

BOARD OF STUDIES
NEW SOUTH WALES

Swedish 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 Swedish in the Stage 6 Curriculum

2.1 The Language

The language to be studied and assessed is modern standard Swedish. Regional variations are acceptable in spoken language.

2.2 Description of Target Group

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

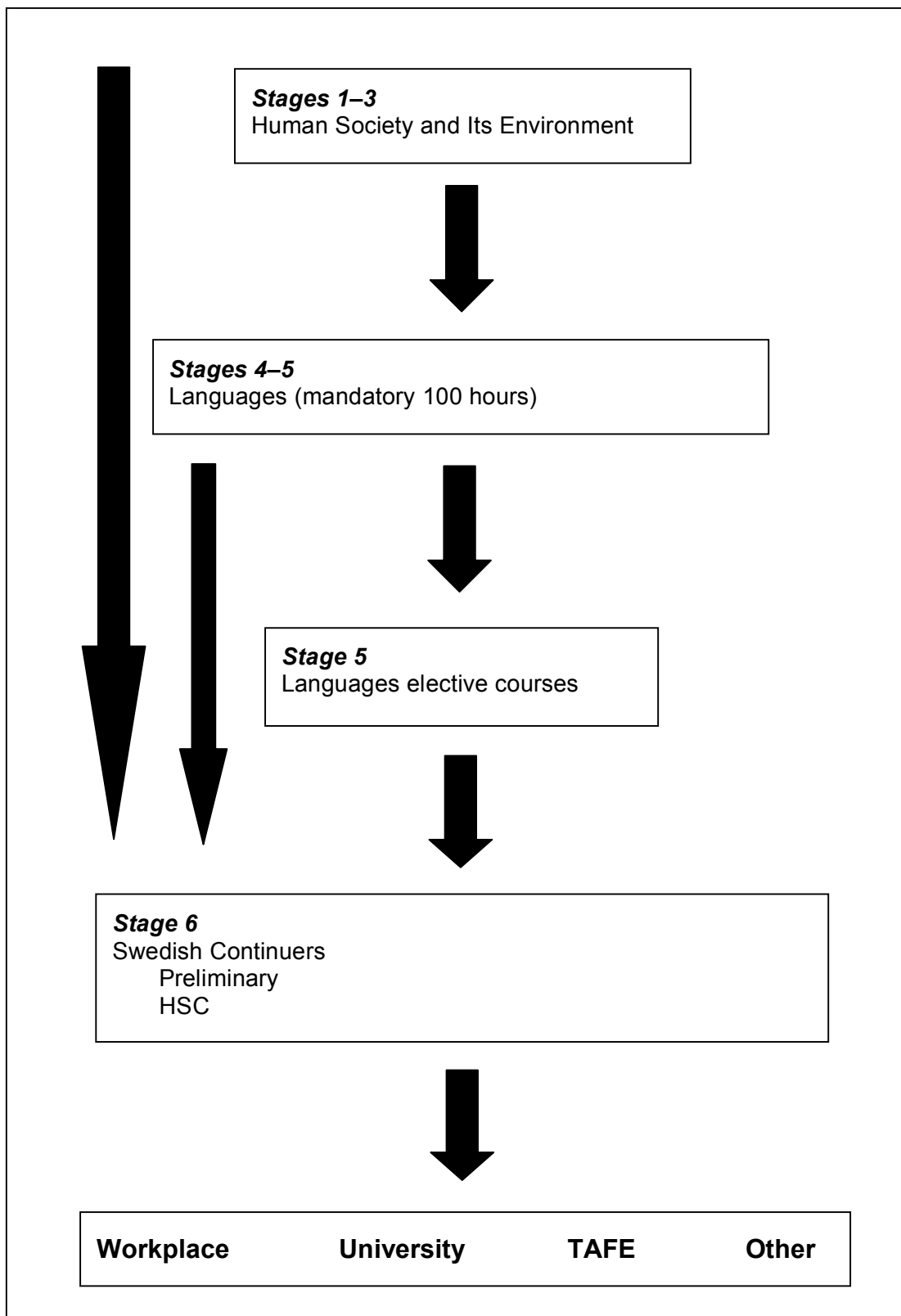
The study of Swedish contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Swedish-speaking countries and communities. The study promotes understanding of different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

The study of Swedish will provide students with the skills to communicate in a language which is spoken in Sweden, and parts of Finland, where it is one of two official languages. Swedish is understood in Denmark and Norway, and is used by a small but significant community of Swedish speakers in Australia.

The ability to understand and use Swedish provides students with a direct means of access to the culture associated with the language, and the important contributions of Swedish speakers in areas such as science and technology, the Arts, diplomacy, medicine and economics.

Sweden has a long established and strong presence in the international business community, and there are a number of major Swedish companies operating in Australia. The ability to communicate in Swedish may, in conjunction with other skills, provide students with enhanced vocational opportunities in a range of areas, such as commerce, engineering, design, tourism and education.

3 Continuum of Learning for Swedish Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study.

Stage 6 offers students the opportunity to continue the study of a language at Continuers level. Students may also begin the study of a language in Stage 6.

4 Aims

The aims of the syllabus are to develop the student's:

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

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

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

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

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Swedish-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 Swedish-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 travel and tourism.

