



Polish Continuers

Stage 6 Syllabus

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Contents

1	The Higher School Certificate Program of Study.....	5
2	Introduction to Polish in the Stage 6 Curriculum.....	6
2.1	The Language	6
2.2	Description of Target Group	6
2.3	Rationale	6
3	Continuum of Learning for Polish Stage 6 Students.....	7
4	Aims	9
5	Objectives	9
6	Course Structure	10
7	Objectives and Outcomes	11
7.1	Table of Objectives and Outcomes	11
7.2	Key Competencies	12
8	Content of Polish Preliminary and HSC Courses	13
8.1	Themes, Topics and Sub-topics	13
8.2	In-depth Study	14
8.3	Tasks	15
8.4	Text Types	16
8.5	Vocabulary.....	16
8.6	Dictionaries.....	16
8.7	Grammar	16
9	Course Requirements	21
10	Post-school Opportunities.....	21
11	Assessment and Reporting.....	22

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 Polish in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is the modern standard or official version of Polish. Students should be aware of different levels of language, for example, formal, informal, some colloquialisms, and slang. Students are expected to know that dialects exist; however, they are not required to study them.

2.2 Description of Target Group

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

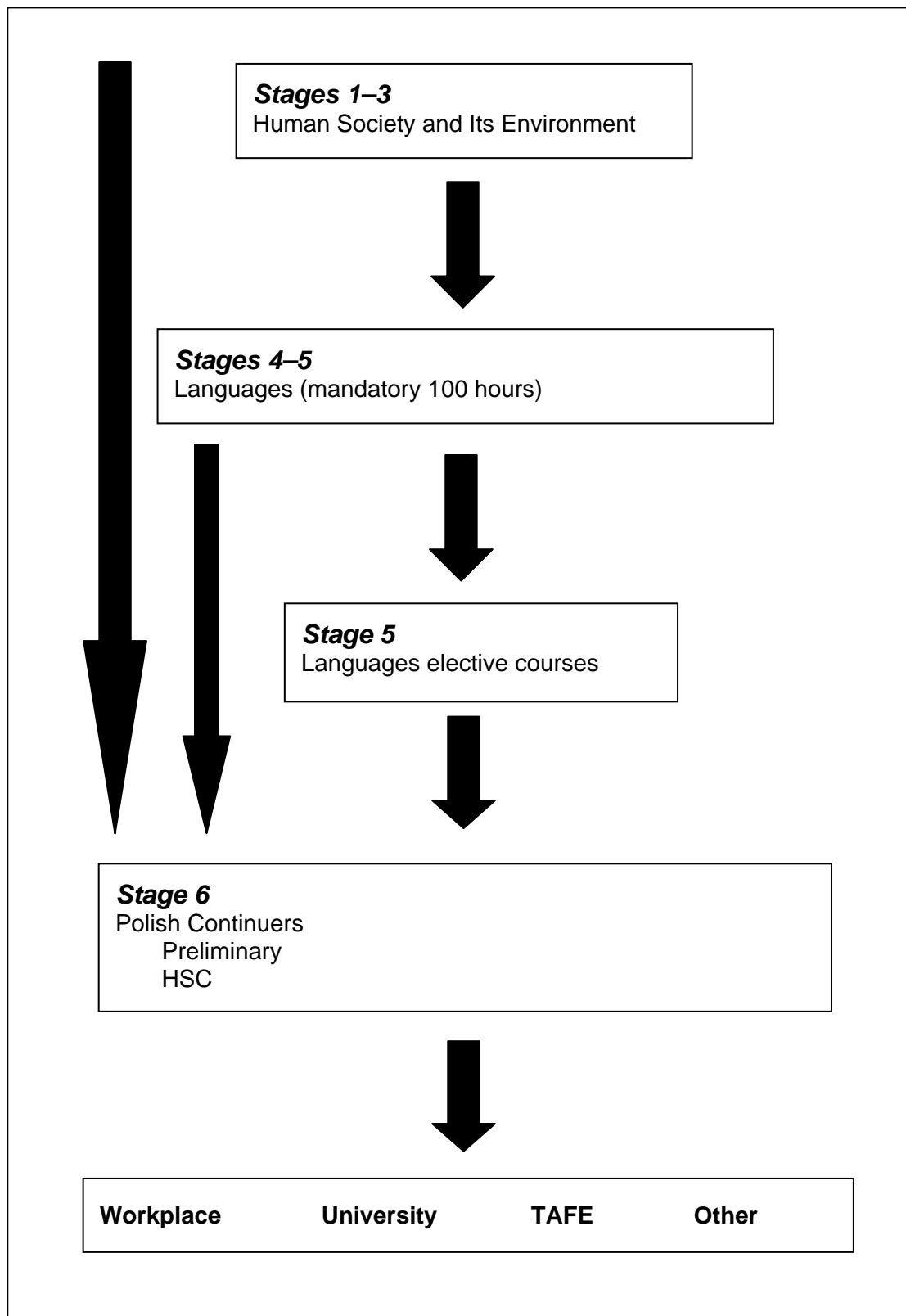
2.3 Rationale

The study of Polish 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 Polish-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

- Polish is a major Slavonic language, which is spoken not only in Poland, but also in many other parts of the world. As a result of migration there are Polish-speaking people living in Europe, the United Kingdom, North and South America, Australia, and New Zealand.
- Poles have been involved with Australia from the earliest days of European exploration, and people of Polish origin have made a significant contribution to Australia's cultural development in many fields, for example, science, technology, sociology, music, the arts, and the media.
- Polish has a long tradition as a literary language, dating from the tenth century. Its importance in the twentieth century was recognised when Poles were awarded four Nobel Prizes for Literature. In addition, the Polish language has been linked to outstanding achievements of Polish people in music, science, technology, social sciences, visual arts, and cinema. Knowledge of Polish gives access to these traditions.
- Since 1989, opportunities for trade and travel, and for cultural, educational, and artistic exchanges between Poland and Australia have increased greatly. People who know both Polish and English have an enormous advantage in such contacts and exchanges.
- The study of Polish is valuable for increasing all students' cultural understanding. It also enriches the sense of cultural identity of students from a Polish-speaking background.

