-style-type: none"> <li>– lifestyle aspirations</li> <li>– further education</li> <li>– careers</li> <li>– student’s view of the ideal world</li> </ul> </li> <li>• relationships, eg:                             <ul style="list-style-type: none"> <li>– relationships with family and friends</li> <li>– personal view of the role of the family</li> <li>– the role of the individual in the community</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• lifestyles, eg:                             <ul style="list-style-type: none"> <li>– rural and urban lifestyles</li> <li>– lifestyles in Australia and Macedonia</li> <li>– the role of women</li> <li>– the extended family</li> </ul> </li> <li>• culture and traditions, eg:                             <ul style="list-style-type: none"> <li>– religious and belief systems</li> <li>– festivals, celebrations, and ceremonies</li> <li>– wisdom from the past</li> </ul> </li> <li>• arts, literature and the media, eg:                             <ul style="list-style-type: none"> <li>– Macedonian writers</li> <li>– contemporary film</li> <li>– music past and present</li> </ul> </li> <li>• migration, eg:                             <ul style="list-style-type: none"> <li>– migration in the past</li> <li>– impact of migration on family and culture</li> <li>– oral histories</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• social issues, eg:                             <ul style="list-style-type: none"> <li>– challenges facing young people</li> <li>– self esteem</li> <li>– the importance of humanitarianism</li> <li>– indigenous issues</li> <li>– Australian/ Macedonian relations</li> <li>– refugees</li> </ul> </li> <li>• our natural world, eg:                             <ul style="list-style-type: none"> <li>– conservation</li> <li>– pollution now and in the future</li> <li>– the impact of green activism</li> </ul> </li> <li>• current affairs, eg:                             <ul style="list-style-type: none"> <li>– people and events</li> <li>– parties and politics</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 Macedonian 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 Macedonian. 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	invitation*	report*
announcement	map	review*
article*	menu	song
chart	narrative account*/story*	survey
conversation*	news item	table
discussion*	note*/message*	text of a dialogue*/
diary entry*/journal*	personal profile*	sketch*
editorial	play	text of a speech*
film	poem	timetable
formal letter*	postcard*	
informal letter*	presentation	
interview	recipe	

## 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 Macedonian 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.

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The student will already have a reasonable understanding of the function of grammar in Macedonian through prior knowledge or study of Macedonian. 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 Macedonian in a Continuers course is expected to recognise and use the following grammatical structures:

Grammatical item	Sub-elements	Example(s)
<b>Verb</b>	conjugation of verbal groups a, e i	вика живее оди
	tense	
	present	чита
	perfect	читав
	future	ќе читам
	continuous	читајќи, читам
	past definite perfective (L form)	читал
	past indefinite imperfective pluperfect†	беше читал
<b>Mood</b>	indicative in all tenses	
	imperative	Читај!
	potential conditional	Да читаше
<b>Voice</b>	active	се занесовме
	passive	занесени
	transitive, intransitive and reflexive verbs	се мијам, се бричам
	impersonal verbs	се вели, се мисли
	verbal nouns, verbal adjectives and verbal adverbs	работење, работен, работно
	verbal constructions ima/nema	има некој/нема никој има речено/нема речено
<b>Adverb</b>	type	
	time	вчера, утринава
	place	таму, овде
	manner	пешки, со автобус
	quantity	пет, неколку
	comparison	отколку, од, нај

† for receptive use only

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<b>Article</b>	indefinite definite masculine feminine neuter	врата вратата телевизорот (ов, от, он) масата (ва, та, на) пилето (во, то, но)
<b>Noun gender</b>	masculine feminine neuter irregular plural vocative form diminutive	професор професорка дете нож - ножеви море! докторе! сине! Пиленце, ноже, столче
<b>Adjective</b>	number (plural) gender definiteness  comparative and superlative forms  noun-adjective agreement possessive	убави куќи убав, убава, убаво убавиот, убавата, убавото, поубав, а,о,и најубав,а,о,и бел галеб, убава куќа училишно свонче
<b>Pronoun</b>	personal, direct and indirect object pronouns (long and short forms)  possessive demonstrative reflexive interrogative indefinite universal relative negative	јас, ти, вие, мене ме, тебе те, мајка ми,  мој, твој, негов она, овој, тој, оние мене ме, тебе те, ним им кој? што? чиј? некој, нечиј, нешто, секој, сечиј, сешто кој, а ,е и чиј,а,е,и што никој,а,е,и ничиј, а,е,и ништо
<b>Preposition</b>	prepositional phrases	низ, зад, на, од
<b>Numerals</b>	cardinal and ordinal (gender)	еден, два, прв, а, о, и втор, а, о, и
<b>Sentence type</b>	simple, complex and compound statements questions commands affirmative and negative exclamatory the noun phrase functions subject, direct object, indirect object verbal and nominal predicates direct and indirect speech	
<b>Semantics</b>	derivation of new words prefixes and suffixes  prefixation of verbs suffixation in verbal system compound words especially	жена. женидба, женет коса, коси, косач, косидба, објави, најави, пројави чита, прочита, начита зајдисонце, рамноправен
<b>Register</b>	nouns and adjectives formal and informal registers	ти ,Вие, вие

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