8.1.1 Table of Themes and Topics

Theme: the individual	Theme: the Swedish-speaking communities	Theme: the changing world
Topics: <ul style="list-style-type: none"> • personal identity, eg: <ul style="list-style-type: none"> – family and personal relationships – personal values – peer pressure • education and aspirations, eg: <ul style="list-style-type: none"> – going to school in Sweden and Australia – vocational training and tertiary studies – future plans • lifestyles, eg: <ul style="list-style-type: none"> – hobbies – travelling – sports, fitness, and health – voluntary work 	Topics: <ul style="list-style-type: none"> • people, places, and daily life, eg: <ul style="list-style-type: none"> – cultural diversity – traditions – the effects of climate – famous faces and places • historical perspectives, eg: <ul style="list-style-type: none"> – migration to and from Sweden – significant periods in Swedish history • arts and entertainment, eg: <ul style="list-style-type: none"> – literature – popular music – film and television – the news media 	Topics: <ul style="list-style-type: none"> • social issues, eg: <ul style="list-style-type: none"> – the environment – youth unemployment – equal rights – drug awareness • world of work, eg: <ul style="list-style-type: none"> – information technology – jobs and careers – globalisation – the role of languages • travel and tourism, eg: <ul style="list-style-type: none"> – local tourism – travelling overseas – backpackers

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 Swedish 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 Swedish. Refer to the HSC External Examination Specifications for further information.

8.3 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and outcomes.

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills, and understanding at increasingly complex levels.

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated, or imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

8.4 Text Types

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those that the student may be expected to produce in the external examination. In their teaching and learning program, teachers may introduce the student to a wider range of text types than are presented here.

advertisement	informal letter*	recipe
announcement	invitation*	report*
article*	map	review*
chart	menu	song
conversation*	narrative account*/story*	summary*
diary*/journal entry*	news item	survey
discussion*	note*/message*	table
editorial	personal profile*	text of an interview*
film	play	text of a presentation*/
folktale/legend	poem	speech*
formal letter	postcard*	timetable

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

Grammatical item	Sub-elements	Example(s)
Verbs	conjugation (regular and irregular) tense (present, past, perfect, pluperfect, future) supine	<i>När vi bodde i Åmål arbetade jag på bibliotek och läste mycket.</i> <i>När jag har skrivit färdigt brevet ska jag gå ut och gå.</i>
	present participle past participle mood (imperative, indicative, conditional, subjunctive) voice (active, passive)	<i>Ett gungande skepp.</i> <i>Dörren är stängd.</i> <i>Sitt still! Det skulle vara kul om du kom.</i> <i>Det vore roligt att träffas.</i> <i>Huset såldes på auktion. Priset blev högre än väntat.</i>
	auxiliaries modal verbs impersonal verbs transitive and intransitive	<i>Vi brukar äta klockan 6.</i> <i>bör, kan, måste, ska, vill</i> <i>Det regnar.</i> <i>Jag vaknar inte om inte någon väcker mig.</i>
	compound verbs reflexive verbs	<i>Jag stiger upp tidigt.</i> <i>När vi träffades satte vi oss ner och pratade.</i>
	deponens	<i>Jag hoppas att du lyckas.</i>
	Adverbs and adverbial phrases	place, time, manner
comparison		<i>Han sjunger bra, men hans bror sjunger bättre.</i>
sentence modifying		<i>Han kunde tyvärr inte komma. Jag förstår inte folk som aldrig går ut.</i>
Nouns	gender (<i>en</i> and <i>ett</i>)	<i>Jag har ett hus och en bil men inga pengar.</i>
	declensions (five regular and irregular)	<i>flickor, pojkar, banker, pianon, hus stad-städer, fot-fötter</i>
	compounds	<i>en fotbollsplan, en lärobok, ett skrivhäfte, ett påhitt</i>
Articles	indefinite	<i>en, ett, någon, något, några etc.</i>
	definite	<i>flickan, flickorna, huset, husen den, det, de</i>

Adjectives	agreement gender, number definite/indefinite comparison regular irregular	<i>En stor hund och ett litet barn. Sju vackra flickor.</i> <i>Den stora hunden vaktade det lilla barnet.</i> <i>stark, starkare, starkast</i> <i>liten, mindre, minst</i>
Pronouns	personal subjective and objective form reflexive indefinite subjective, objective, reflexive possessive gender and number agreement reflexive form (third person) demonstrative interrogative relative	<i>jag-mig, du-dig, han-honom etc.</i> <i>mig, dig, sig, oss, er, sig</i> <i>man, en, sig</i> <i>ingen, någon</i> <i>min, mitt, mina</i> <i>sin, sitt, sina</i> <i>den här, den där etc.</i> <i>den, det, de</i> <i>denna, detta, dessa</i> <i>sådan, sådant, sådana</i> <i>vem, vad, vilken/vilket/vilka</i> <i>som, vars, vilken/vilket/vilka</i>
Prepositions		<i>på, i, över, under etc.</i>
Conjunctions	coordinating subordinating	<i>och, samt, men, eller, utan, för, ty</i> <i>att - Han säger att han inte har tid. när, då, sedan, innan, för att, om, fastän etc.</i>
Numerals	cardinal and ordinal	
Sentence structure and word order	the parts of the sentence (subject, verb, object, adverbial etc.) statement, question, command, exclamation direct and indirect speech word order in main clauses/subordinate clauses relative clauses position of 'wandering' adverbs	<i>När jag slutar skolan tänker jag åka utomlands ett år.</i> <i>Familjen som ägde huset var inte hemma.</i> <i>Jag kunde inte skicka brevet eftersom jag inte hade något frimärke.</i>
Proper nouns and adjectives of nationalities	use of lower case	<i>Det var en måndag i maj som professor Lind från Lund mötte sina australiska studenter.</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
- themes and topics are prescribed for study.

10 Post-school Opportunities

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