



# Nationally Assessed Languages Continuers Level

2022 Subject Outline | Stage 1 and Stage 2



Published by the SACE Board of South Australia,  
11 Waymouth Street, Adelaide, South Australia 5000

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First published 2010

Reissued for 2011 (published online October 2010,  
printed January 2011), 2012, 2013, 2014, 2015, 2016,  
2017, 2018, 2019, 2020, 2021, 2022

ISBN 978 1 74102 694 8 (online Microsoft Word version)

ISBN 978 1 74102 693 1 (online Acrobat PDF version)

ref: A994349

*This subject outline is accredited for teaching at Stage 1 from 2010 and at Stage 2 from 2011*

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# INTRODUCTION

## SUBJECT DESCRIPTION

A nationally assessed language at continuers level is a 10-credit or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

The subject outline for nationally assessed languages at continuers level has been developed from the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning, and assessment of language subjects. The three levels in the framework are:

- beginners — for students with little or no previous knowledge of the language
- continuers — for students who will have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge
- background speakers — for students who have a background in the language and who have had more than 1 year's education in a country where the language is spoken.

Eligibility criteria apply for entry to a program at beginners level, and to a program at continuers level when a program at background speakers level is also available in the language.

In nationally assessed languages at continuers level students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

- interacting with others to exchange information, ideas, opinions, and experiences in [Language]
- creating texts in [Language] for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
- analysing a range of texts in [Language] to interpret meaning
- examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

Students develop an understanding of how [Language] is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the [Language]-speaking communities and in their own community.

Refer to Appendix A for language-specific information on nationally assessed languages at continuers level.

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## CAPABILITIES

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The five capabilities that have been identified are:

- communication
- citizenship
- personal development
- work
- learning.

The capabilities, in particular those for communication and citizenship, are reflected in the learning requirements, content, assessment design criteria, and performance standards of the nationally assessed languages at continuers level. In [Language] at continuers level, students develop intercultural communication skills to communicate effectively and appropriately in a variety of contexts for a range of purposes.

### Communication

Students develop their ability to communicate and interact effectively and appropriately in a variety of contexts, within and across languages and cultures.

By interacting with others to exchange information, ideas, opinions, and experiences in [Language], students develop their ability to interpret and understand interactions between diverse individuals. They develop their understanding of how meaning is created and interpreted in the process of communication.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills. They create texts in [Language], and analyse and interpret meaning in a range of written, spoken, visual, and multimodal texts that are in [Language], to share new insights and information with others.

Students examine relationships between language, culture, and identity by comparing and making connections between languages and cultures, and reflecting on the ways in which culture influences communication.

### Citizenship

Students develop their intercultural communication skills to interact effectively and appropriately with people within and across local and global communities. The development of intercultural communication skills has the potential to contribute to social cohesiveness through better communication and understanding, and helps students to know and understand themselves, others, and the world around them.

Students develop their own understanding of diverse ways of knowing, being, and doing, through meaningful interaction with other peoples and other cultures, and through analysis of linguistic and cultural similarities and differences.

Students explore themes and topics from perspectives of diverse individuals and communities, including their own. Through this learning, students gain an understanding of how cultural concepts and practices affect how people see the world, interact, and communicate with others. They have opportunities to see their own view of the world in context, as one of many.

Students develop the ability to understand and interpret meaning from a variety of texts and are sensitive to the ideas, values, and beliefs presented in those texts.

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## Personal Development

Students' personal, linguistic, and cultural identity is strengthened through the study of languages. They develop their understanding of the relationship between language and culture, and an awareness of the role of languages and culture in human interaction and identity. Students develop personal ways of responding to linguistic and cultural diversity by interpreting and reflecting on their own intercultural experiences and by considering the ways in which they might respond in the future.

Students' learning experiences in [Language] also offer opportunities to consolidate and extend their interpersonal skills and skills in self-expression.

During the program of study, students explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. They reflect on their own attitudes, beliefs, values, and perspectives. In doing so, students develop awareness and understanding of the ways in which their own language and culture shape their actions, personal behaviour, thoughts, attitudes, perceptions, and identity.

## Work

Students develop an understanding that learning a language helps them to live and work successfully as linguistically and culturally aware citizens of the world. Through their language learning students develop communication, intercultural, and interpersonal skills, which are valued skills for employment in a changing workforce. Students can apply these skills to living and working in a global environment.

Students explore change as it affects the world of work from the perspective of the [Language]-speaking communities and their own communities.

## Learning

Language learning develops students' cognitive skills through analytical, critical, creative, and reflective thinking. These skills help students to become effective and organised communicators, analysers, and researchers.

Students acquire an active working knowledge of [Language] by identifying, exploring, and explaining features of [Language] such as lexicology, morphology, phonology, orthography, and syntax.

Language learning enables students to understand the dynamic nature of language and how language is used as an expression of identity.

Language learning requires students to understand and create links between existing knowledge and new knowledge. Students apply their knowledge and understanding of their own and other languages and cultures to developing their intercultural communication skills.

## LITERACY IN NATIONALLY ASSESSED LANGUAGES AT CONTINUERS LEVEL

Learning in [Language] strongly supports students' general literacy development.

Through their study of [Language], students deepen their knowledge and understanding of how language functions. They gain insights into the nature, styles, and purposes of language, and consider the dimensions of context and audience. Students are able to make connections between [Language] and English and/or other languages through recognising patterns and by comparing similarities and differences between languages.

Students develop skills to communicate effectively and appropriately in [Language] in a variety of contexts for a range of purposes and audiences. Language learning also provides ideal opportunities for students to develop and refine the communication skills of listening, speaking, reading, and writing.

Students have opportunities to engage with and reflect on the ways in which texts are created for specific purposes and audiences.

## **NUMERACY IN NATIONALLY ASSESSED LANGUAGES AT CONTINUERS LEVEL**

Students use and understand pattern, order, and relationships and develop understanding of concepts such as time, number, and space in different cultures as expressed through language. Students become familiar with numbers, dates, and terms for mathematical operations in [Language].

Students apply numeracy skills when they use tables or graphs to support an idea, opinion, or position when creating texts and interacting in [Language].

## **ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGE, CULTURES, AND PERSPECTIVES**

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

- providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
- recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
- drawing students' attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
- promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

# Stage 1 Nationally Assessed Languages Continuers Level

# LEARNING SCOPE AND REQUIREMENTS

## LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in a Stage 1 nationally assessed language at continuers level.

In these subjects, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange information, ideas, opinions, and experiences in [Language]
2. create texts in [Language] to express information, feelings, ideas, and opinions
3. analyse texts that are in [Language] to interpret meaning
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

## CONTENT

A Stage 1 nationally assessed language at continuers level is a 10-credit subject or a 20-credit subject.

Stage 1 [Language] at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

The prescribed themes are consistent across all languages at continuers level. The prescribed topics may vary from one language to another.

## Themes, Topics, and Subtopics

Refer to Appendix A for language-specific information.

There are three prescribed themes:

- The Individual
- The [Language]-speaking Communities
- The Changing World.

The theme 'The Individual' enables students 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 students to study topics from the perspectives of other people.

The theme 'The [Language]-speaking Communities' explores topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, and encourages students to reflect on their own attitudes, beliefs, and values and develop an understanding of how culture and identity are expressed through language.

The theme 'The Changing World' enables students to explore change as it affects the world of work and other topics, as specified in Appendix A.

These themes have a number of prescribed topics and suggested subtopics with which students engage in their study of [Language]. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives on each of the topics. The suggested subtopics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

The topics are broad enough 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.

Students should study a range of spoken, written, visual, and multimodal texts in [Language] in their treatment of themes, topics, and subtopics. The language that students use to respond to a text may be either the language they are studying or English, as specified in each assessment type.

The length of time and depth of treatment for each topic will depend on a number of factors, including the:

- particular learning requirement(s) being covered
- degree of familiarity that the student has with topics studied previously
- needs and interests of the students
- nature of the language itself
- linguistic and conceptual complexity of the texts selected for study
- linguistic and sociocultural distance between the topic and the student's own world and experience
- assessments (including ways in which they are structured and the conditions under which they are set)
- language of the response
- access to resources.

Teachers should structure and organise programs based on the prescribed themes and topics so that they address all the learning requirements of this subject outline.

## **Text Types**

Refer to page 23 for information.

## **Vocabulary**

Although there are no prescribed vocabulary lists, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in this subject outline.

## **Dictionaries**

Students should be encouraged to use monolingual and/or bilingual printed dictionaries and develop the necessary skills and confidence to do so effectively.

## **Grammar**

Refer to Appendix A for language-specific information.

# ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

## EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 nationally assessed languages at continuers level:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation.

For a 10-credit subject, students should provide evidence of their learning through five assessments. Students undertake:

- one interaction
- one text production
- one text analysis
- one response in [Language] and one reflective response in English for the investigation.

Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

Teachers should ensure a balance of macro skills and of knowledge, skills, and topics across the set of assessments.

## ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:

- clarify for the student what he or she needs to learn
- design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers look for as evidence that students have met the learning requirements.

In these subjects the assessment design criteria are:

- ideas
- expression
- interpretation and reflection.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

## Ideas

The specific features are as follows:

- I1 Relevance
  - relevance to context, purpose, audience, and topic
  - conveying appropriate detail, ideas, information, or opinions
  - creating interest and engaging the audience.
- I2 Depth of treatment of ideas, information, or opinions
  - depth and breadth of content
  - elaboration of ideas and support of opinions
  - planning and preparation.

## Expression

The specific features are as follows:

- E1 Capacity to convey information accurately and appropriately
  - range of expression (i.e. linguistic structures and features)
  - accuracy of expression (i.e. linguistic structures and features, grammar)
  - use of cohesive devices
  - appropriateness of expression, including cultural appropriateness
  - clarity of expression, including fluency, pronunciation, and intonation.
- E2 Coherence in structure and sequence
  - organisation of information and ideas
  - use of the conventions of text types.
- E3 Capacity to interact and maintain a conversation
  - interaction on topics (i.e. relating to interlocutor, interest in the topic)
  - use of communication strategies (i.e. comprehension, responding to cues)
  - fluency of responses.

## Interpretation and Reflection

The specific features are as follows:

- IR1 Interpretation of meaning in texts, by identifying and explaining
  - the content (general and specific information)
  - the context, purpose, and audience of the text
  - concepts, perspectives, and ideas represented in the text.
- IR2 Analysis of the language in texts
  - linguistic and cultural features (e.g. word choice, expressions, idiom)
  - stylistic features (e.g. tone, register, phrasing and repetition, textual features and organisation).

## IR3 Reflection

- reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts
- reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
- reflection on own learning.

## SCHOOL ASSESSMENT

### Assessment Type 1: Interaction

Students interact with others to exchange information, ideas, opinions, and experiences in spoken [Language].

Students may participate in, for example, conversations, interviews, and discussions, or give multimodal presentations or talks to specific audiences and respond to questions in [Language].

The design of the assessments should specify a context, purpose, and audience.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- ideas
- expression.

### Assessment Type 2: Text Production

Students create text(s) in which they express ideas and/or information and/or opinions and/or feelings in written [Language].

This may include writing articles, blogs, diary entries, emails, reports, reviews, short stories, brochures, or broadsheets, or responding to a stimulus such as a letter, email, article, advertisement, blog, song, short story, or film.

The design of the assessments should specify:

- a context, purpose, and audience
- the text type for production
- the kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, or descriptive).

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- ideas
- expression.

### Assessment Type 3: Text Analysis

Students analyse and interpret a text or texts that are in [Language] with a response or responses in [Language] and/or English.

Students analyse and interpret meaning and reflect on language use by responding to written, spoken, or multimodal texts in [Language], for example, magazine and newspaper articles, diary entries, advertisements, brochures, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, and websites.

The design of the assessments should enable students to:

- interpret meaning in text(s), by identifying and explaining
  - the content (general and specific information)
  - the context, purpose, and audience of the text
  - concepts, perspectives, and ideas represented in texts
- analyse the language in text(s) (e.g. tone, register, linguistic, cultural, and stylistic features)
- reflect on how cultures, values, beliefs, practices, and ideas are represented or expressed in text(s).

When selecting texts for interpretation, teachers should take into consideration the processing demands placed on students, for example, the:

- nature and complexity of ideas in the text
- reading time required to access meaning in the text (based on the length of the text and the processing demands of the writing system of the language).

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- expression
- interpretation and reflection.

## Assessment Type 4: Investigation

Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect or issue of a topic or subtopic associated with 'The [Language]-speaking Communities' or 'The Changing World' themes. The aspect or issue for research may be chosen by negotiation with, or at the direction of, the teacher. Students should complete both assessments for the investigation:

- an oral or written or multimodal response in [Language] (e.g. a report, article, blog, presentation, talk, podcast, or website)
- a reflective response in English.

### ***An Oral or Written or Multimodal Response in [Language]***

Students:

- interact with people to exchange information, ideas, opinions, and experiences in spoken [Language]. Students may give a multimodal presentation, talk, or speech to a specific audience and respond to questions

or

- create a text in which they express ideas, information, and opinions about their investigation in written [Language]. This may include, for example, writing articles, blogs, or reports.

The design of the assessment(s) should specify a context, purpose, and audience. The design of an assessment requiring a written response should specify the text type for production and the specific kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive).

### ***A Reflective Response in English***

Students reflect on their experience in undertaking the investigation in English.

