

Portuguese Continuers

Stage 6 Syllabus

Original published version updated:

June 2009 – Assessment and Reporting information updated

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Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

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Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

ISBN 0 7313 4613 0

2009402

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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 Portuguese in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is the modern standard/official version of Portuguese. For the purposes of this syllabus, the two standard varieties of Portuguese as used in Portugal and in Brazil, in the spoken and written forms, are equally acceptable. There have been several spelling reforms and agreements between Portugal and Brazil with the aim of overcoming major spelling, syntactic and semantic differences of the Portuguese language used in those countries. The Portuguese language uses Roman script. There are variants across the numerous regions where the Portuguese language is spoken. There is one dialect in Portugal situated in the north-eastern area called *Mirandês*. In Brazil there are no dialects. Honorifics, colloquialisms and slang are region specific and change with time.

2.2 Description of Target Group

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

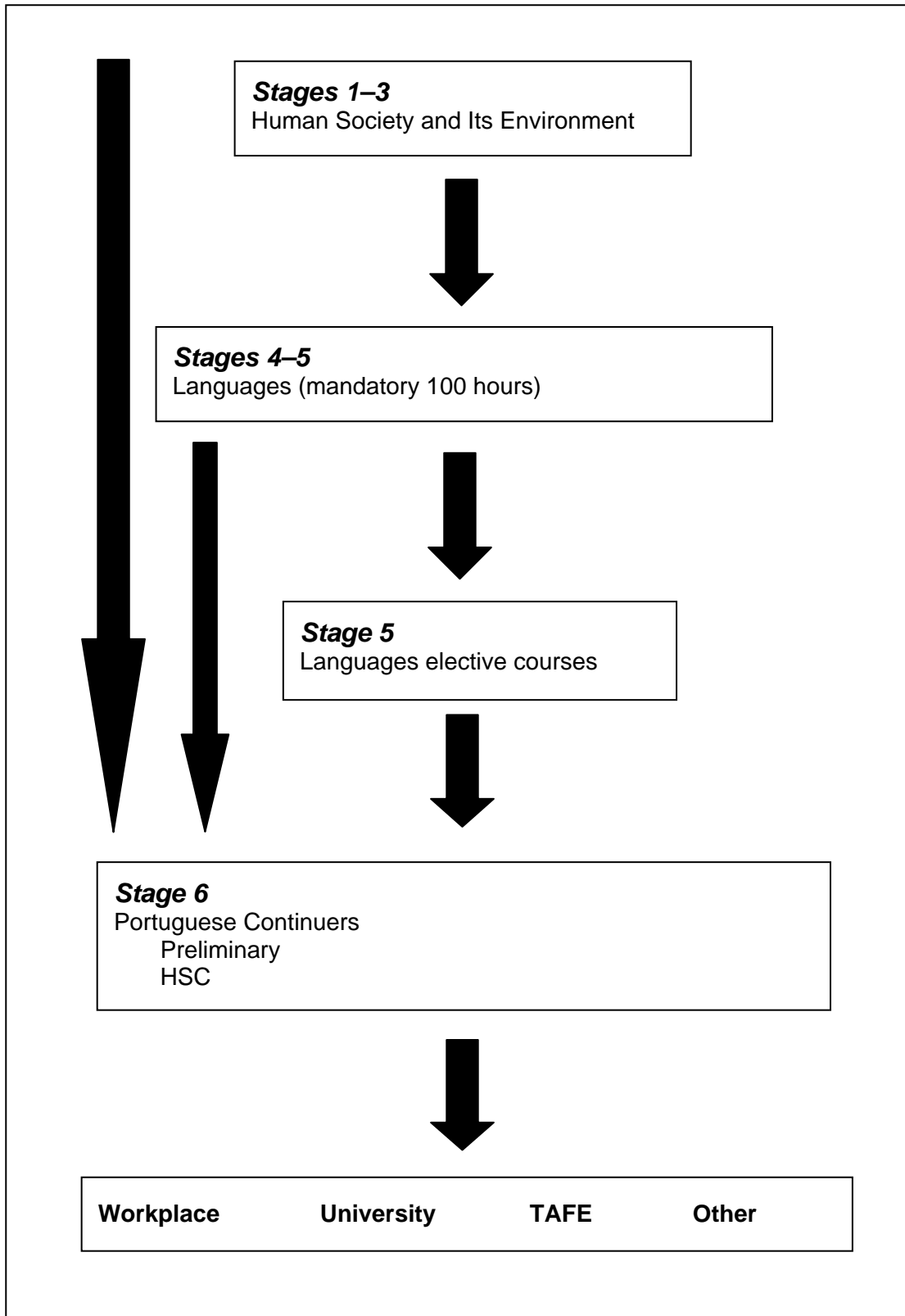
The study of Portuguese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Portuguese-speaking countries and communities. The study promotes understanding of different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