The ability to communicate in Polish may, in conjunction with other skills, increase students' vocational opportunities in interpreting, in translating, in community welfare, and in the diplomatic service, and may also increase students' opportunities for tertiary studies in Australia and abroad.

3 Continuum of Learning for Polish Stage 6 Students



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

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

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

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

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Polish-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 Polish-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, migration in the past and present, and social issues.

8.1.1 Table of Themes and Topics

Theme: the individual	Theme: the Polish-speaking communities	Theme: the changing world
Topics: <ul style="list-style-type: none"> • relationships, eg: <ul style="list-style-type: none"> – family – friendship – changing relationships between generations – good manners • education and aspirations, eg: <ul style="list-style-type: none"> – school life and experiences – future expectations – school community • leisure and interests, eg: <ul style="list-style-type: none"> – hobbies – sport – cultural activities – keeping fit and healthy 	Topics: <ul style="list-style-type: none"> • visiting Poland, eg: <ul style="list-style-type: none"> – natural features and historical places – the environment • Polish customs and traditions, eg: <ul style="list-style-type: none"> – festivals and celebrations – Christmas and Easter – name-days • legends and significant historical events, eg: <ul style="list-style-type: none"> – Lech – Czech i Rus – Legenda o smoku wawelskim • famous people in science, art, literature and music, eg: <ul style="list-style-type: none"> – Nobel Prize winners 	Topics: <ul style="list-style-type: none"> • migration in the past and present, eg: <ul style="list-style-type: none"> – reasons – difficulties and adaptation – new life and opportunities • world of work, eg: <ul style="list-style-type: none"> – careers and occupations – employment and unemployment – impact of work on family life – technological change • social issues, eg: <ul style="list-style-type: none"> – youth issues – disabled people's issues – environmental issues

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 Polish 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 Polish. 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	formal letter*	personal profile*
announcement	informal letter*	poem
article*	instructions	postcard*
brochure	interview	recount*
cartoon/picture	invitation*	report*
chart/table	journal entry*	review
conversation*	map/plan	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). 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 Polish 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 Polish through prior knowledge or study of Polish.