Students may reflect on, for example:

- learning that was new, surprising, challenging
- how the learning may have changed their thinking
- how cultures, values, beliefs, practices, and ideas are represented or expressed in the texts studied
- their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied

- how the investigation has increased their understanding of the [Language]-speaking communities
- how their learning in their investigation has contributed to their understanding of themselves (e.g. identity, culture(s), values).

Students:

- write a reflective response (e.g. a reflective essay, a personal journal entry, a blog)  
*or*
- give, for example, an oral presentation, talk, or speech to a specific audience  
*or*
- participate in a discussion (individual or round table).

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- ideas
- expression
- interpretation and reflection.

## PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student's completion of study of a subject, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- taking into account the weighting of each assessment type
- assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)).

A generic set of performance standards has been developed for languages at continuers level.

The complexity of language and ideas in texts selected for interpretation, and the complexity of ideas that students exchange and express when interacting and creating texts, will vary between languages. The complexity of language and ideas is based on, for example, the nature of the writing system and the linguistic and cultural distance of the language from English.

## Performance Standards for Stage 1 Nationally Assessed Languages at Continuers Level

Ideas	Expression		Interpretation and Reflection
	Capacity to Convey Information Accurately and Appropriately	Capacity to Interact and Maintain a Conversation	
<b>A</b> Relevance Responses are consistently relevant to context, purpose, audience, and topic. Responses consistently convey the appropriate detail, ideas, information, and opinions. Responses successfully create the desired impact and interest, and engage the audience. <i>Depth of Treatment of Ideas, Information, or Opinions</i> Depth and breadth in the treatment of ideas, information, or opinions on familiar topics. Effective elaboration of ideas and support of opinions. Comprehensive evidence of planning and preparation.	Capacity to Convey Information Accurately and Appropriately Familiar vocabulary and sentence structures are used with a high degree of accuracy in familiar contexts. Some errors when trying to use more complex structures, but errors do not usually impede meaning. Effective use of a range of cohesive devices to connect ideas. Expression consistently appropriate to the cultural and social context. Fluent expression and effective use of intonation and stress, with mostly accurate pronunciation. <i>Coherence in Structure and Sequence</i> Information and ideas are organised logically and coherently. Conventions of the text type are observed.	Capacity to Interact and Maintain a Conversation Interaction is sustained on familiar topics with minimal input from the interlocutor. Interest and enthusiasm for the topic of conversation are conveyed highly effectively. Use of a number of communication strategies to maintain interaction (e.g. using new vocabulary encountered during interaction, asking for repetition, affirming, self-correcting). Responses to open-ended questions on familiar topics are quick, confident, and fluent. There may be some hesitation when dealing with unfamiliar topics.	<i>Interpretation of Meaning in Texts</i> Thoughtful interpretation of texts containing familiar and unfamiliar language and content on a range of familiar topics. Conclusions are drawn about purpose, audience, message (argument) of the text, and are justified with evidence from the text. Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight. <i>Analysis of the Language in Texts</i> The functions of particular linguistic and cultural features in the text are explained clearly. Ways in which stylistic features used for effect in the text (e.g. register, tone, textual features/organisation) are explained clearly. <i>Reflection</i> In-depth reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in the text. Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in the text. Thoughtful reflection on own learning.

Ideas	Expression		Interpretation and Reflection
<b>B</b> <b>Relevance</b> Responses are mostly relevant to context, purpose, audience, and topic. Responses mostly convey the appropriate detail, ideas, information, and opinions. Responses generally create the desired impact and interest, and engage the audience. <i>Depth of Treatment of Ideas, Information, or Opinions</i> Breadth and some depth in the treatment of ideas, information, or opinions on familiar topics. Generally effective elaboration of ideas, and some support of opinions. Sound planning and preparation.	<i>Capacity to Convey Information Accurately and Appropriately</i> Familiar vocabulary and sentence structures are used with a sound degree of accuracy in familiar contexts. Errors made when more complex structures are attempted may sometimes impede meaning. Use of simple cohesive devices to link ideas. Expression mostly appropriate to the cultural and social context.	<i>Capacity to Interact and Maintain a Conversation</i> Use of well-rehearsed language to maintain an interaction on familiar topics. Some reliance on input from the interlocutor to maintain interaction. Interest in the topic is conveyed effectively. Use of a number of communication strategies to maintain interaction (e.g. responding to correction by the interlocutor, using prepared phrases to indicate lack of comprehension and ask for support).	<i>Interpretation of Meaning in Texts</i> Key ideas represented in texts containing familiar language and familiar content are identified and explained. Some conclusions are drawn about purpose, audience, message (argument) of the text, and supported with some relevant examples from the text. Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity. <i>Analysis of the Language in Texts</i> The functions of particular linguistic features in the text are identified and described. Cultural features in the text are recognised and described (e.g. idiom, rhetoric, expressions). Stylistic features in the text are identified (e.g. register, tone, textual features/organisation). <i>Reflection</i> Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in the text. Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in the text. Some depth in reflection on own learning.

Ideas	Expression	Interpretation and Reflection
<b>C</b> <b>Relevance</b> Responses are generally relevant to the topic and purpose, with some relevance to context and audience. <b>Responses generally convey simple ideas and opinions, with generally appropriate information.</b> Responses generally create some interest and partly engage the audience. <b>Depth of Treatment of Ideas, Information, or Opinions</b> Some variety in the treatment of information and simple ideas or opinions on familiar topics. Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion. Competent planning and preparation.	<b>Capacity to Convey Information Accurately and Appropriately</b> Use of familiar vocabulary and sentence structures and well-rehearsed language to convey meaning. Structure often based on word order derived from English when attempts are made to elaborate. Accuracy tends to be variable with some quite basic errors. Generally accurate when using formulaic expressions and rehearsed patterns. Often relies on one or two cohesive devices to link ideas. Expression generally appropriate to the cultural and social context. Some hesitancy in responding. Pronunciation and information are understandable. <b>Coherence in Structure and Sequence</b> Generally coherent organisation of information and ideas. Some of the conventions of the text type are observed (e.g. can use rehearsed salutations).	<b>Interpretation of Meaning in Texts</b> Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures. Competent understanding of context, purpose, and audience, supported with isolated examples from the text. Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation. <b>Analysis of the Language in Texts</b> Particular linguistic and cultural features of the text are identified. Particular stylistic features are identified. <b>Reflection</b> Some reflection on, with mostly description of, cultures, values, beliefs, practices, and ideas represented or expressed in the text. Some reflection on own values, beliefs, ideas, and practices in relation to those represented in the text. Some reflection on learning experiences.

Ideas	Expression	Interpretation and Reflection
<p><b>D</b></p> <p>Relevance</p> <p>Responses partially relevant to the topic and purpose.</p> <p>Responses convey some basic information that may be appropriate.</p> <p>Responses include one or more elements of interest that may engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Some basic treatment of information or ideas relating to simple aspects of familiar topics.</p> <p>Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete.</p> <p>Some planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Reliance on learnt structures and formulaic expressions to convey meaning. Learnt vocabulary and structures are recombined to create simple sentences on very familiar topics.</p> <p>The language produced contains frequent errors and only partially communicates what is intended. Responses may resemble literal translations from first language.</p> <p>A cohesive device may be used with some effectiveness.</p> <p>Expression occasionally appropriate to the cultural and social context.</p> <p>Frequent hesitancy in responding. Pronunciation may impede meaning.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses tend to be a series of loosely connected sentences.</p> <p>Inconsistent use of limited conventions of the text type.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Keywords and some supporting detail are identified in texts dealing with familiar situations.</p> <p>Some basic understanding of context, purpose, and/or audience.</p> <p>Identification of one or more concepts or ideas, with specific information in the text transcribed rather than interpreted.</p> <p><i>Analysis of the Language in Texts</i></p> <p>One or more basic linguistic and/or cultural features of the text are identified.</p> <p>One or more stylistic features are identified.</p> <p><i>Reflection</i></p> <p>One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in the text are identified.</p> <p>One or more of own values, beliefs, ideas, or practices in relation to those represented in the text are described.</p> <p>Learning experiences are recounted.</p>

Ideas	Expression	Interpretation and Reflection
<p><b>E</b></p> <p>Relevance</p> <p>Responses have limited relevance to the topic and purpose.</p> <p>Responses attempt to convey some basic information with limited appropriateness.</p> <p>Responses attempt to include an element of interest.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Attempted treatment of simple information relating to one or more aspects of familiar topics.</p> <p>Responses are brief and often rely on a keyword to attempt to convey basic meaning.</p> <p>Attempted planning or preparation.</p>	<p><b>Capacity to Convey Information Accurately and Appropriately</b></p> <p>Limited range of vocabulary and sentence structures, with use of single words and set formulaic expressions to convey basic information relating to familiar topics.</p> <p>High incidence of basic errors that impede meaning, with evidence of the influence of syntax of English and/or other languages.</p> <p>Attempted use of a cohesive device, with limited effectiveness.</p> <p>Limited appropriateness of expression.</p> <p>Always or mostly hesitant in responding.</p> <p>Pronunciation may still be strongly influenced by first or different language and impedes meaning.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are disjointed.</p> <p>Attempted use of one or more conventions of the text type.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Isolated items of information are identified in texts on familiar topics containing simple language.</p> <p>Identification of a context, purpose, or audience.</p> <p>Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).</p> <p><i>Analysis of the Language in Texts</i></p> <p>Attempted identification of a basic linguistic feature of the text.</p> <p>Attempted identification of a stylistic feature.</p> <p><i>Reflection</i></p> <p>One or more formulaic cultural expressions are identified.</p> <p>One or more of own values, beliefs, practices, or ideas are identified.</p> <p>Learning experiences are listed.</p>

## **ASSESSMENT INTEGRITY**

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)).

# SUPPORT MATERIALS

## SUBJECT-SPECIFIC ADVICE

Online support materials are provided for each subject and updated regularly on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

## ADVICE ON ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)).



# Stage 2 Nationally Assessed Languages Continuers Level

# LEARNING SCOPE AND REQUIREMENTS

## LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in a Stage 2 nationally assessed language at continuers level.

In these subjects, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange information, ideas, opinions, and experiences in [Language]
2. create texts in [Language] to express information, feelings, ideas, and opinions
3. analyse texts that are in [Language] to interpret meaning
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

## CONTENT

A Stage 2 nationally assessed language at continuers level is a 20-credit subject.

Stage 2 [Language] at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The prescribed themes are consistent across all languages at continuers level. The prescribed topics may vary from one language to another.

## Themes, Topics, and Subtopics

Refer to Appendix A for language-specific information.

There are three prescribed themes:

- The Individual
- The [Language]-speaking Communities
- The Changing World.

The theme 'The Individual' enables students 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 students to study topics from the perspectives of other people.

The theme 'The [Language]-speaking Communities' explores topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, and encourages students to reflect on their own attitudes, beliefs, and values and develop an understanding of how culture and identity are expressed through language.

The theme 'The Changing World' enables students to explore change as it affects the world of work and other topics, as specified in Appendix A.

These themes have a number of prescribed topics and suggested subtopics with which students engage in their study of [Language]. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives on each of the topics. The suggested subtopics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

The topics are broad enough 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.

Students should study a range of spoken, written, visual, and multimodal texts in [Language] in their treatment of themes, topics, and subtopics. The language that students use to respond to a text may be either the language they are studying or English, as appropriate.

The length of time and depth of treatment for each topic will depend on a number of factors, including the:

- particular learning requirement(s) being covered
- degree of familiarity that the student has with topics studied previously
- needs and interests of the students
- nature of the language itself
- linguistic and conceptual complexity of the texts selected for study
- linguistic and sociocultural distance between the topic and the student's own world and experience
- assessments (including ways in which they are structured, conditions under which they are set)
- language of the response
- access to resources.

Teachers should structure and organise programs based on the prescribed themes and topics so that they address all the learning requirements of this subject outline.

## Text Types

In their teaching, learning, and assessment programs, teachers will introduce students to a wide range of text types. Text types for receptive use in teaching, learning, and assessment are not prescribed.

In the external examination, students will be expected to be able to produce the following text types: article, blog, diary/journal entry, email, letter (formal or informal), text of an interview, message, note, report, review, script of a play, script of a speech or talk, story.

Students should be familiar with and able to produce the following kinds of writing: personal, informative, imaginative, evaluative, reflective, narrative, persuasive, descriptive.

## Vocabulary

Although there are no prescribed vocabulary lists, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in this subject outline.

## Dictionaries

Students should be encouraged to use monolingual and/or bilingual printed dictionaries and develop the necessary skills and confidence to do so effectively.

Students are allowed to use printed dictionaries in the written examination.

## Grammar

Refer to Appendix A for language-specific information.

# ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

## EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 nationally assessed languages at continuers level:

*School Assessment (70%)*

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

*External Assessment (30%)*

- Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in [Language], one written response to the topic in [Language], and one reflective response in English for the in-depth study
- one oral examination
- one written examination.

Teachers should ensure a balance of macro skills and of knowledge, skills, and topics across the set of assessments.

## ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by:

- teachers to clarify for the student what he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

In these subjects the assessment design criteria are:

- ideas
- expression
- interpretation and reflection.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

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## Ideas

The specific features are as follows:

- I1 Relevance
  - relevance to context, purpose, audience, and topic
  - conveying appropriate detail, ideas, information, or opinions
  - creating interest and engaging the audience.
- I2 Depth of treatment of ideas, information, or opinions
  - depth and breadth of content
  - elaboration of ideas and support of opinions
  - planning and preparation.

