

B O A R D O F S T U D I E S
NEW SOUTH WALES

Spanish Continuers

Stage 6

Syllabus

Original published version updated:

Updated June 2008 – BOS 31/08, Vol 17 No 3

June 2009 – Assessment and Reporting information updated

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

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN

2009409

Contents

1	The Higher School Certificate Program of Study	4
2	Introduction to Spanish in the Stage 6 Curriculum.....	5
	2.1 The Language	5
	2.2 Description of Target Group	5
	2.3 Rationale.....	5
3	Continuum of Learning for Spanish 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 Spanish Preliminary and HSC Courses.....	13
	8.1 Themes, Topics and Sub-topics.....	13
	8.2 Tasks.....	15
	8.3 Texts	16
	8.4 Vocabulary	16
	8.5 Grammar.....	17
9	Course Requirements.....	20
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 Spanish in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is modern standard Spanish. Spanish is a Romance language derived from the Vulgar Latin brought to western Europe by the Romans. Its development reflects the history of the Iberian peninsula, with its most notable influences being Greek and Arabic, the latter having contributed some thousands of words of vocabulary.

In the fifteenth century as a result of the arrival of the Spaniards in the Americas, Spanish continued to develop as it adapted to the influences of indigenous languages.

The maintenance of modern standard Spanish is now the joint responsibility of the Real Academia of each of the countries in which Spanish is an official language. The linguistic integrity of the Spanish language is maintained with the acknowledgment of significant variations between countries, regions and social groups. These variations are phonetic, morphological, syntactic and semantic in nature and do not constitute dialects. However, a number of other languages are spoken in Spanish-speaking countries, with some, such as Basque, Catalan, Galician in Spain, and Guaraní in Paraguay, sharing official language status.

2.2 Description of Target Group

The *Spanish Continuers Stage 6 Syllabus* is designed for the student who, typically, will have studied Spanish for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

2.3 Rationale

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

The Spanish language is spoken by over 300 million people, is one of five official languages of the United Nations and one of the three of the European Union. Spanish is the official language of Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain (including Ceuta and Melilla in North Africa), Uruguay and Venezuela. After Chinese and English, Spanish is the most spoken language worldwide. It is a significant and important language of the Pacific Rim of nations and the Asia–Pacific Economic Cooperation Forum (APEC) forum. It is the second most spoken language of the United States of America, with approximately 40 million US citizens having Spanish

as their first language. It is one of the six working languages of the Olympic Movement as established in the Olympic Charter. Regionally, there are still about three million speakers of Spanish in the Philippines and Guam. Nationally, there are approximately 100,000 Australians of Hispanic cultural heritage, who use Spanish as their primary means of communication. Spanish is the primary language of the eighth most significant group of non-English background speakers and a language of particular importance to Australia's international trade and commerce.

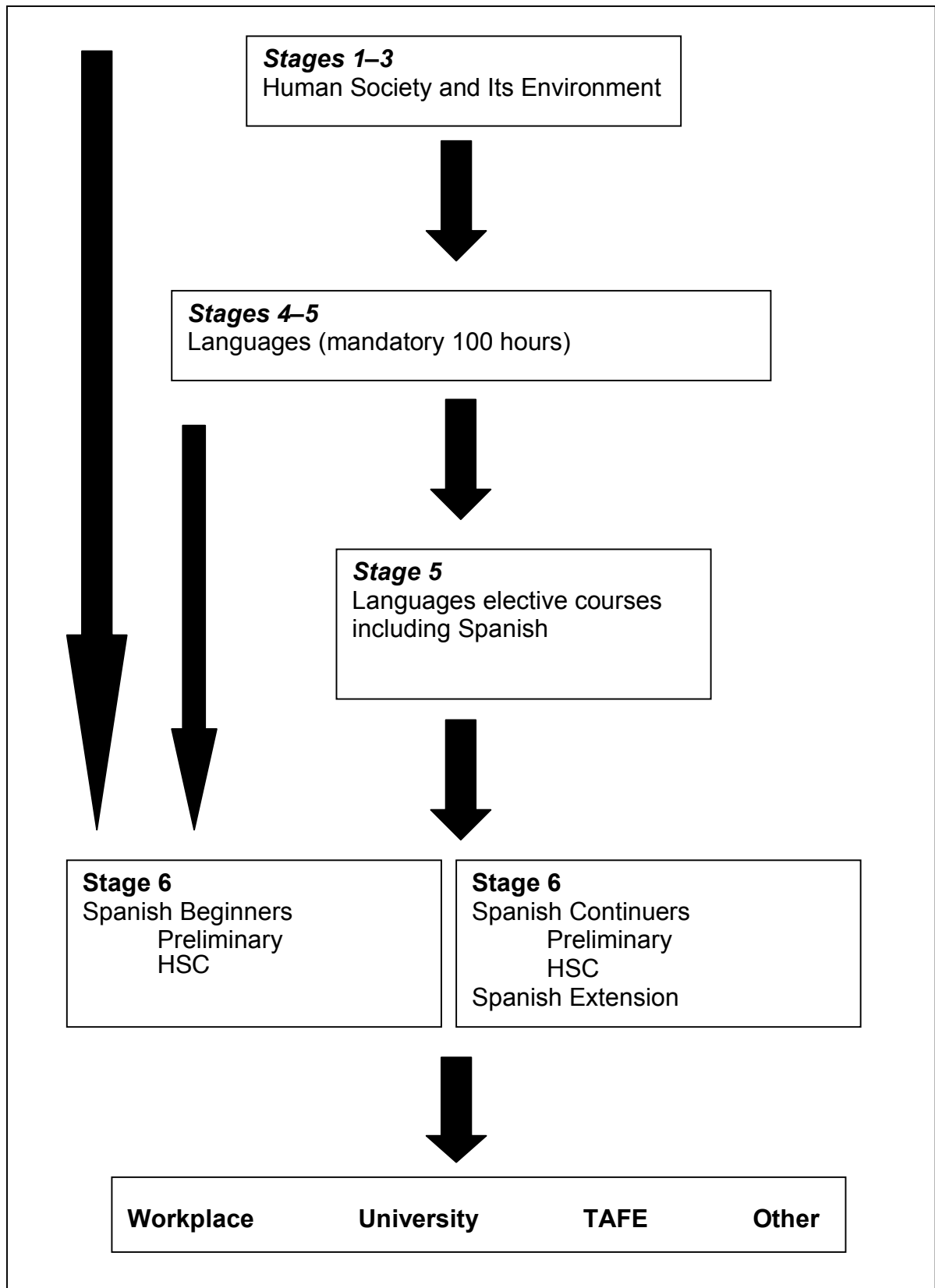
Furthermore, the Federal Government, in its National Languages Policy, has acknowledged the international socioeconomic, cultural, and political importance of Spanish through its inclusion in the 12 priority languages targeted for promotion nationally.