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 Polish in a Continuers course are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Noun	Gender: masculine irregularities	pies, dom
	feminine irregularities	kolega, poeta
	neutral	matka, lampa pani, podróż oko, morze, muzeum
	Number: singular, plural	student, studenci pan, panowie kobieta, kobiety książka, książki lustro, lustra imię, imiona
	Declension	seven cases, three genders, singular and plural
Verb	Infinitives	czytać, biec
	Aspects: perfective, imperfective	czytać- przeczytać, biec-dobiec
	Persons	ja mam, ty masz...
	Numbers	mam, mamy, masz, macie . . .
	Tenses: present	robię, robimy
	past	robiłem/robiłam, robiliśmy/robiłyśmy
	future: simple compound	zrobię będzie robić, będzie robiła, będzie robiło
Mood: indicative conditional imperative	czytasz czytałbyś/czytałabyś czytaj	

Polish Continuers Stage 6 Syllabus

	Voice: active passive† reflexive	Matka myje dziecko. Dziecko jest myte. Dziecko myje się.
Participle†	Adjectival active† passive†	czytające czytane
	Adverbial contemporaneous† anterior	pisząc przyszędłszy, napisawszy
Adjective	Gender Number Case	dobry, dobra, dobre dobrzy, dobre dobry, dobrego, dobremu . . .
	Agreement with noun in: gender number case Comparison	duży dom, duża szkoła, duże drzewo duże domy dużego domu mały, mniejszy, najmniejszy dobry, lepszy, najlepszy
Adverb	Time Place Manner Comparison	wczoraj, późno daleko, na prawo dobrze, po polsku późno, później, najpóźniej
Numerals	Cardinal Ordinal Collective† Declension†	jeden, dwa pierwszy, drugi czworo, pięcioro pierwszy, pierwszego, pierwszemu
	Dates and times	piątego maja dwa tysiące drugiego roku ósma piętnaście, piętnaście po ósmej
Prepositions	Prepositions governing the particular cases: genitive dative accusative instrumental locative	do, od, u, z/ze, bez, dla, obok/koło, wśród, oprócz, według ku, dzięki na, o, po, za, w/we, pod, przez, przed, nad, między z/ze, za, pod, przed, nad, między na, o, po, w/we, przy

Polish Continuers Stage 6 Syllabus

Pronouns	Personal	ja, ty
	Demonstrative	ten, tamten
	Interrogative	kto, co
	Possessive	moje, twoje
	Relative	który, które
	Reflexive	się, sobie
	Declension	ty, ciebie, tobie
	Short and long forms	mnie, mi
Introduction to word formation	Diminutives†	dom, domek, domeczek
	Augmentative†	kot, kocisko
Spelling	Words with ó/u, rz/ż, ch/h Main rules and exceptions	
	Soft consonants: si-ś ci-ć zi-ź ni-ń dzi-dź	siać, śnieg cię, ćma ziemia, żrebak niania, słońce dźwięk, dzień
	Function of the vowel 'i'	
	Two consonants representing one sound:	
	cz	człowiek
	sz	szukać
	dż	dżem
	dź	dźwig
	rz	rzeka
	ch	choinka
	Words with -ą-, -ę-, om, em, on, en	
	Negation 'nie' with the basic categories:	
	noun	nieszczęście
	verb	nie wiem
	adjective	nieładny
	adverb	nieładnie
Sentences	Types: statement question exclamation	Mam 5 lat. Ile masz lat? Wejdz proszę!
	Structure: simple compound sentences complex sentences	Napisałem zadanie. Napisałem szybko zadanie i spakowałem książki. Napisałem szybko zadanie, ponieważ chciałem zdążyć do kina.

Polish Continuers Stage 6 Syllabus

Conjunctions	Coordinating Subordinating	i, a, ale, albo, ani czy, że, żeby, jak, który, jaki, gdzie, kiedy, skąd dokąd, dlatego, bo, jeżeli
Punctuation	Capital letters, full stops, exclamation marks, question marks, colons, and basic rules of commas	
Abbreviations	Most common Limited use	np., itd., itp.

† receptive use

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