

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

Vietnamese Continuers

Stage 6

Syllabus

Original published version updated:

Updated July 2008 – Official Notice BOS 31/08, Vol 17 No 3
June 2009 – Assessment and Reporting information updated

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Published by Board of Studies NSW
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Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4224 0

2009416

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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 Vietnamese in the Stage 6 Curriculum

2.1 The Language

The Vietnamese language in the Continuers syllabus is standard Vietnamese. Although some regional variations in pronunciation and accent will be accepted, standard syntax, morphology and the toneme system should be used in writing.

2.2 Description of Target Group

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

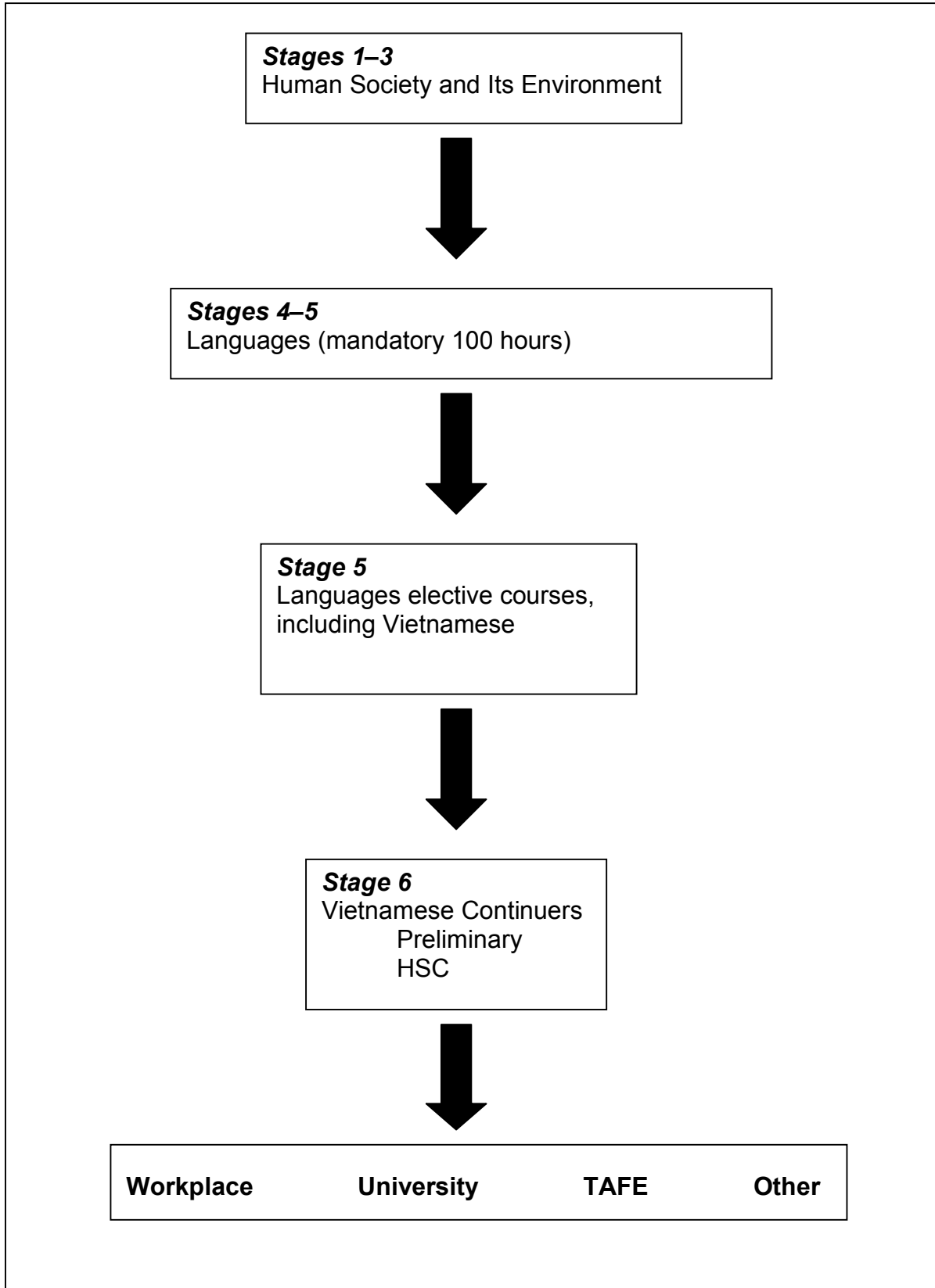
2.3 Rationale

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

Vietnamese is spoken by some 76 million people living in Vietnam. It is also the language of about two million people living in other countries such as France, the United States, Canada and Australia.

Vietnamese has a culture rich in history, literature and the arts. The ability to communicate in Vietnamese may, in conjunction with other skills, provide students with enhanced vocational opportunities in fields such as trade, the arts, education, social welfare, interpreting and translating.