The Spanish-speaking nations are highly regarded in many fields such as literature, art, music, dance, theatre, film, history, architecture and gastronomy, which are accessible to both the Spanish-speaking and non Spanish-speaking people of Australia.

Spanish-speaking residents of Australia make a significant contribution to the economic, political, intellectual, cultural and social affairs of the nation. Their participation at every level of society enriches the quality of life and diversity of experiences for all Australians.

The ability to communicate in Spanish may, in conjunction with other skills, provide students with enhanced vocational opportunities. There is a growing need for speakers of Spanish in educational, commercial, diplomatic and cultural fields, both locally and globally. Speakers of Spanish are a national resource, which ensures Australia's active and effective participation in the international arena.

3 Continuum of Learning for Spanish Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from 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 such as Spanish.

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. Elective study in Stages 4–5 in Spanish builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Spanish at Continuers level with the option of an Extension course. Students may also begin the study of Spanish in Stage 6.

4 Aims

The aims of the syllabus are to develop students’:

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

5 Objectives

Students should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in Spanish

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

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

Objective 4 – understand aspects of the language and culture of Spanish-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 Spanish and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has as its organisational focus themes and associated topics. Students' skills in, and knowledge and understanding of, Spanish will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Spanish-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. Students will gain a broader and deeper understanding of Spanish and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Spanish-speaking communities will develop further.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding, that students 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 students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
The student will: 1. exchange information, opinions and experiences in Spanish	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 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Spanish	2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in Spanish	3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of Spanish-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

written or spoken text created by students incorporating their own ideas

7.2 Key Competencies

Spanish Stage 6 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 Spanish Continuers 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 classroom pedagogy. Students interact with one another, 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 Spanish Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Spanish-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Spanish. The placement of the 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 are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Spanish-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as current issues and youth issues.

8.1.1 Table of Themes and Topics

<p>Theme: the individual</p>	<p>Theme: the Spanish-speaking communities</p>	<p>Theme: the changing world</p>
<p>Topics:</p> <ul style="list-style-type: none"> • personal identity, eg: <ul style="list-style-type: none"> – self, family and friends – my home, surroundings and community – daily routine – personal memories • education and future aspirations, eg: <ul style="list-style-type: none"> – school life – skills/abilities – growing up • leisure and interests, eg: <ul style="list-style-type: none"> – sports/hobbies – keeping fit/healthy • feelings, opinions, attitudes and preferences 	<p>Topics:</p> <ul style="list-style-type: none"> • travel and tourism, eg: <ul style="list-style-type: none"> – requesting passports/visas, getting there – organising accommodation and meals – planning an itinerary – travelling around significant sights and places of interest • lifestyles, eg: <ul style="list-style-type: none"> – socialising – leisure pursuits – food/drink – significant festivals and celebrations – cultural diversity † – traditions † • arts and entertainment, eg: <ul style="list-style-type: none"> – significant people and their contributions to music, sport, art, theatre, film, literature 	<p>Topics:</p> <ul style="list-style-type: none"> • the world of work, eg: <ul style="list-style-type: none"> – careers/occupations – advertisements, applications, interviews – duties and responsibilities – equality in the workplace † • current issues, eg: <ul style="list-style-type: none"> – unemployment † – technology † – equality † – environment † – prominent people and events † • youth issues, eg: <ul style="list-style-type: none"> – relationships – health – drugs, alcohol, tobacco

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process, and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. Objective 4 — understand aspects of the language and culture of Spanish-speaking communities — underlies the study of all the themes and topics.