The study of Portuguese develops students' ability to understand and use a language that is one of the official languages of the European Union and the fifth most spoken language worldwide. Portuguese is the language spoken in Portugal (including Madeira and the Azores) and in Brazil (the most populous Latin American nation), Angola, Cape Verde, Guinea-Bissau, Mozambique, São Tomé and Príncipe. There are also large communities of Portuguese-speaking people spread across Europe, the USA, and in certain parts of Asia and Africa. Portuguese is mainly spoken in Australia by Portuguese, Brazilian, African and East Timorese native speakers and their descendants.

The ability to communicate in Portuguese can provide students with enhanced vocational opportunities in fields such as marketing, finance, hospitality and tourism, and interpreting and translating.

The ability to communicate in Portuguese may, in conjunction with other skills, provide students with enhanced vocational opportunities.

3 Continuum of Learning for Portuguese Stage 6 Students



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

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

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

Objective 4 – understand aspects of the language and culture of Portuguese-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 Portuguese 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, Portuguese 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 Portuguese-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 Portuguese 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 Portuguese-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 Portuguese	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 Portuguese	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 Portuguese	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 Portuguese-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 Portuguese 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 *Portuguese 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 Portuguese Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Portuguese-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 Portuguese-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, social issues and environmental issues.

8.1.1 Table of Themes and Topics

Theme: the individual	Theme: the Portuguese-speaking communities	Theme: the changing world
Topics: <ul style="list-style-type: none"> • personal identity, eg: <ul style="list-style-type: none"> – personal details and qualities – relationships with family and friends – hobbies, sport and leisure activities • education and aspirations, eg: <ul style="list-style-type: none"> – school life – post-school options • personal values, eg: <ul style="list-style-type: none"> – personal priorities, attitudes to war and peace – freedom – racism – preservation of cultural identity – hopes for the future 	Topics: <ul style="list-style-type: none"> • lifestyles, eg: <ul style="list-style-type: none"> – urban and rural life – teenage and young adult life – fashion – eating out • history and traditions, eg: <ul style="list-style-type: none"> – the role of the Catholic religion – Portuguese explorers – prominent historical people – ceremonies and celebrations – migration • arts and entertainment, eg: <ul style="list-style-type: none"> – artists and writers of significance – cinema – music and dance – media – architectural heritage • visiting Portuguese-speaking countries, eg: <ul style="list-style-type: none"> – planning an itinerary – safety on the road – tourism – etiquette – booking accommodation – shopping – transport – health – travellers' stories – food and hospitality 	Topics: <ul style="list-style-type: none"> • social issues, eg: <ul style="list-style-type: none"> – role of women in the arts – politics and sports – impact of technology • world of work, eg: <ul style="list-style-type: none"> – the future of work in rural and urban areas – employment opportunities – role of women in the workplace • environmental issues, eg: <ul style="list-style-type: none"> – pollution – endangered species (fauna and flora) – the future of the planet