## Expression

The specific features are as follows:

- E1 Capacity to convey information accurately and appropriately
  - range of expression (i.e. linguistic structures and features)
  - accuracy of expression (i.e. linguistic structures and features, grammar)
  - use of cohesive devices
  - appropriateness of expression, including cultural appropriateness
  - clarity of expression, including fluency, pronunciation, and intonation.
- E2 Coherence in structure and sequence
  - organisation of information and ideas
  - use of the conventions of text types.
- E3 Capacity to interact and maintain a conversation and discussion
  - interaction on topics (i.e. relating to the interlocutor, interest in the topic)
  - use of communication strategies (i.e. comprehension, responding to cues)
  - fluency of responses.

## Interpretation and Reflection

The specific features are as follows:

- IR1 Interpretation of meaning in texts, by identifying and explaining
  - the content (general and specific information)
  - the context, purpose, and audience of the text
  - concepts, perspectives, and ideas represented in the text.
- IR2 Analysis of the language in texts
  - linguistic and cultural features (e.g. word choice, expressions, idiom)
  - stylistic features (e.g. tone, register, phrasing and repetition, textual features and organisation).
- IR3 Reflection
  - reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts
  - reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
  - reflection on own learning.

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## SCHOOL ASSESSMENT

### Assessment Type 1: Folio (50%)

There are three assessments for the folio:

- Interaction
- Text Production
- Text Analysis.

Students should undertake all three assessments for the folio at least once.

#### **Interaction**

Students interact with others to exchange information, ideas, opinions, and experiences in spoken [Language].

Students may participate in, for example, conversations, interviews, discussions, forums or debates, or give multimodal presentations or talks to specific audiences and respond to questions in [Language] (5 to 7 minutes).

The design of the assessments should specify a context, purpose, and audience.

For interaction, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- ideas
- expression.

#### **Text Production**

Students create a text, in which they express ideas and/or information and/or opinions and/or feelings in written [Language].

This may include writing articles, blogs, emails, diary entries, essays, reports, reviews, short stories, brochures, or broadsheets, or responding to a stimulus such as a blog, personal letter, letter to the editor, email, article, advertisement, film, or short story.

The design of the assessment(s) should specify:

- a context, purpose, and audience
- the text type for production
- the kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive).

For text production, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- ideas
- expression.

#### **Text Analysis**

Students analyse and interpret texts that are in [Language] with a response or responses in [Language] and/or English. Teachers may negotiate the form of presentation of the response with students.

Students analyse and interpret meaning and reflect on language use by responding to written, spoken, or multimodal texts in [Language] (e.g. magazine and newspaper articles, diaries, advertisements, brochures, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, websites).

The design of the assessment(s) should enable students to:

- interpret meaning in texts, by identifying and explaining
  - the content (general and specific information)
  - the context, purpose, and audience of the text
  - concepts, perspectives, and ideas represented in texts
- analyse the language in texts (e.g. tone, register, and linguistic, cultural, and stylistic features)
- reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts.

When selecting texts for interpretation teachers should take into consideration the processing demands placed on students, for example, the:

- nature and complexity of ideas in the text
- reading time required to access meaning in the text (based on the length of the text and the processing demands of the writing system of the language).

For text analysis, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- expression
- interpretation and reflection.

## Assessment Type 2: In-depth Study (20%)

There are three assessments for the in-depth study:

- one oral presentation in [Language] (3 to 5 minutes)
- one written response to the topic in [Language] (maximum of 600 characters/500 words)
- one reflective response in English (maximum of 600 words, or 5 to 7 minutes).

Students should undertake all three assessments for the in-depth study.

The three assessments should differ in context, audience, and purpose, and be supported by evidence of research, interpretation and text analysis, and preparation.

Students undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with 'The [Language]-speaking Communities' or 'The Changing World' themes. The in-depth study is intended to be more than learning a body of facts and reporting on them. It requires analysis and reflection.

The subject of the in-depth study will be the focus of the discussion section of the external oral examination. Details of the discussion are under 'External Assessment – Oral Examination – Section 2: Discussion'.

Teachers may *either* choose the topic of the in-depth study and the associated texts or support materials that the class will study, *or* allow each student to choose his or her own topic, and give advice and assistance in selecting and analysing appropriate texts. If the teacher chooses the topic of the in-depth study, then each student should research a different aspect of this topic.

It is important that there is some individuality in the research focus, so that students bring their own knowledge, insights, and opinions to their study. Students should participate as much as possible in selecting their own topic, so that they take ownership and view the study as a personal investigation of relevance and meaning to them. Some topics may enable students to make comparisons between their learning and their personal experience.

The texts that form the basis of the in-depth study will depend upon the availability of appropriate resources. These could include, for example, guest speakers, newspaper articles, websites, documentaries, films, short stories, songs, interviews, and oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled, or produced in English, if appropriate.

A range of different texts relating to the topic of the in-depth study should be selected for analysis and interpretation, so that students are able to explore their topic in sufficient depth. At least three of the texts should be in [Language].

Students collate evidence of their preparation for the in-depth study for verification. Such evidence may include:

- a list of words, phrases, or expressions
- a draft of the response in [Language]
- a draft of the response in English
- personal notes, paragraphs, or short summaries relating to texts analysed in the student's own words
- personal reflections
- charts, maps, diagrams, pictures, as appropriate
- a bibliography or references.

The assessment of the in-depth study should enable students to demonstrate what they have learnt about the topic and to share findings, information, opinions, and interpretations with others.

### ***An Oral Presentation in [Language] (3 to 5 minutes)***

Students present ideas, opinions, information, and experiences in spoken [Language] about an aspect of their in-depth study. Students may participate in, for example, a multimodal presentation or a talk for a specific audience. The design of the assessment should specify a context, purpose, and audience.

### ***A Written Response to the Topic in [Language] (maximum of 600 characters/500 words)***

Students write one text in [Language], in which they express ideas and/or information and/or opinions in relation to their in-depth study.

The design of the assessment should specify:

- a context, purpose, and audience
- the text type for production
- the kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, or descriptive).

### ***A Reflective Response in English (maximum of 600 words, or 5 to 7 minutes)***

Students reflect on, for example, their experience in undertaking the in-depth study in English.

Students may reflect on:

- how the research experience was similar to or different from their preconceptions
- how the research has influenced their thinking about language and culture
- how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied
- how the research has influenced their own understandings or perspectives on issues/topics
- learning that was new, surprising, or challenging
- how the learning may have changed their thinking
- how the in-depth study has increased their understanding of the [Language]-speaking communities
- how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, culture(s), values)
- their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
- how they may use this experience in the future.

Students are required to:

- write a reflective response (e.g. a reflective essay, a personal journal entry, a blog)
- or
- give, for example, an oral presentation or talk to a specific audience.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- ideas
- expression
- interpretation and reflection.

## EXTERNAL ASSESSMENT

### Assessment Type 3: Examination (30%)

The examination consists of two assessments:

- an oral examination
- a written examination.

#### ***Oral Examination***

The oral examination is designed to assess primarily students' knowledge and skill in using spoken [Language]. The oral examination takes approximately 15 minutes and has two sections.

##### *Section 1: Conversation (approximately 7 minutes)*

The examination begins with a conversation between the student and the examiner(s). It consists of a general conversation about the student's personal world (e.g. life, family and friends, interests and aspirations).

##### *Section 2: Discussion (approximately 8 minutes)*

After the conversation the student indicates to the examiner(s) the subject of the in-depth study chosen for the discussion. The student explores with the examiner(s) the subject of the in-depth study and refers to the texts studied. The student may also refer to personal experiences related to the subject of the in-depth study.

The student may support the conversation and discussion with objects such as photographs, pictures, and maps. Notes and cue cards are not permitted.

#### ***Written Examination***

The written examination takes 160-minutes and has three sections:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in [Language].

Students are allowed to use monolingual and/or bilingual printed dictionaries in the written examination.

##### *Section 1: Listening and Responding*

Section 1 of the written examination has two parts, Part A and Part B. Students analyse and interpret spoken texts and respond, in English in Part A and in [Language] in Part B, to questions on the texts.

The texts in both parts will be related to one or more of the prescribed themes.

Students hear six texts in [Language], covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 8 minutes (16 minutes in total for two readings of each text).

Some texts will be short; that is, one reading of each text will be approximately 35 to 45 seconds. Some texts will be longer; that is, one reading of each text will be approximately 90 to 120 seconds. Each text will be heard twice. There will be a pause between the first and second readings, in which students may make notes. Students will be given sufficient time after the second reading to complete their answers.

Students respond to a range of question types, such as completing a table, chart, list, or form; or responding to a message, open-ended questions, or multiple-choice items.

In both parts, students are expected to:

- understand general and specific aspects of texts by identifying and analysing information
- convey information accurately and appropriately.

#### Part A

There will be three texts, including at least one shorter text and at least one longer text.

Questions on the texts will be written in English for answers in English.

#### Part B

There will be three texts, including at least one shorter text and at least one longer text.

Questions on the texts will be written in English and [Language] for answers in [Language].

### *Section 2: Reading and Responding*

Section 2 of the written examination has two parts, Part A and Part B. Students analyse and interpret written texts, and analyse and exchange information in response to a text or texts.

The texts in both parts will be related to one or more of the prescribed themes.

#### Part A

In Part A, students demonstrate understanding of written text by, for example:

- extracting, summarising, and/or evaluating information from one or two texts
- responding critically to the text(s)
- comparing and/or contrasting aspects of both texts, where there are two texts.

Students are expected to convey information accurately and appropriately.

Students read one or two texts in [Language] of approximately 400 words in total. Where there are two texts, the texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be written in English for answers in English.

#### Part B

In Part B, students demonstrate both an understanding of a written text and the ability to exchange information by responding in [Language] to information provided in the text.

Students read a short text (approximately 150 words) in [Language]. Students are required to demonstrate understanding of the text through processing the information from the stimulus material. The question will specify a purpose, a context, and an audience. Students produce a text type drawn from those prescribed for productive use in this subject outline. One or two related texts may be used in the stimulus text. However, if two texts are used (for example, an attachment within an email) they must be presented as one text with two parts in the examination. Students are expected to convey information coherently and appropriately.

Students write a response of approximately 150 words in [Language].

The question will be written in English and [Language] for a response in [Language].

*Section 3: Writing in [Language]*

Students write one text in [Language], in which they express ideas and/or information and/or opinions. There will be a choice of two to four questions, which will be related to one or more of the prescribed themes. Questions will accommodate a range of student interests and will be set to ensure that students are given opportunities to produce different kinds of writing (e.g. personal, informative, imaginative, evaluative, reflective, narrative, persuasive, or descriptive), either individually or in combination by, for example:

- having different purposes, audiences, and contexts
- requiring different text types (see the lists of text types for productive use).

Students write a response of approximately 250 words in [Language].

Questions will be written in English and [Language] for a response in [Language].

All specific features of the assessment design criteria for nationally assessed languages at continuers level may be assessed in the external examination.

## Summary of Examination Specifications

### **Oral Examination (time allocation – 15 minutes)**

*Section 1: Conversation* – approximately 7 minutes (10 marks)

*Section 2: Discussion* – approximately 8 minutes (15 marks)

### **Written Examination (time allocation – 160 minutes)**

*Section 1: Listening and Responding*

Part A: Three texts in [Language] with answers in English (15 marks)

Part B: Three texts in [Language] with answers in [Language] (15 marks)

*Section 2: Reading and Responding*

Part A: One or two texts in [Language] with answers in English (10 marks)

Part B: One text in [Language] with response in [Language] (15 marks)

*Section 3: Writing in [Language]*

Original text to be written in [Language] (20 marks)

## PERFORMANCE STANDARDS

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student's completion of study of each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E– for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E–.

A generic set of performance standards has been developed for languages at continuers level.

The complexity of language and ideas in texts selected for interpretation, and the complexity of ideas exchanged and expressed by students when interacting and creating texts, will vary between languages. The complexity of language and ideas is based on, for example, the nature of the writing system and the linguistic and cultural distance of the language from English.