3 Continuum of Learning for Vietnamese 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, the student develops an awareness of languages and may learn about the world through the study of a language, such as Vietnamese.

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 Vietnamese builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Vietnamese at Continuers level.

4 Aims

The aims of the syllabus are to develop students’:

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

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

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

Objective 4 – understand aspects of the language and culture of Vietnamese-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 Vietnamese 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, Vietnamese 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 Vietnamese-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 Vietnamese 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 language of Vietnamese-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 Vietnamese	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 Vietnamese	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 Vietnamese	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 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 Vietnamese-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

Vietnamese 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 Vietnamese 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 Vietnamese Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

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

These themes have a number of prescribed topics and suggested sub-topics. 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 expand on the topics and 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 Vietnamese-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 youth issues, science and technology, and environmental concerns.

8.1.1 Table of Themes and Topics

Theme: the individual	Theme: the Vietnamese- speaking communities	Theme: the changing world
<p>Topics:</p> <ul style="list-style-type: none"> • personal identity, eg: <ul style="list-style-type: none"> – self – family and friends – lifestyles – relationships • future aspirations, eg: <ul style="list-style-type: none"> – future plans – further education – careers 	<p>Topics:</p> <ul style="list-style-type: none"> • migration, eg: <ul style="list-style-type: none"> – difficulties – contribution/achievement • traditional values, eg: <ul style="list-style-type: none"> – respect for elders/teachers – attachment to family/filial piety • folk/contemporary literature, eg: <ul style="list-style-type: none"> – music and songs † – film/literature † – celebrations and festivities † 	<p>Topics:</p> <ul style="list-style-type: none"> • youth issues, eg: <ul style="list-style-type: none"> – drugs/alcohol/gambling – generation gap • world of work, eg: <ul style="list-style-type: none"> – unemployment – gender equality • environment, eg: <ul style="list-style-type: none"> – pollution/prevention • science and technology, eg: <ul style="list-style-type: none"> – technology in everyday life † – information technology †

† 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 Vietnamese-speaking communities— underlies the study of all the themes and topics.

Students will be required to undertake an in-depth study. For information about this see *Assessment and Reporting in Vietnamese Continuers Stage 6*.

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 Vietnamese 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 Vietnamese 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) in 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 20.

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 Vietnamese.

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

In the external oral examination students participate in a conversation and a discussion.

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 Vietnamese 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 Vietnamese through prior knowledge or study of Vietnamese.

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

Grammatical item	Sub-elements	Example(s)
Tone	distinction between six tone markers	ma, má, mà, mạ, mã, mả
Intonation	question, statement, negation	lên giọng, xuống giọng
Initial consonants	distinction between tr and ch, s and x, v and d etc	trẻ – chẻ; sa – xa; vì – dì
Final consonants	distinction between n and ng, c and t etc	đan – đàng; mặc – mặt
Punctuation	comma, full stop, semi-colon, colon, hyphen, exclamation, question mark etc	Hôm nay, tôi đi học.
Verbs	tense: present, past, future voice: active and passive	đang, đã, rồi, sẽ, sắp, hôm qua, hôm nay, ngày mai Tôi phạt nó. Nó bị phạt.
Adverb	time, manner, place	Lúc 2 giờ, ở Việt Nam, rất đẹp.
Noun	common/proper, singular/plural, compound	sông, Cửu Long nhà, nhiều nhà áo quần, thợ điện
Pronoun	personal, demonstrative, interrogative	tôi, ông, kia, ai, gì
Adjective	single/compound comparative/superlative	đẹp, duyên dáng, bằng, hơn, nhất

Grammatical item	Sub-elements	Example(s)
Numeral	cardinal, ordinal	một, hai, thứ nhất, thứ nhì
Phrase types	adverbial, noun, verb and adjectival	Nói một cách tổng quát. Hai học sinh giỏi được lãnh phần thưởng. Chú bé đang đi chậm hậm. Đẹp tuyệt vời
Sentence types	statement, affirmative, negative, question simple, compound	Trẻ em Việt Nam học chăm chỉ. Em ấy là người Việt. Tôi không hút thuốc. Bạn thích món ăn Việt Nam không? Tôi đến trễ. Tôi đến trễ vì tôi bị kẹt xe.
Cohesive devices	coordinating conjunctions connective particles response words and polite particles	và, hay thế, thì, mà ạ, vâng, ạ
Style	the forms of address: contrast between written and spoken forms style variations related to social relationships distinction between formal and informal styles	thưa, kính thưa, thân mến

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 Vietnamese 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 Vietnamese 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 Vietnamese.

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 Vietnamese 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 Vietnamese 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 Vietnamese Continuers syllabus is contained in *Assessment and Reporting in Vietnamese 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 Vietnamese Continuers are available on the Board's website at

www.boardofstudies.nsw.edu.au/syllabus_hsc