8.1.2 Texts

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in Spanish in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either Spanish or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

8.1.3 Vocational Education and Training

In order to maximise opportunities for the student to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to include modules endorsed within the Australian Qualifications Framework (AQF) into their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment and certification of the VET. For further information see Post-school Opportunities on page 22.

8.2 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 learning outcomes.

Tasks, 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 five 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 may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- 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).

8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They are expected to be able to produce the following written texts in the modern standard version of Spanish.

article	message	recount
diary entry	note	report
email	notice	script of an interview
letter	postcard	script of a speech or talk

In the oral examination students participate in a conversation.

8.4 Vocabulary

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idiomatic expressions relevant to the themes and topics prescribed in the syllabus.

8.4.1 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will assist students 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 Spanish Continuers Stage 6*.

8.5 Grammar

Grammar can be referred to 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 Spanish through prior knowledge or study of Spanish.

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 both to apply and adapt this knowledge.

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

Grammatical item	Sub-elements	Example(s)
Articles	definite indefinite the form <i>lo</i> + adjective to express abstract ideas omission of article (eg with profession)	<i>el, la, los, las</i> <i>un, una</i> <i>lo mejor de esta idea</i> <i>soy estudiante</i>
Nouns	gender number	<i>gata, gato</i> <i>autos, mesas, clases</i>
Adjectives	demonstratives possessives interrogatives descriptive apocopated (shortened)	<i>este, ese, aquel</i> <i>mi, tu, su, nuestro, vuestro</i> <i>¿qué, ¿cuántos?, ¿cuál?</i> <i>es una mujer rica.</i> <i>buen/gran/mal/algún</i>
Numerals	cardinal ordinal	<i>uno, dos, tres...</i> <i>primero, (el primer año)... (1-10)</i>

Grammatical item	Sub-elements	Example(s)
Pronouns	personal: subject direct object indirect object double object reflexive prepositional possessives demonstratives relatives position in relation to an imperative mood	<i>yo, tú, él, ella, usted, nosotros, vosotros, ellos, ellas, ustedes</i> <i>me, te, lo, la, nos, os, los, las</i> <i>me, te, le, nos, os, les</i> <i>nos lo trae hoy</i> <i>me levanto</i> <i>viene con él</i> <i>aquellos libros son tuyos</i> <i>prefiero aquéllas</i> <i>la casa que compré antes de terminarlo</i> <i>llámame</i>
Verbs	infinitives progressive tenses use of: <i>ser, estar, saber, conocer, poder, tener, hacer, gustar, haber, faltar, parecer, importar</i> , idiomatic and special uses indicative mood: present present continuous preterite perfect future imperfect conditional subjunctive mood: present imperfect † pluperfect † impersonal imperative mood	<i>viajar, aprender, vivir</i> <i>el niño está cruzando la calle.</i> <i>la niña estaba leyendo la revista.</i> use of: <i>ser, estar, saber, conocer, poder, tener, hacer, gustar, haber, faltar, parecer, importar</i> , idiomatic and special uses indicative mood: <i>hablo, abro, vivo</i> <i>estoy bailando con ella</i> <i>hablé, comí, escribí</i> <i>he cantado, han llegado</i> <i>hablaré, comeré, reiré</i> <i>hablaban, comían, iban</i> <i>cantaría, bebería, saldría</i> subjunctive mood: <i>hable, coma, diga</i> <i>ojalá que lo haya hecho</i> <i>hubiera/hubiese dicho</i> <i>aquí se habla español</i> <i>¡házlo ahora mismo!</i> <i>¡sentoas!</i>

† receptive use

Grammatical item	Sub-elements	Example(s)
Adverbs	regular forms - formation. common irregular forms	<i>fácil, fácilmente bien, mal, tan, cuán</i>
Prepositions	simple compound articulated contracted verbs follow by prepositions <i>por</i> <i>para</i>	<i>por la tarde iré a la cafetería delante de la casa conmigo fuimos al baile empezó a llover vino por el médico compré la flor para ella</i>
Conjunctions	all commonly used <i>y/e/o/u</i>	<i>y, ni, o, sin embargo, o sea, es decir etc madre e hijas, plata u oro</i>
Negatives	common negative words double negation	<i>nadie, nada, nunca, ni...ni, ningún, tampoco no hablo con nadie</i>

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.

10 Post-school Opportunities

The study of Spanish provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Spanish assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations.

Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the Australian Qualifications Framework.

Teachers should contact the Board of Studies NSW for more information on VET modules in Spanish.

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Spanish in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Spanish Stage 6. This information can be found on the TAFE NSW website (www.tafensw.edu.au/mchoice).

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Spanish Continuers syllabus is contained in *Assessment and Reporting in Spanish 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 Spanish Continuers are available on the Board's website at

www.boardofstudies.nsw.edu.au/syllabus_hsc