## Performance Standards for Stage 2 Nationally Assessed Languages at Continuers Level

Ideas	Expression		Interpretation and Reflection
	Capacity to Convey Information Accurately and Appropriately	Capacity to Interact and Maintain a Conversation and Discussion	
A	<p>Relevance</p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate detail, ideas, information, and opinions.</p> <p>Responses successfully create the desired impact and interest, and engage the audience.</p> <p>Depth of Treatment of Ideas, Information, or Opinions</p> <p>Depth and breadth in the treatment of the topic and content are very detailed and varied.</p> <p>Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively, with originality and creativity.</p> <p>Comprehensive evidence of planning and preparation.</p>	<p>Capacity to Interact and Maintain a Conversation and Discussion</p> <p>Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest and enthusiasm for the topic of discussion are conveyed.</p> <p>A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).</p> <p>Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well.</p>	<p>Interpretation of Meaning in Texts</p> <p>Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).</p> <p>Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.</p> <p>Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight.</p> <p>Analysis of the Language in Texts</p> <p>The functions of particular linguistic and cultural features in the text are explained with clarity and insight.</p> <p>Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).</p> <p>Reflection</p> <p>Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.</p> <p>Critical reflection on own learning.</p>
	<p>Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.</p> <p>A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.</p> <p>Effective use of a range of sophisticated cohesive devices to connect ideas.</p> <p>Expression consistently appropriate to the cultural and social context.</p> <p>Very effective communication with a high degree of fluency. Pronunciation is accurate and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.</p> <p>Coherence in Structure and Sequence</p> <p>Information and ideas are organised logically and coherently.</p> <p>Conventions of the text type are observed.</p>		

Ideas	Expression	Interpretation and Reflection
<p><b>B</b></p> <p><i>Relevance</i> Responses are mostly relevant to context, purpose, audience, and topic.</p> <p>Responses mostly convey the appropriate detail, ideas, information, and opinions.</p> <p>Responses generally create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i> Breadth and some depth in the treatment of the topic.</p> <p>Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.</p> <p>Sound planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i> Use of a range of linguistic structures and features, with good control, to convey meaning.</p> <p>Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.</p> <p>A range of cohesive devices are used to connect ideas.</p> <p>Expression is mostly appropriate to the cultural and social context.</p> <p>Effective communication, with some degree of fluency. Reasonably accurate pronunciation and intonation.</p> <p><i>Coherence in Structure and Sequence</i> Mostly coherent organisation of information and ideas.</p> <p>Most conventions of the text type are observed.</p>	<p><i>Interpretation of Meaning in Texts</i> Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples.</p> <p>Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.</p> <p>Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity.</p> <p><i>Analysis of the Language in Texts</i> The functions of particular linguistic and cultural features in the text are described.</p> <p>Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).</p> <p><i>Reflection</i> Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Some depth in reflection on own values, beliefs, practices, and ideas in relation to those represented in texts.</p> <p>Thoughtful reflection on own learning.</p>

Ideas	Expression	Interpretation and Reflection
<p><b>C</b></p> <p><i>Relevance</i> Responses are generally relevant to topic and purpose, with some relevance to context and audience.</p> <p>Responses generally convey simple ideas and opinions with generally appropriate information.</p> <p>Responses generally create some interest, and partly engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i> Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.</p> <p>Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion.</p> <p>Competent planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i> Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.</p> <p>Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.</p> <p>Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.</p> <p>Expression is generally appropriate to the cultural and social context.</p> <p>Some hesitancy in responding. Pronunciation and intonation are understandable.</p> <p><i>Coherence in Structure and Sequence</i> Generally coherent organisation of information and ideas.</p> <p>Responses generally conform to the conventions of the text type.</p>	<p><i>Interpretation of Meaning in Texts</i> Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.</p> <p>Competent understanding of context, purpose, and audience, supported with isolated examples from the text.</p> <p>Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation.</p> <p><i>Analysis of the Language in Texts</i> Particular linguistic and cultural features of the text are identified.</p> <p>Identification of stylistic features in the text (e.g. idioms, rhetoric, expressions).</p> <p><i>Reflection</i> Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.</p> <p>Some reflection on, with mostly description of, own values, beliefs, practices, and ideas in relation to those represented in texts.</p> <p>Some reflection on own learning.</p>

Ideas	Expression	Interpretation and Reflection
<p><b>D</b></p> <p><i>Relevance</i> Responses partially relevant to the topic and purpose. Responses convey some basic information that may be appropriate. Responses include one or more elements of interest that may engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i> Some basic treatment of information or ideas relating to simple aspects of familiar topics. Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete. Some planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i> Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English. Frequent errors and incorrect selection of words from the dictionary impede meaning. A cohesive device may be used, with some effectiveness. Expression occasionally appropriate to cultural and social context. Frequent hesitancy in responding. Pronunciation may impede meaning. <i>Coherence in Structure and Sequence</i> Some basic organisation of information and/or ideas. Some use of very basic conventions of the text type.</p>	<p><i>Interpretation of Meaning in Texts</i> Keywords and some supporting detail are identified in texts dealing with familiar situations. Some basic understanding of context, purpose, and/or audience. Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted. <i>Analysis of the Language in Texts</i> One or more basic linguistic and/or cultural features of the text are identified. One or more stylistic features are identified. <i>Reflection</i> One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified. Some of the student's own values, beliefs, practices, or ideas in relation to those represented in texts are described. Learning experiences are recounted.</p>

Ideas	Expression	Interpretation and Reflection
<p><b>E</b></p> <p><i>Relevance</i> Responses have limited relevance to the topic and purpose.</p> <p>Responses attempt to convey some basic information, with limited appropriateness.</p> <p>Responses attempt to include an element of interest.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i> Attempted treatment of simple information relating to one or more aspects of familiar topics.</p> <p>Responses are brief and often rely on a keyword to convey basic meaning.</p> <p>Attempted planning or preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i> Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.</p> <p>Frequent errors impede meaning.</p> <p>Attempted use of a cohesive device, with limited effectiveness.</p> <p>Limited appropriateness of expression.</p> <p>Always or mostly hesitant in responding.</p> <p>Pronunciation impedes meaning.</p> <p><i>Coherence in Structure and Sequence</i> Limited organisation of information or ideas.</p> <p>Limited evidence of conventions of text type.</p>	<p><i>Interpretation of Meaning in Texts</i> Isolated items of information are identified in texts on familiar topics containing simple language.</p> <p>Identification of a context, purpose, or audience.</p> <p>Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).</p> <p><i>Analysis of the Language in Texts</i> Attempted identification of a basic linguistic feature of the text.</p> <p>Attempted identification of a stylistic feature.</p> <p><i>Reflection</i> One or more formulaic cultural expressions are identified.</p> <p>One or more of own values, beliefs, practices, or ideas are identified.</p> <p>Learning experiences are listed.</p>

## **ASSESSMENT INTEGRITY**

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)).

# SUPPORT MATERIALS

## SUBJECT-SPECIFIC ADVICE

Online support materials are provided for each subject and updated regularly on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

## ADVICE ON ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)).

# APPENDIX A: LANGUAGE-SPECIFIC INFORMATION

## ARMENIAN

### THE LANGUAGE

The language to be studied and assessed is Modern Armenian in contrast to Classical Armenian. There are two branches of Modern Armenian: Eastern and Western. Both Eastern and Western Armenian are recognised for the purposes of this subject outline. The external examination will contain some texts and tasks in Eastern and some in Western Armenian.

Students are expected to use Mesrobian orthography, although they should also be able to read material in other orthographies.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Armenian-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Armenian-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, self, family, friends, celebrations and events, relationships, community</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life, further education, part-time work</i></li> <li>• <b>Leisure and Recreation</b> <i>For example, hobbies and interests, health and fitness, entertainment, holidays and travel</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Daily Life</b> <i>For example, urban and rural life, cultural/regional diversity, migration</i></li> <li>• <b>History and Culture</b> <i>For example, festivals and customs, historical events, places and people, cultural heritage</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, literature, creative and performing arts</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Youth Issues</b> <i>For example, equality, independence</i></li> <li>• <b>World of Work</b> <i>For example, technology, career opportunities</i></li> <li>• <b>Tourism</b> <i>For example, travel at home and abroad, cross-cultural communication</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

## TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation and relationship of 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 in the following table are not intended to promote or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Armenian through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Armenian in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical item	Sub-elements	Example(s)
Diphthong <b>Երկբարբառ</b>	<b>այ - եա - իւ - ոյ - եօ</b>	
Verb <b>Բայ</b>	regular and irregular – three groups of verbs with the endings <b>ել - իլ - ալ</b> present <b>Ներկայ</b> past perfect <b>Անցեալ կատարեալ</b> past imperfect <b>Անցեալ անկատար</b> future <b>Ապառնի</b> imperfect future <b>Անկատար ապառնի</b> infinitive <b>Անորոշ</b> auxiliaries <b>Օժանդակ</b>	<b>ըլլալ – ունենալ</b> <b>Ես բժիշկ կ'ուզեմ ըլլալ:</b> <b>Ես կը փափաքիմ կատու մը ունենալ:</b>

*Continued overleaf*

Grammatical item	Sub-elements	Example(s)
Noun <b>Գոյական</b>	proper and common <b>Յայտուկ եւ հասարակ</b> singular and plural <b>եզակի եւ յոգնակի</b>  case <b>Վորով</b>	<b>Վայաստան, սեղան</b> <b>«եր» կամ «ներ»</b> <b>կ'աւելցնենք եզակի</b> <b>բառին վրայ:</b> <b>մում – մոմեր</b> <b>մատանի – մատանիներ</b>
Pronoun <b>Գերանուն</b>	personal <b>Անձնական</b> relative <b>Յարաբերական</b> possessive <b>Ստացական</b> demonstrative <b>Ցուցական</b> indefinite <b>Անորոշ</b>	<b>ես – դուն – ան</b> <b>որ – որո</b> <b>իմս – քուկդ – իրը</b> <b>այս, այդ, այն</b> <b>միսէն – նոյնէն</b>
Adjective <b>Ածական</b>	qualitative <b>Որական</b>  numeral <b>Թուական</b> cardinal <b>բաճարցակ</b> ordinal <b>դասական</b> distributive <b>բաշխական</b> possessive <b>Ստացական</b> demonstrative <b>Ցուցական</b> indefinite <b>Անորոշ</b>	<b>կարմիր գիրք</b> <b>մեծ տուն</b>  <b>մէկ գիրք</b> <b>առաջին տղան</b> <b>մէկական խնձոր</b> <b>իմ գիրքս</b> <b>այս տունը</b> <b>միս մարդէն</b> <b>ուրիշ փողոցէն</b>
Adverb <b>Մակբայ</b>	qualitative <b>Որական</b>  quantitative <b>Քանական</b>  locative <b>Տեղական</b>  temporal <b>Ժամանական</b>	<b>մաքուր գրել</b> <b>արագ վապել</b> <b>քիչ խօսիլ</b> <b>շատ լսել</b> <b>ներս մտնել</b> <b>դուրս ելլել</b> <b>վաղը ուրել</b> <b>հիմա բերել</b>
Conjunction <b>Հաղկապ</b>	common conjunctions <b>խօսակցական</b> <b>շաղկապներ</b>	<b>ու – եւ – բայց – ուրեմն</b> <b>արդեօք – որովհետեւ</b>

## BENGALI

### THE LANGUAGE

The language to be studied and assessed is the modern standard version of Bengali, described by Suniti Chatterjee, Dinesh Ch. Sen, Dr Mohammad Shahidullah and Raj Shekhar Basu, and augmented by any subsequent changes approved by regulatory bodies such as Bangla Academy, Calcutta, and Bangla Academy, Dhaka.

Students will be required to use both formal and informal registers of the language in appropriate contexts. Regional variations in dialect, pronunciation and accent are acceptable in the oral examination.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Bengali-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Bengali-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, personal profile, values, priorities, interests, hobbies.</i></li> <li>• <b>Relationships</b> <i>For example, family, relationships and responsibilities, friendship, social contacts.</i></li> <li>• <b>Education and Aspirations</b> <i>For example, goals and ideas, school experience, educational/vocational priorities</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>History and Culture</b> <i>For example, historical events, traditions, festivals, celebrations, myths, legends, famous personalities.</i></li> <li>• <b>Lifestyle</b> <i>For example, leisure activities, sport, food and hospitality, socialisation, the migrant experience, travel.</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, films, print media, music, dance, literature.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Issues</b> <i>For example, youth experience, entertainment, changing values and traditions, globalisation, concern for the future world, changing roles in the family.</i></li> <li>• <b>The World of Work</b> <i>For example, impact of technology on careers and occupations, unemployment and employment trends, the changing role of men and women.</i></li> <li>• <b>The Natural World</b> <i>For example, pollution, global warming, conservation.</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

### GRAMMAR

Grammar can be described as the organisation and relationship of 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 in the following table are not intended to promote or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Bengali through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Bengali in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verbs</b>	Root, infinitive, verbal noun	কর, করতে, করিতেছি/করছি
	Noun and verb units	কাজ কর
	Regular conjugation	আমি করি, তুমি কর, সে করে
	Common, irregular and defective verbs	আমি পারি
	Present tense	করি
	Past tense	করলাম/করেছিল
	Future tense	করব
	Present continuous tense	করিতেছি/করছি
	Past continuous tense	করিতেছিলাম/করছিলাম
	Present tense	করিয়াছি/করেছি
	Past perfect tense	করিয়াছিলাম/করেছিলাম
	Habitual past tense	করতাম
	Present participle	করিতেছি
	Perfect participle	সম্পন্ন করা
	Past participle	করলাম
	Passive participle	
	Conditional participle	করলে
	Active voice	আমরা ভাত খাই
	Passive voice	আমাদের দ্বারা ভাত খাওয়া হয়
	Indicative mood	আমরা বই পড়ি
	Imperative mood	চুপ কর/করেন
	Conditional mood	যদি, হতো বা না হতো
	Subjunctive mood	তা হোক

<b>Adverb</b>	Adverbial constructions using participles	জোরে দৌড় দাও
	Locative noun used adverbially	নদীর ধারে
<b>Noun</b>	Use and omission of case suffixes	
	Noun-noun and adjective-noun compounds	নদীতীর, নানারূপ
<b>Determiner</b>	Particularising particles and affixes	টা, টি
<b>Adjective</b>	Simple adjective	নীল আকাশ, তাজা মাছ
	Derived adjective	সুপাঠ্য, মলিন
	Comparative adjectives	চেয়ে/থেকে
	Superlative adjectives	সবচেয়ে
	Passive participle used as adjective	ভাঙ্গা বাড়ী
<b>Pronoun</b>	Personal pronoun	সে, তিনি, তাহারা/তারা
	Possessive pronoun	আমার
	Objective pronoun	আমাকে, তাহার/তার
	Demonstrative pronoun	এই, এইগুলি
	Relative pronoun	যে, যিনি
	Indefinite pronoun	কেউ, অন্য, অপর, পর
	Interrogative pronoun	কে, কোনটি, কি
<b>Sentence and phrase types</b>	Assertive sentence	সে করবে
	Imperative sentence	কথা বন্ধ কর
	Interrogative sentences	তুমি কোথায় যাচ্ছ?
	Passive construction	দ্বারা, দিয়া
<b>Negation</b>	Use of negation	সে করবেনা