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 Portuguese 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 Portuguese. 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	journal/diary entry*	postcard
announcement	list	recipe
article*	map	report*
brochure/leaflet	menu	résumé
chart	news item	review
conversation*	note/message*	song
discussion*	notice	story/narrative account*
folk tale/legend	novel	survey
formal letter*	personal profile*	table/timetable
informal letter*	play	text of a dialogue
interview	poem	text of a speech*
invitation		

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 Portuguese 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 Portuguese through prior knowledge or study of Portuguese. 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 Portuguese in a Continuers course is expected to recognise and use the following grammatical structures:

Grammatical item	Sub-elements	Example(s)
Verbs	conjugation	
	regular	-ar,-er, -ir
	common irregular	dar, estar, dizer, fazer, haver, ler, poder, pôr, saber, ser, ter, trazer, ver, sair, ir, vir
	reflexive	levantar-se, meter-se, vestir-se
	tense	
	present	eu amo
	perfect	eu amei
	imperfect	eu amava
	pluperfect†	eu amara
	future†	eu amarei
	conditional	eu amaria
	participle	amado
	double participle	matado/morto
	gerund	amando
	mood	
indicative	ele ama	
imperative	Ama!/.	
subjunctive	eles amem	
infinitive	amar	

† receptive use

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Grammatical item	Sub-elements	Example(s)
	voice active passive speech direct indirect auxiliaries impersonal verbs and expressions	ela ama ele é amado Fecha a porta, por favor! Ela pediu-lhe que fechasse a porta. andar, continuar, estar, haver, ir, ser, ter, vir É preciso que, diz-se, impersonal se, chover, nevar.
Adverbs	formation adjective + mente comparative form superlative form regular irregular time place manner quantity affirmation negation doubt exclusion inclusion adverbial expressions	felizmente mais perto, tão perto, menos perto muito perto, pertíssimo, o mais perto, o menos perto +mente bem, mal, muito, pouco agora, ainda aqui, longe mal, quase quanto, bastante sim, realmente não, nunca talvez, possivelmente apenas, só até, também a sós, de novo
Nouns	gender number suffixes prefixes	o menino, a menina o pé, os pés cafezinho ex-professor

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Grammatical item	Sub-elements	Example(s)
Determiners	definite article omission – in Portugal in colloquialisms and when referring to famous people optional use – in Brazil before Christian names and possessive pronouns indefinite article indefinite demonstrative interrogative possessive	o, a, os, as um, uma, uns, umas algum, cada este, o outro qual ?, que ? meu, teu
Adjectives	comparative form superlative form regular irregular	mais...do que, tão...como, menos... do que -íssimo, muito..., o mais..., o menos... mais bonito do que, o mais bonito péssimo, óptimo alto, alta
Gender	number position (in general, after the noun)	calmo, calmos rapaz magro
Pronouns	personal possessive demonstrative relative interrogative indefinite	eu, me, mim meu, teu, seu este, isso quanto, que, quem qual, quem? pouco, nada
Prepositions	prepositional expressions contraction of prepositions with articles and pronouns	com, em, sem por entre, dentro de à, dela

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Grammatical item	Sub-elements	Example(s)
Numerals	cardinal ordinal multiple fraction collective	um, dois, três primeiro, segundo o triplo um terço uma dúzia
Conjunctions	coordinating subordinating	entretanto, portanto se, porque, embora
Phrase types	declarative exclamative interrogative imperative	O garoto toma leite. O garoto toma leite! O garoto toma leite? Garoto, toma o leite!/.
Negation	use of não, nunca double negatives	Não sei, nunca fiz. Ninguém sabe nada.
Routines, fillers, and exclamations	fillers exclamations tag phrases	Em suma Oh! Upa! Oba! Epa! É muito difícil, não é?
Register	variations related to social status formal informal	vós, o senhor, a senhora tu, você

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