## BOSNIAN

### THE LANGUAGE

The language to be studied and assessed is modern standard Bosnian, in both written and spoken forms. Some variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in this subject outline.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Bosnian-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Bosnian-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, my home and background, friendship, relationships, family, language and identity, pressures and influences</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school routine, education, careers, bilingualism, future aspirations and pathways</i></li> <li>• <b>Leisure, Sport, and Health</b> <i>For example, fitness, sports, physical and mental well-being, hobbies, leisure activities, balancing work and leisure, travel experiences, and meeting and visiting people</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>People and Places</b> <i>For example, daily life, Bosnians in Australia, city life, rural life, famous Bosnian-speakers, multiculturalism, the European Union, migration and cultural diversity</i></li> <li>• <b>Past and Present</b> <i>For example, the influence of the past on the present, government, historical perspectives, independence and the contribution of Bosnian-speakers to Australian society</i></li> <li>• <b>The Arts, Entertainment, and Traditions</b> <i>For example, the media, architecture, music and song, traditions, festivals, food, art, writers and literature, film and theatre</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Youth Issues</b> <i>For example, changes to the employment potential of youth, unemployment, peer group pressure, popular culture, youth representation, youth and the elderly, equality and opportunity</i></li> <li>• <b>The Modern World</b> <i>For example, science and technology, innovation in the workplace, men and women in the workforce, the impact of the Internet, environmental issues, and the growth of tourism</i></li> <li>• <b>Social Issues</b> <i>For example, traditional roles in society, changing roles of women, changes in family life, globalisation and its effects, and comparisons between life in Australia and Bosnia and Herzegovina</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

### GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Bosnian through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Bosnian in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Nouns</b>	Concrete	<i>čovjek, žena, drvo</i>
	Abstract	<i>budućnost, misao</i>
	Gender	
	masculine	<i>dječak, ormar, akšam</i>
	feminine	<i>sestra, stolica, država</i>
	neuter	<i>dijete, more, čitanje</i>
	Number	
	singular	<i>gost, jaran, knjiga, ime</i>
	plural	<i>gosti, jarani, knjige, imena</i>
	dual	<i>novine, vrata, makaze</i>
	Collective	<i>lišće, cvijeće, perje</i>
	Personal	<i>Hasan, Bosna, Sarajevo</i>
<b>Adjectives</b>	General	<i>žena, rijeka, biljka, životinja</i>
	Declension (7 cases)	<i>rijeka, rijeke, rijeci, rijeku, rijeko, rijeci, rijekom</i>
	Indefinite	<i>nepoznat čovjek</i>
	Definite	<i>crni džemper</i>
	Gender, number, case	<i>dobar čovjek, stara knjiga, suho lišće</i>
	Comparison	<i>crnji, blaži, ljepši</i>
	Superlative	<i>najblaži, najljepši</i>
	Adjective from proper nouns	<i>bosanski, sarajevski</i>
<b>Pronouns</b>	Irregular comparison	<i>dobar, bolji, najbolji</i>
		<i>zao, gori, najgori</i>
	Personal	<i>ja, ti, on, ona, ono, sebe, se</i>
	Relative	<i>ko, šta, što, koji, čiji, kakav</i>
	General	<i>svako, svašta, svačiji</i>
	Negative	<i>niko, ništa, nikoji, ničiji</i>
	Indefinite	<i>neko, nešto</i>
	Possessive	<i>moj, tvoj, njegov, njezin, naš, vaš</i>
	Demonstrative	<i>ovaj, taj, onaj</i>
	Quantities	<i>ovoliki, tolika, ovoliko, svekoliko</i>
<b>Verbs</b>	Conjugation	<i>čitam, čitaš, čita, čitamo</i>
	Regular	<i>pisati, raditi, ići</i>
	Transitive	<i>kupiti tašnu, pojesti krušku</i>
	Intransitive	<i>sjesti, trčati</i>
	Reflexive	<i>umivati se, obuvati se</i>
	Passive	<i>Ahmet je prozvan.</i>
	Imperative	
	formal/informal	<i>Ustanite! Ustani!</i>
	infinitive	<i>raditi, plivati, krečiti</i>
	Tenses	

Grammatical Item	Sub-elements	Example(s)
	present	<i>jedem, čitam, pišem</i>
	perfect	<i>jeo sam, čitao sam, pisao sam</i>
	future	<i>ja ću jesti, ja ću čitati</i>
	conditional	<i>volio bih, bio bih, htio bih</i>
	imperfect	<i>čitah, plakah, bijah</i>
	aorist	<i>stigoh, reko, vidjeh</i>
	pluperfect	<i>bio sam doveo, bio sam čitao</i>
	Auxiliaries	
	to be	<i>biti, bio sam</i>
	to want	<i>htjeti, htio sam</i>
	Participles	
	present	<i>vičući, noseći, misleći<sup>†</sup></i>
	past	<i>dotrčavši, doznavši, kazavši<sup>†</sup></i>
<b>Numerals</b>	Cardinal	<i>jedan, jedna, jedno</i>
	Ordinal	<i>prvi, prva, prvo</i>
	Declension of ordinal numbers	<i>prvom, prvu, prva</i>
	numeral nouns	<i>dvojica, četvero</i>
	multiplicative numbers	<i>tri puta dva</i>
	fractions	<i>trećina, polovina</i>
<b>Adverbs</b>	Time	<i>dan, sutra, ljetos, danju</i>
	Place	<i>tamo, tu, desno, srijeda, ispred</i>
	Manner	<i>dobro, ružno, lahko/lako</i>
	Quantities	<i>mnogo, malo, skupo, pretjerano</i>
	Cause	<i>zato, stoga, džaba, uzalud</i>
<b>Prepositions</b>	With genitive	<i>do, iz, bez, iznad, kod, od, oko</i>
	With dative	<i>k/ka, nasuprot, unatoč, uprkos</i>
	With accusative	<i>uz, niz, mimo, kroz</i>
	With locative	<i>na, o, prema, pri, u</i>
	With instrumental	<i>među, nad, pod, s(a)</i>
<b>Negation</b>	Regular verbs	<i>ne dam, ne može, ne smiješ</i>
	Multiple negatives	<i>Nikad se ni sa kim nije prepirao.</i>
<b>Sentence types</b>	Statement	
	affirmative	<i>Kiša pada.</i>
	negative	<i>Kiša ne pada.</i>
	Questions	
	affirmative	<i>Jesi li došao na vrijeme?</i>
	negative	<i>Nisi li ti zakasnio?</i>
	Simple sentence	<i>Ja govorim bosanski.</i>
	Sentences without subject	<i>Pričaju po čaršiji. Pišu o tome stalno.</i>
	Impersonal sentences	<i>Sijeva. Grmi. Naoblačilo se. Rano je.</i>
	Complex sentences	<i>Vode nije bilo, pa je vladala žeđ. Nebo je vedro, i sigurno će biti lijep dan.</i>

<sup>†</sup> receptive use

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Grammatical Item	Sub-elements	Example(s)
<b>Cohesive devices</b>	Conjunctions Exclamations	<i>pa, te, ni, niti, a, ali, i, nego</i> <i>oh, jao, gle, de, evo, eno, eto</i>
<b>Style</b>	Formal and informal register	<i>Vi. Ti.</i>

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## CHIN HAKHA

### THE LANGUAGE

The language to be studied and assessed is the modern standard version of Chin Hakha.

The written form of the language to be studied and assessed in this course is in the Roman alphabet. Although regional variation in pronunciation is acceptable, students are expected to use the modern Chin Hakha spoken and written forms. The Chin Hakha language is mainly used in Hakha, the capital city of Chin State, Myanmar (formerly known as Burma) and is known as the 'Hakha holh' or 'Lai holh'. As well as being used as a language of communication in the Chin State, it is also used by Chin people in Mizoram State in India and Chittagong Hill Tracts in Bangladesh.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Chin Hakha-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Chin Hakha-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, self and others, personal values, identity and culture, home, background, community</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life, tertiary options and aspirations, work and careers, job applications, future concerns</i></li> <li>• <b>Relationships</b> <i>For example, the role of the family, friendships, class and clan systems</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, regional variations in social and family values, costumes, Chin dialects, outside influences on Chin culture and communities, community events</i></li> <li>• <b>History and Culture</b> <i>For example, origin of Chin traditions and way of life, historical and religious events, historical and contemporary figures</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, Chin film and media, traditional art, games and music, modern art and music, literature, dance and song</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Issues</b> <i>For example, migration and its impact, the Chin people in Myanmar and beyond, adapting to Australian lifestyles, health, multicultural Australia, role of religion in the changing world, globalisation, the environment</i></li> <li>• <b>Youth Issues</b> <i>For example, peer group pressure, employment, gender equality, teenage/parent relationships, difference between young people in Myanmar and in Australia, daily life, popular culture</i></li> <li>• <b>Scientific and technological issues</b> <i>For example, impact of technology on lifestyles, famous inventors and their contributions, social media, technology and innovation</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation, and relationship, of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Chin Hakha through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Chin Hakha in a continuers-level program are expected to recognise and use the following grammatical items:

Grammatical Item	Sub-elements	Example(s)
<b>Nouns</b>		<i>Auhmin</i> <i>Minbing</i> <i>Minhrawm</i> <i>Minbu</i> <i>Minthlam</i>
	proper noun	
	common noun	
	collective noun	
	abstract noun	
<b>Pronoun</b>		<i>Mincan</i>
	singular	<i>Pakhat nak a tlawm hmaning: a, ameh, keimah tbk.</i>
	plural	<i>Pahnihnak tam hmaning: an, anmah, kanmah tbk.</i>
	personal	<i>Auhmin can ah pumpak sinak a langhter tu: keimah, amah, anmah</i>
	relative	<i>Aho, cu, hi, kha, khi, mah</i>
	interrogative	<i>Aho, ze</i>
	indefinite	<i>Aho paoh. Zei paoh, pakhat khat, aho hmanh</i>
<b>Number</b>		<i>Thilrelnak</i>
<b>Gender</b>		<i>Ciphun, anu le apa thledannak</i>
<b>Demonstratives</b>		<i>Cu, khi, kha, hi</i>
<b>Adjective</b>		<i>Sifianh</i>
	quality	<i>Silangh sifianh</i>
	number	<i>Tlawmtam Sifianh</i>
	demonstrative	<i>Hmunsawh sifianh</i>
	possessive	<i>Ngeihlangh sifianh</i>
	interrogative	<i>Biahalnak sifianh</i>
	comparative and superlative	<i>Cuaithlai sifianh</i>

Grammatical Item	Sub-elements	Example(s)
<b>Verb</b>		<i>Fianhtu</i>
	transitive	<i>Ingtungei fianhtu</i>
	intransitive	<i>Ingtungeilo fianhtu</i>
	infinitive	<i>Timhlangh hmanning</i>
<b>Tense</b>		<i>Caanfianh</i>
	present	<i>Tucaan</i>
	past	<i>Liamcaan</i>
	continuous	<i>Liocaan</i>
	future	<i>Laicaan</i>
	perfect	<i>Diamcaan</i>
	present perfect continuous	<i>Rihcaan</i>
<b>Voice</b>		<i>Biatlang phanning</i>
	active	<i>Tuahchim</i>
	passive	<i>Huahchim</i>
<b>Speech</b>		<i>Biachimning</i>
	direct	<i>Dengteo chimning</i>
	indirect	<i>Chimchin chimning</i>
<b>Verbal alternation</b>		<i>Laiholh fianhtu thlenning</i>
<b>Mood</b>		<i>Ninghmang</i>
	indicative	<i>Phuantluang ninghmang</i>
	imperative	<i>Fialnak ninghmang</i>
	subjunctive	<i>Saduhthah ninghmang</i>
	infinitive	<i>Timhlangh ninghmang</i>
<b>Adverb</b>		<i>Fianhthuam</i>
	manner	<i>Fianhthuam tluang: tluang tein, dawh tein</i>
	degree	<i>Biahalnak fianhthuam: zeizat dah, khoika in dah</i>
	linking	<i>Biapehnak fianhthuam: ning, chan, zeitik</i>
	introductory and concluding	<i>Biadonnak le biahnehnak fianhthuam: si, a si, lo</i>
	time	<i>Caanlangh fianhthuam: nizan, thaizing, atu</i>
	place	<i>Hmunlangh fianhthuam: hika, cuka, khika</i>
	frequency	<i>Voilangh fianhthuam: zungzal, lengmang, atu le tu</i>
	negation	<i>Phalhlangh fianhthuam: sihmanhsehlaw, amah belte</i>
	adverbial expressions	<i>Lai holh i fianhthuam dangdang ummi pawl: ninglangh fianhthuam, ruangchuak fianhthuam, hoihngei fianhthuam, hmerlup fianhthuam, awcawng fianhthuam, komhtonh fianhthuam</i>
	Verb as verb	<i>Fianhtu muikeng fianhthuam</i>

Grammatical Item	Sub-elements	Example(s)
<b>Postposition</b>	locative postposition ergative postposition accusative postposition possessive postposition ablative postposition instrumental postposition dative postposition compound postposition	<i>Hmuncaansawh</i> <i>hmunsawh hmuncaansawh: ah, cungah</i> <i>tuahtu hmuncaansawh: nih</i> <i>ingtu hmuncaansawh: cu, kha</i> <i>ngeitu hmuncaansawh: i</i> <i>thawhnak hmuncaansawh: in, sin in</i> <i>hmanrua hmuncaansawh: in</i> <i>phaknak hmuncaansawh: ah, lei, sinah</i> <i>komh hmuncaansawh: cungah, pawngah</i>
<b>Particle</b>	postpositional particles interrogative particles imperative particles negative imperative particles	<i>Biahnuthlai</i> <i>hmuncaansawhzul: lio ah cun, khin cun</i> <i>biahalnak biahnuthlai: ma, maw, mei</i> <i>fialnak biahnuthlai: hme, ca, hen, ngat, tuah</i> <i>thlauhnaak biahnuthlai: hlah, laici</i>
<b>Conjunction</b>	Case with conjunctions coordinating correlative subordinators	<i>Biapah</i> <i>cun, asinain, cucaah, asiloah</i> <i>biapah khuah: maw ... dah, kun ... kun, kun ... tal, maw ... dek</i> <i>hmanhseh, caah, ahcun, tikah, lioah</i>
<b>Sentence structure</b>	The various parts of the sentence such as subject, verb, object, pronouns and their related pronominal agreement, statements, questions, commands, phrases, and clauses	<i>biatlang serning cang pawl</i> <i>biatlang langhter, biahalnak, fialnak, biarual le biatan tbk.</i>

## CROATIAN

### THE LANGUAGE

The language to be studied and assessed is modern standard Croatian. Although modern standard Croatian is based on the *štokavian* dialect, the *čakavian* and *kajkavian* dialects and regional variants of the standard language are recognised. However, competence in the syntactic and morphological structures of the standard language is expected.

The formal and informal forms of address are significant and important aspects of the language, as they reflect the conventions of social relationships among Croatian-speaking people.

Croatian is changing rapidly, particularly in the spoken form. These changes are the result of political and ongoing social influences.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Croatian-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Croatian-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, self, family, friends, celebrations and events, relationships, home and community</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life, further education, future plans, careers</i></li> <li>• <b>Leisure and Recreation</b> <i>For example, hobbies and interests, health and fitness, entertainment, holidays and travel, sports</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>People and Places</b> <i>For example, lifestyles, cultural/regional diversity, migration</i></li> <li>• <b>History and Culture</b> <i>For example, customs and traditions, historical events, places and people, changing face of Croatia and Croatian society</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, literature, creative and performing arts, festivals, music and songs, film and media</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Youth Issues</b> <i>For example, drugs in society, environment, unemployment</i></li> <li>• <b>World of Work</b> <i>For example, technology, the workplace, science and innovation, job search</i></li> <li>• <b>Tourism</b> <i>For example, travel at home and abroad, cross-cultural communication, cultural diversity</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

### GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Croatian through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Croatian in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Nouns</b>	Concrete	<i>čovjek, voda, drvo</i>
	Abstract	<i>budućnost, misao</i>
	Gender	
	masculine	<i>stol, zec, orao</i>
	feminine	<i>stolica, noga kokoš</i>
	neuter	<i>srce, drvo, sunce</i>
	Number	
	singular	<i>pod            stolica        srce</i>
	plural	<i>podova       stolica       srca</i>
	dual	<i>dva           dvije        dvojica</i>
	Collective	<i>lišće, cvijeće, momčad</i>
	Personal	<i>Stjepan, Zagreb, Velebit</i>
	General	<i>čovjek, rijeka, životinja</i>
<b>Verbs</b>	Declension	<i>jabuka, jabuke, jabuci, jabuku, jabuko, jabuci, jabukom</i>
	Exceptions	
	masculine nouns ending in e/o	<i>radio, orao, Mile</i>
	feminine nouns ending in a consonant	<i>kokoš, noć, kost</i>
	Conjugation	<i>gledam, gledaš, gleda, gledamo</i>
	Regular	<i>čitati, igrati, ići</i>
	Transitive	<i>ostaviti knjigu, pojesti jabuku</i>
	Intransitive	<i>sjesti, trčati</i>
	Reflexive	<i>kupati se, gledati se</i>
	Passive	<i>Jože je bio pozvan.</i>
	Imperative	
	formal/informal	<i>Stani! Stanite!</i>
	Infinitive	<i>Biti, gledati, hodati</i>
	Tenses	
	present	<i>pijem, čitam, peglam</i>
	perfect	<i>pio sam, čitao sam, glačao sam</i>
	future I	<i>ja ću piti, ja ću čitati, ja ću glačati</i>
	conditional I	<i>znao bih, bio bih, htio bih</i>
	imperfect <sup>†</sup>	<i>vikah, čujah, bijah</i>
	aorist <sup>†</sup>	<i>dođoh, rekoh, vidjeh</i>
	pluperfect <sup>†</sup>	<i>bio sam doveo, ja bijah bio</i>

<sup>†</sup> receptive use

Grammatical Item	Sub-elements	Example(s)
<b>Pronouns</b>	Auxiliaries	
	to be	<i>biti, bio sam</i>
	to want	<i>htjeti, htio sam</i>
	Participles	
	present <sup>†</sup>	<i>bacajući, koseći, misleći</i>
	past <sup>†</sup>	<i>bacivši, došavši, kazavši</i>
	Personal	<i>ja, ti, on, ona, ono</i>
	Possessive	<i>moj, tvoj, svoj vaš</i>
	Demonstrative	<i>ovaj, taj onaj</i>
	Reflexive	<i>se</i>
<b>Adverbs</b>	Interrogative	<i>tko, što, kakav, koji, čiji</i>
	Relative	<i>Reci što želiš.</i>
	Indefinite	<i>netko, nitko, svatko, ikakvi</i>
	Declension	<i>ja, moje, mene, meni, mnom</i>
	Time	<i>jučer, davno, uvijek</i>
	Superlative	<i>dgje, gore, blizu</i>
	Place	<i>brzo, polako, tako</i>
	Manner	<i>previše, mnogo, dosta</i>
	Quantitative	<i>brzo malo</i>
	Positive	<i>brže manje</i>
<b>Adjectives</b>	Comparative	<i>najbrže najmanje</i>
	Definite	<i>zeleni veliki</i>
	Indefinite	<i>zelen velik</i>
	Declension	<i>zeleno, zelenom</i>
	Formation of possessive	<i>Milkina, Ivanov</i>
	Adjectives from proper nouns	<i>hrvatski, yagrebački</i>
	Comparative	<i>mekši, lakši</i>
	Superlative	<i>najmekši, najlakši</i>
	Irregular comparisons	<i>dobar bolji najbolji</i>
		<i>zao gori najgori</i>
<b>Prepositions</b>	With genitive	<i>bez, blizu, pokraj itd</i>
	With dative	<i>k(a), suprot, nasuprot itd</i>
	With accusative	<i>kroz, među, mimo itd</i>
	With locative	<i>na, o prema, pri, u</i>
	Instrumental	<i>među, nad, pod, s(a) itd</i>
	Causal	<i>zbog – Idem doktoru zbog bolesti</i>
	Intentional	<i>radi – Idem u školu radi učenja</i>
	‘with’ + ‘a’	<i>s, sa</i>
<b>Numerals</b>	Cardinal	<i>jedan, jedna, jedno</i>
	Ordinal	<i>prvi, prva, prvo</i>
	Declension of ordinal numbers	<i>prvom, prvu, prva</i>
	Numeral nouns	<i>dvojica, četvero</i>
	Multiplicative numbers	<i>tri puta dva</i>
	Fractions	<i>trećina, polovica</i>

<sup>†</sup> receptive use

Grammatical Item	Sub-elements	Example(s)
<b>Negation</b>	Regular verbs Verbal conjunctions Double negatives Multiple negatives Other forms	<i>ne dam, ne može, ne smiješ</i> <i>neodrasli ljudi, neplaćen rad</i> <i>nitko ne, nije ni</i> <i>Ni s kim se nikad nije svadio.</i> <i>nitko, niti, nije</i>
<b>Syntax</b>	Statements affirmative negative Questions affirmative negative Direct speech Indirect speech Exclamatory Sentences simple compound complex	<i>Učenik uči.</i> <i>Učenik ne uči.</i> <i>Vidiš li ga?</i> <i>Ne vidiš li ga?</i> <i>Rekao je: "Dođite prekosutra!"</i> <i>Rekao je da dođemo prekosutra.</i> <i>Hajde dođi!</i> <i>Kiša pada.</i> <i>Došao je, ali nije ručao.</i> <i>Tko radi, ima.</i>
<b>Cohesive devices</b>	Conjunctions Exclamations	<i>pa, te, ni, niti, a, ali, i, nego</i> <i>aj! Aha! Ma Nemoj!</i>
<b>Style</b>	Formal and informal register	<i>vi, ti</i>

## DUTCH

### THE LANGUAGE

The language to be studied and assessed is the modern standard version of Dutch. Dutch is the national language of the Netherlands.

Students should be aware of different levels of language, for example, formal and informal language, some colloquialisms, and slang. Students are expected to know that dialects exist. Versions of the Dutch language, such as Flemish, can be encountered in countries other than the Netherlands. However, students are not required to study these.

The new Dutch spelling system is used in the external examination.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Dutch-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Dutch-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, personal profile, personal introspection, personal values and lifestyles</i></li> <li>• <b>Relationships</b> <i>For example, family and friends, falling in love, community</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life, further education, future plans, student exchange</i></li> <li>• <b>Leisure and Recreation</b> <i>For example, hobbies, sport, entertainment, holidays and travel, health and fitness</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, urban and country life, cultural/regional diversity, food and cuisine, migration</i></li> <li>• <b>History and Culture</b> <i>For example, traditions and celebrations, historical events, places, and people</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, literature, creative and performing arts, film and media</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Youth Issues</b> <i>For example, equality, peer group pressure, work opportunities</i></li> <li>• <b>World of Work</b> <i>For example, career opportunities, technology, equity in the workplace</i></li> <li>• <b>Tourism</b> <i>For example, travel at home and abroad, cultural diversity</i></li> <li>• <b>Issues Facing the World Today</b> <i>For example, ethical issues, environmental issues, impact of technology</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Dutch through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Dutch in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verbs</b>	Conjugation	
	regular	<i>werken</i>
	irregular	<i>zijn, hebben, doen</i>
	Mood	
	indicative	<i>ik werk</i>
	present	<i>ik werkte</i>
	imperfect	<i>ik heb gewerkt</i>
	perfect	<i>ik had gewerkt</i>
	pluperfect	<i>ik zal het morgen doen</i>
	future	<i>als je morgen komt, zal ik het gedaan hebben</i>
	future perfect	
	conditional	
	present	<i>ik zou werken</i>
	perfect	<i>ik zou gewerkt hebben</i>
	imperative	
	2nd person singular	<i>Kom binnen</i>
	1st person plural	<i>Laten we opschieten</i>
	2nd person plural	<i>Komt binnen</i>
	impersonal form	<i>Niet roken</i>
	'u' form	<i>Komt u binnen</i>
	subjunctive	
	present	<i>Hij leve lang</i>
	Voice	
	active	
	present	<i>De man wast de hond</i>
	past	<i>De man waste de hond</i>
	passive	
	present	<i>De hond wordt door de man gewassen</i>
	past	<i>De hond werd door de man gewassen</i>
	use of 'er'	<i>Er wordt hier Nederlands gesproken</i>
	Other	
	infinitive	<i>Ik ga naar de stad om bloemen te kopen</i>
		<i>Ik ben aan het schrijven</i>
		<i>Ik ga vanavond vroeg slapen</i>
		<i>Ik heb haar horen zingen</i>

Grammatical Item	Sub-elements	Example(s)
	double infinitive modal + infinitive reflexive verbs plus preposition separable inseparable impersonal use of verbs and expressions use of 'men'	<i>kunnen, mogen, willen, moeten, zullen</i> <i>zich wassen – ik was me</i> <i>opbellen – ik bel jou op</i> <i>herhalen – ik herhaal mijn zin</i> <i>men spreekt hier Nederlands</i>
<b>Nouns</b>	Gender Number Diminutives Infinitives used as nouns	<i>het kind – de vrouw</i> <i>de kinderen</i> <i>het kindje</i> <i>het schrijven van een brief</i>
<b>Determiners</b>	Definite and indefinite article Absence of determiner	<i>de deur- een deur, het huis- een huis</i> <i>Bloemen zijn mooi</i>
<b>Adjectives</b>	Basic, comparative, and superlative forms Agreement of adjectives with nouns Present and past participles used as adjectives	<i>groot, groter, grootst</i> <i>een mooi boek – mooie boeken</i> <i>Een schreeuwend kind, gekookte eieren, gebakken aardappelen</i>
<b>Adverbs</b>	Basic Comparative Superlative	<i>Hij leest goed</i> <i>Zij leest beter</i> <i>Hij leest het best(e)</i>
<b>Pronouns</b>	Use of personal, indefinite, demonstrative, relative, reflexive, interrogative, possessive Stressed and unstressed indefinite Pronoun-preposition compounds formal and informal	<i>ik, men, die, me, welke, mijn</i> <i>u, jij, jij-je</i> <i>iemand, iets, alles</i> <i>waarmee, daardoor</i>
<b>Prepositions</b>	Verbs with prepositions Adjectives and nouns with prepositions	<i>lachen om</i> <i>trots op, angst voor</i>
<b>Conjunctions</b>		<i>en, omdat</i>
<b>Numerals</b>	Cardinals and ordinals, and their use in times and dates	
<b>Sentences and phrase types</b>	Statements Questions Position of negatives Exclamatory Verbs in main clauses Subordinate clauses Direct and indirect speech  Order of adverbs (time, manner, place)	<i>Ik ben 17 jaar.</i> <i>Ben jij 17 jaar?</i> <i>niet, nooit, geen</i> <i>Niet doen!</i> <i>Ik las een boek.</i> <i>Het boek dat ik gelezen heb.</i> <i>Schiet op!</i> <i>Hij zegt dat ik op moet schieten.</i> <i>Ik ben gisteren vlug naar de stad gegaan.</i>

## FILIPINO

### THE LANGUAGE

Filipino is the national language of the Republic of the Philippines. It developed from Tagalog, a dialect spoken in Manila, the national capital and centre of commerce, and its neighbouring provinces in the large northern island of Luzon.

There are more than eighty dialects spoken throughout the country. However, Tagalog was originally adopted as the basis for Filipino in 1937. Filipino now incorporates words from other dialects. It is also often used as the language of communication in social and political gatherings, even in non-Tagalog provinces.

Filipino is a member of the Indonesian branch of the Malayo-Polynesian family of languages. It also uses many words borrowed from other languages, particularly Spanish and English.

Filipino is a phonetic language with an alphabet consisting of twenty-eight letters.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Filipino-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Filipino-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, personal profile, personal values, home and community</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life, further education</i></li> <li>• <b>Leisure and Recreation</b> <i>For example, hobbies and interests, sports, entertainment, holidays and travel</i></li> <li>• <b>Relationships</b> <i>For example, family and friends, community, workplace</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, urban and rural life, cultural/regional diversity, migration, food and cuisine</i></li> <li>• <b>History and Culture</b> <i>For example, festivals, celebrations, and customs; historical events, places, and people</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, literature, creative and performing arts, film and media</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Issues</b> <i>For example, drugs, environment, unemployment, youth affairs</i></li> <li>• <b>World of Work</b> <i>For example, technology, equity in the workplace, career opportunities</i></li> <li>• <b>Tourism</b> <i>For example, travel at home and abroad, cross-cultural perspectives</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Filipino through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Filipino in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verbs</b> <i>Pandiwa</i>	Aspect	
	past	<i>Si Donna ay uminom ng tubig.</i>
	present	<i>Si Joy ay umiinom ng tubig.</i>
	future	<i>Si Mae ay iinom ng tubig.</i>
	Focus	
<b>Nouns</b> <i>Pangngalan</i>	actor	<i>Si Jenny ay bumili ng aklat.</i>
	goal	<i>Bilhin mo ang aklat na iyon.</i>
	locative	<i>Bilhan mo si Rhoda ng aklat.</i>
	benefactive	<i>Ibili mo si Jenny ng aklat.</i>
	instrumental	<i>Ipamili mo ng mga aklat si Rhoda.</i>
	number	<i>Magsipaghanda kayo ng pagkain para sa mga bisita.</i>
	Pseudo verbs – <i>ibig, gusto, kailangan, dapat, ayaw</i>	<i>Sa gubat ang kailangan nila ay tubig na inumin.</i>
	Proper	<i>Ang monumento ni Rizal ay matatagpuan sa Luneta.</i>
	Common	<i>Nagpunta kami sa pagdiriwang ng kanyang kaarawan.</i>
	Number	
	singular	<i>Maganda ang kuwento ni Clarinda.</i>
	plural	<i>Ang lahat ng mga magulang ay inaanyayahan sa paaralan.</i>
	Gender	
	masculine	<i>doktor</i>
	feminine	<i>doktora</i>
	neuter	<i>anak</i>
	For common nouns	
	singular	<i>ang bata</i>
	plural	<i>ang mga bata</i>
	For proper nouns	
	singular	<i>si Marta</i>
	plural	<i>sina Marta at Alfredo</i>

Grammatical Item	Sub-elements	Example(s)
<b>Pronouns</b> <i>Panghalip</i>	Case	
	nominative	<i>Si Marissa ay Australyana.</i>
	objective	<i>Bumili si Andrew ng sapatos.</i>
	possessive	<i>Nasaan ang mga laruan nina David at Luis?</i>
	Personal	<i>Pupunta ako sa Baguio.</i>
	Possessive	<i>Ang iyong kotse ay bago.</i>
	Demonstrative	<i>Ganito ang pagluluto ng adobo.</i>
	Indefinite	<i>Kaunti lamang ang aming ani.</i>
	Reflexive	<i>Sila mismo ang dumalaw sa ospital.</i>
	Interrogative	
<b>Adjectives</b> <i>Pang-url</i>	singular	<i>Ilan ang kapatid mo?</i>
	plural	<i>Sinu-sino ang dumalo sa kanyang kaarawan?</i>
	Positive	<i>Ang magandang babae ay naglalakad.</i>
	Comparative	<i>Kasing-ganda siya ng kanyang ina.</i>
	Superlative	<i>Pinaka-maganda si Alma sa kanilang magka-kapatid.</i>
	Intensive degree to denote more forceful or emphatic quality through repetition of the adjective and the use of a ligature	<i>Malinis na malinis ang bahay ni Ana.</i>
	Demonstrative	<i>Ganitong paraan ang pagluluto ng kanin.</i>
	Possessive	<i>Ang handaan ay idaraos sa kanilang bahay.</i>
	Numerals	
	cardinal	<i>isang aklat dalawang aklat tatlong aklat apat na aklat</i>
	ordinal	<i>unang hanay pangalawang hanay pangatlong hanay pang-apat na hanay</i>
	distributive	<i>isahan dalawahan tatluhan apat na</i>
	fractions	<i>kalahating bahagi katlong bahagi kapat na bahagi dalawang-katlong bahagi tatlong-kapat na bahagi</i>

Grammatical Item	Sub-elements	Example(s)
<b>Adverbs</b> <i>Pang-abay</i>	Adjectival affixes – may occur in front, in the middle, or at the end	<i>maganda</i> <i>maka-Diyos</i> <i>pang-araw-araw</i> <i>mapag-aral</i> <i>pala-isip</i> <i>taga-bundok</i>
	Certain words or prefixes before adjectives to express exclamation	<i>Ang ganda niya!</i> <i>Kay ganda niya!</i> <i>Kaganda niya!</i> <i>Napakaganda niya!</i> <i>Pagkaganda niya!</i> <i>Ang ganda-ganda niya!</i>
	The adjective is repeated to be even more emphatic	
	Nouns used as adjectives	<i>ang Pansit Malabon</i> <i>ang wikang Kastila</i>
	Time	<i>kahapon</i> <i>mamaya</i> <i>ngayon</i> <i>sa isang taon</i> <i>kanina</i>
	Place	<i>dito</i> <i>diyan</i> <i>doon</i> <i>sa Luneta</i> <i>sa harap</i>
	Manner	<i>tuwang-tuwa</i> <i>palihim</i> <i>patawa-tawa</i>
	Others	<i>paano</i> <i>ayaw</i> <i>tunay na tunay, talaga, kulang, sapat</i>
	<b>Prepositions</b> <i>Pang-ukol</i>	<i>ang aklat sa mesa</i> <i>ang aklat ni Donna</i>
	<b>Conjunctions</b> <i>Pangatnig</i>	<i>at</i> <i>pero</i> <i>ngunit</i> <i>kahit</i> <i>sapagkat</i>
<b>Ligatures</b> <i>Pang-angkop</i>	Used to show connection between two words or between a word and a clause, <i>na, ng, g</i>	<i>matandang dalaga</i> <i>itim na aso</i>
<b>Enclitics</b>	Words that have no meaning when used on their own – <i>na, pa, nga, din, daw, po, ba</i>	<i>Umalis nga siya.</i> <i>Umalis ba siya?</i>

Grammatical Item	Sub-elements	Example(s)
<b>Negative words</b>	<i>hindi</i> (negative reply) <i>hindi</i> (noun) <i>hindi</i> (pronoun) <i>hindi</i> (adjective) <i>hindi</i> (verb) <i>hindi</i> (adverb) <i>hinding-hindi</i> (never)	<i>Hindi</i> <i>Hindi gulay ang binili niya.</i> <i>Hindi siya ang dumating.</i> <i>Hindi mabuti ang magsinungaling.</i> <i>Hindi nagluto si Lola.</i> <i>Hindi mabilis magtrabaho si Daniel.</i> <i>Hinding-hindi papayag ang Lolo.</i>
<b>Existential words</b>	Express actual possession or state of having: <i>may</i> , <i>mayroon</i> Negative form: <i>wala</i>	<i>May pagkain kami.</i> <i>Mayroon kaming pagkain.</i> <i>Wala kaming pagkain.</i>
<b>Question words</b>	Specific question words are used such as: <i>ano</i> , <i>sino</i> , <i>kanino</i> , <i>saan</i> , <i>nasaan</i> , <i>kailan</i> , <i>bakit</i> , <i>alin</i> , <i>ilan</i> , <i>paano</i>	<i>Ano ang pangalan mo?</i> <i>Sino ang kasama mo?</i> <i>Saan siya nag-aaral?</i> <i>Ilan kayong magkakapatid?</i>
<b>Sentences</b> <b><i>Pangungusap</i></b>	Normal order of simple sentence: predicate + topic topic + <i>ay</i> + predicate  Forms declarative ( <i>pasalaysay/paturol</i> ) interrogative ( <i>patanong</i> ) imperative ( <i>pautos</i> ) exclamation ( <i>padamdang</i> )  Kinds of sentences simple ( <i>payak</i> ) compound ( <i>tambalan</i> )  complex ( <i>hugnayan</i> )	<i>Malaki ang bahay niya.</i> <i>Ang bahay niya ay malaki.</i>  <i>Mahaba ang aming pader.</i>  <i>Anong inyong nabasa?</i> <i>Tapusin mo ang iyong gawaing bahay.</i> <i>Naku! Napakaganda nang Tagaytay!</i>  <i>Mahal ko ang aking bayan.</i> <i>Ako'y Pilipino at sa aking mga ugat ay nananalaytay ang dugong kayumanggi.</i> <i>Matatag ang kanilang kabuhayan pagkat sila'y nagkakaisa, malakas at di nahahati.</i>

## HEBREW

### THE LANGUAGE

The language to be studied and assessed is Hebrew. It is the official language of the State of Israel and includes formal and informal means of communication.

Words and expressions that have been officially incorporated and adapted into the language are acceptable. However, non-standard linguistic transfers from English in vocabulary, expression, and word order are not acceptable.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Hebrew-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Hebrew-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, adolescence, family, home and community, significant events</i></li> <li>• <b>Leisure and Lifestyles</b> <i>For example, keeping healthy, hobbies, daily routine, sport, youth movements in Australia</i></li> <li>• <b>Relationships</b> <i>For example, friends, family, responsibilities and privileges</i></li> <li>• <b>Education and Future Aspirations</b> <i>For example, school, future plans</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Arts and Entertainment</b> <i>For example, music and song, art, theatre/literature, film</i></li> <li>• <b>Current and Historical Perspectives</b> <i>For example, religious and national celebrations, establishment of the State of Israel</i></li> <li>• <b>Ways of Life in Israel</b> <i>For example, kibbutz, army, modern and historical places in Israel</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hospitality and Tourism</b> <i>For example, travelling in Israel, tourism in Australia and overseas, personal experiences</i></li> <li>• <b>The World of Work</b> <i>For example, careers and occupations, technology</i></li> <li>• <b>Social Issues</b> <i>For example, drugs, environment, equity, unemployment, science and innovation</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

### GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Hebrew through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Hebrew in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
Verbs	שם הפועל	לכתוב, לדבר, לחתלבש לחחליט, לחכנס, לטלפן
	שלמים בעבר, בבינוני ובעתיד בבניינים: פעל (קל) פיעל התפעל הפעיל נפעל	כתב, חושב, יספור, ישאל דיבר, מתארת, תקבל התלבש, מתחשבים, תסתכל התחיל, מרגישות, נשלים נחרס, נשברים, תיזוהרו
	לי"ו / ל"ה בעבר, בבינוני ובעתיד בבניינים: קל פיעל	קנה, עונה, יעלה חיכה, מקווה, יצפה
	נחי פ"י, בעבר, בבינוני ובעתיד בבניינים: קל הפעיל נפעל	ישב, יודע, ארד הוריד, מודיע, יושיב נולד
	פ"נ, בעבר, בבינוני ובעתיד בבניינים: קל הפעיל	נסע, נוסע, תסע חפיל, נופל, יפיל
	ע"ו/ע"י בעבר, בבינוני ובעתיד בבניינים: קל הפעיל	קמתי, קם, תקומו הבין, מבינה, תבינו
	מרובעים בעבר, בבינוני ובעתיד בבניינים: פיעל התפעל	צילצל, מצלצלת, אצלצל התקלקל, מתקלקל, יתקלקל
	פעלים חריגים בעבר ועתיד	נתן, יכול יכול - אוכל, תוכל... אמר - אומר, תאמר, תאמרי...

Grammatical Item	Sub-elements	Example(s)
Verbs (continued)	שלמים בעבר, בביוני ובעתיד בבניינים : פועל הופעל ביוני פעול קשר רגיל בין פעיל לסביל פיעל-פועל הפעיל-הופעל	צולם, מדובר, יסופר הוזמן, מושלם, יוחזר פתוח, סגור, חשוב, בטוח צילם- צולם הזמין- הוזמן
	ציווי בבניינים השונים ציווי בפעלים חד-הברתיים שגורים שלילת הציווי	כתוב, ספר, הסתכל שב, תן, קח, בוא אל תדבר, אל תבוא, אל תומיט, אל תסתכל.
Gerunds	שם פעולה	כתיבה, ריצה, שינוי, חתפתחות, הוצאה, הישרדות
Adverbs	תואר הפועל מבחינת זמן, אופי, מקום.... בצירוף "ב" + שם עצם מופשט	למדתי היטב, היא עמדה שם נסעתי לאט, חתעוררתי מוקדם פעלת במהירות, נהגת באדיבות באדיבות, בשמחה, בתבונה
Pronouns	כינוי הגוף כינוי רומז כינוי הקניין כינוי סותם כינוי סותם שלילי כינוי זיקה סותם כינוי לוואי מזהה כינוי קניין חבור (בשמות נבחרים) ביחיד וברבים	אני, אותה, את, הוא, היא, אנחנו, אתם, אתן, הם, הן. זה, זאת, אלה שלי, שלך, שלך, שלו.... מישהו, משהו אף אחד לא (+פועל) שום דבר לא (+פועל) מי ש (+פועל) אותו, אותה, אותם, אותן אחי, אמי, אשתו, בעלה, אחיני, משרדס, מכתביו
Nouns	שם עצם נקבה ה □ ית □ ות □ ריבוי שם זכר סדיר ריבוי שם נקבה סדיר ריבוי שם זכר ב □ ות	תמונה שחקנית חנות תלמיד- תלמידה תלמידה-תלמידות שולחן- שולחנות

Grammatical Item	Sub-elements	Example(s)
Nouns (continued)	ריבוי שם נקבה ב־ים	שנה- שנים
	שם בריבוי צורן זוגי (נקבה)	רגל-רגליים
	שם בריבוי קבוע ב־ים	פנים
	שם בריבוי דמוי זוגי קבוע (זכר)	מים, שמים
	שם אבזר על דרך הזוגי	משקפיים, אופניים, מספרים, מכנסיים
	צורן ל־אי לשם	בנאי, חשמלאי, אחראי, רמאי
	צורן ל־ית לשפות	עברית, אנגלית, רוסית
Adjectives	נטיית התואר	חדש, חדשה, חדשים, חדשות יפה, יפה, יפים, יפות אחר, אחרת, אחרים, אחרות
	צורן ל־י לתואר	צבאי, גאוני, קבוצתי, עירוני, אגדי, מוסיקאלי
Comparative	הבעת יתרון על-ידי "יותר"	חכם יותר, יותר חכם, יוסף יותר חכם מדוד
Superlative	ביטוי ערך ההפלגה על-ידי "הכי"	הכי חכם, הכי יפה
	ביטוי ערך ההפלגה על-ידי "ביותר"	החכם ביותר, היפה ביותר בעולם
Noun + adjectives	התאמת התואר לשם	תלמיד חדש, כיתה גדולה, שולחנות גדולים, שנים טובות, אוזניים קטנות
	צורן ל־ל לשם ולתואר	רקדן, פחדן, שקרן
Definite articles	תווית היידוע -ה.	הספר
	צירוף מלת יחס עם תווית היידוע- ל, ב.	לכיתה, בחדר
	שם פרטי בחזקת מיודע	אני רואה את יוסי
	שמות מקומות המיודעים בקביעות	הגליל, הנגב, השרון
	התאמת התואר לשם מיודע	הבית הגדול, התלמידה החדשה
	צירוף שם מיודע עם כינוי חקנין	הספר שלי, המחברת שלנו
	צירוף שם מיודע עם כינוי רומז	הספר הזה, המחברת הזאת, חילדים האלה
	שם+תואר+כינוי רומז	הבית הגדול הזה, הספרים הטובים האלה
	שם+כינוי לוואי משווח	ספר כזה, מחברת כזאת

Grammatical Item	Sub-elements	Example(s)
Construct state of the noun	שם+תואר+כינוי לוואי משווה	ספר גדול כזה דירה יפה כזאת
	שם+כינוי לוואי מזהה	אותו האיש, אותה דירה
	סמיכות	חדר עבודה, כיתת אולפן חברי קיבוץ, חברות כנסת
	סמיכות + תואר	חברי קיבוץ גדול, עוגת שוקולד טעימה
Construct state of the noun + definite article	יידוע הסמיכות	ספרי הלימוד, כיתת האולפן, אנשי הקיבוץ, חברות הכנסת
Construct state of the noun + definite article + adjective†	סמיכות מיוחדת+ תואר	חברי הקיבוץ הגדול, עוגת השוקולד הטעימה
Numbers	מספר מונה	אחת, שתיים, שלוש.... אחת עשרה-תשע עשרה אחד, שניים, שלושה.... אחד עשר- תשעה עשר
	מספר סודר	ראשון- עשירי ראשונה- עשירית
	מונה בסמיכות- אחת עד עשר + ה-היידוע	אחד המורים, עשרת התלמידים, חמשת הספרים, אחת הבנות, שלוש התלמידות, חמש חדירות
	מונה- צירופי מספרים	אלף תשע מאות תשעים ושתיים מאתיים שבעים וחמישה אלף
	חלקי השלם	חצי, רבע
	מספר שלם+מספר חלקי	אחת וחצי, שתיים ורבע
	טרמינולוגיה של פעולות חשבון	ועד= פלוס פחות= מינוס כפל, לחלק, שווה, חס
	האותיות במספרים	1=א 2=ב 400=ת
	תאריך עברי	כ"א בתמוז תשנ"א י"א בתשרי תשנ"ב
	חזוגי ביחידות זמן	פעמיים, שעתיים, יומיים, שבועיים, חודשיים, שנתיים
Locative 'Heh'	צירופי זמן	כל-יום, יום-יום, כל בוקר
	ה- המגמה	ימינה, שמאלה, פנימה, החוצה, קדימה, אחורה, חביתה, העירה, ארצה

† receptive use

Grammatical Item	Sub-elements	Example(s)
Question words	מילות שאלה	איפה, מאין, לאן, מתי, למי, למח, איזה, איזו, (באיזה, באיזו) איך, מדוע, כיצד
Prepositions	מילות יחס בנטייה	אותי, אותך, אותו, אותה, אותנו, אתכם, אתכן, אותם, אותן בי, לי, ממני, בשבילי אצלי, לידי, בגללי, מולי אלי, אליך, אליך, אליו, אליה, אליהן עליי לפני, אחרי
Conjunctions	מילות קישור	ו, גם, בעסף, וכן, אף
	מילות זמן	כש, כאשר, לפני, אחרי, אחר-כך, עד ש, מיד, במשך, בזמן ש, אחרי ש, בינתיים, מאז
	מילות ניגוד	להיפך, אבל, אך, לעומת
	מילות השוואה	כמו, בהשוואה ל
	מילות סיבה	בגלל + שם העצם, מפני ש, כי, כיוון ש, משום ש, עקב
	מילות תוצאה	לכן, כתוצאה מ, בעקבות, על כן, משום כך
	מילות תכלית	כדי, על מנת, לשם, למען
	מילות ויתור	אף על פי, על אף + שם עצם, למרות + שם עצם
	מילות תנאי	אם, אילו, לו, בתנאי
	מילות בררה	או
	מילות הפחתה	רק, מלבד, חוץ מ
Sentence types	משפט שמני בהווה, בעבר, בחיוב ובשלילה	הוא דויד, דויד לא תלמיד, אתה בכיתה, מי רופא? דויד באירופה, אתה לא היית בבית, הייתי סטודנט
	משפט בעל "יש-אין" בהווה ובעבר	אין תלמידים בכיתה, יש ספר על השולחן, היה כסף בבנק, היה קונצרט ברדיו
	משפט קניין בהווה ובעבר משפט קניין בתוספת מילת היחס "ל" בנטייה	לדויד יש ספר, היה לדויד ספר, יש לו ספר

Grammatical Item	Sub-elements	Example(s)
Sentence types (continued)	משפט פועלי	התלמיד כותב, דויד לומד עברית, משה לא כותב, תמר למדה עברית באולפן
	משפט שבו פועל עזר + שם הפועל	רוצה + שם הפועל, יכול + שם הפועל, אני יכול לדבר עברית
	משפט סתמי	סוגרים את הבנק בשש, ביום שישי גומרים באחת
	משפט שבו צירוף תגי"מ (חסרי גוף- מספר )	צריך ללמוד, אסור לדבר, (היה )- כדאי לראות את סרט
	משפט תנאי קיים בהווה ובעתיד	אם לומדים, יודעים אם תבוא, נלך
	משפט תנאי לא ריאלי	אילו הקשבת, היית מבין
	משפטים ובהם מרכיבים רב אבריים	" גם ... וגם "...אני גם רעב וגם צמא "או ... או "-בתל-אביב או בחיפה
	פסוקית מושא עם "ש.." (דיבור עקיף)	הוא אומר שיוסף נסע לתל- אביב הוא אמר שיוסף נסע לתל - אביב
	משפט מושא שבו מילת שאלה (דיבור עקיף)	דויד ראה איפה חנה גרה חנה לא יודעת מתי יוסף בא
	משפט פשוט, תוך שימוש בתיאורי זמן	דויד בא ב- 8:00, הוא לומד לפני הצהריים
	משפט זמן	טלפן אלי לפני שתבוא
	משפט השוואה	הוא אוהב סרטים יותר מהצגות הוא מדבר כמו ישראלי
	משפט סיבה	לא באתי בגלל הגשם
	משפטי תכלית	למד היטב כדי שתצליח

## HINDI

### THE LANGUAGE

The language to be studied and assessed is the modern standard version of Hindi. This is the form of Hindi that has been approved by the Central Hindi Directorate (Government of India), New Delhi. Modern standard Hindi conforms most closely to the established literary form of this language. While there is often considerable difference between the large variety of spoken forms of Hindi and this standard form, modern standard Hindi is widely employed in India and other places where Hindi is spoken in specific contexts. The modern standard form of the language may be considered to represent a formal style of Hindi. In informal contexts the style of speech is likely to vary from region to region.

Modern standard Hindi is written in the Devanagari script, which consists of syllables rather than letters of an alphabet. In total there are forty-six characters in the basic syllabary. While variations of spellings, grammatical structures, and the gender of words exist, these have been largely standardised in reference books such as dictionaries and basic grammar texts. The standard grammatical description produced by the Government of India is *A Basic Grammar of Modern Hindi* by Dr Aryendra Sharma. The potential lexicon of Hindi is large, due to the fact that the language has consistently demonstrated an ability to incorporate words from a variety of sources since its evolution. These include Arabic, Persian, Portuguese, Sanskrit, Turkish, and recently English, among others. The integration of words from other languages demonstrates the flexibility and vitality of this language. A knowledge of modern standard Hindi also provides a foundation for understanding the innumerable regional variants and various styles of spoken Hindi, found both within and outside the subcontinent.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Hindi-speaking Communities
- The Changing World.

The table on the following page shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Hindi-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal World</b> <i>For example, personal details, relationships with family and friends, daily life, leisure activities, sports, pets, hobbies</i></li> <li>• <b>Education and Aspirations</b> <i>For example, tertiary options and aspirations, future concerns, employment and training, student exchanges, job applications, overseas opportunities</i></li> <li>• <b>Personal Opinions and Values</b> <i>For example, personal priorities, thoughts about the world and views on particular issues</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, cultural diversity, differences between rural and urban lifestyles, impact of foreign influences, traditional social structures</i></li> <li>• <b>Visiting a Hindi-speaking Community</b> <i>For example, travel, visiting relatives and friends, planning a holiday, activities particular to Hindi-speaking communities</i></li> <li>• <b>History and Traditions</b> <i>For example, famous people, important historical and religious events and locations, festivals and ceremonies, stories from the past</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, Hindi film, TV, and other media, traditional art and architecture, classical music and art, modern art and music</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Issues</b> <i>For example, population, education, status of women, impact of changing economic conditions, impact of migration</i></li> <li>• <b>Environmental Issues</b> <i>For example, impact of tourism, the importance of riverways, impact of urbanisation, deforestation, importance of waste from abroad</i></li> <li>• <b>World of Work</b> <i>For example, careers now and in the future, gender issues, impact of technology</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

## TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation and relationship of 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 in the following table are not intended to promote or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Hindi through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Hindi in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verb construction</b>	subjectival objectival neutral construction	राम चला। रमा चली। राम ने किताब पढ़ी। रमा ने किताब पढ़ी। राम ने आपको देखा। रमा ने आपको देखा।
<b>Conjugation, conjugation patterns</b>	the root transitive intransitive	चल, पढ़ राम ने पुस्तक पढ़ी। राम हँसा।
<b>Tense</b>	present past future present perfect past perfect habitual past	जाता है गया जाएगा गया है गया था जाता था, जाया करता था
<b>Aspect</b>	terminate progressive	मैं पढ़ता हूँ। मैं पढ़ रहा हूँ।
<b>Participle</b>	imperfect perfect adverbial present participle adverbial past participle वाला as a participle	डूबती हुई नाव डूबी हुई नाव रोते हुए, लिखते हुए  वह एक लड़की का हाथ पकड़े हुए आयी। मिठाई बेचनेवाला, कपड़े वाला, यह वाला, पीला वाला
<b>Voice</b>	active passive impersonal	मैंने आपको बुलाया। आपको बुलाया गया। मुझसे चुप नहीं रहा जाता।
<b>Mood</b>	indicative conditional imperative exceptional forms negation and imperatives	बालक खेल रहे हैं। आप आँ तो काम होगा। पढ़, पढ़ो, पढ़िए, पढ़िएगा, पढ़ना दो, लो, लीजिए मत कीजिए, ऐसा न करें
<b>Absolutive</b>	its various meanings exceptional form	पढ़कर, खाकर, लेकर करके
<b>Adverb</b>	formation adverbial expressions	धीरे-धीरे
	time place manner affirmation negation doubt certainty reason adverbial particles introduction, conclusion	आज, कल, परसों, नित्य, निरन्तर, सदा यहाँ, वहाँ, इधर, उधर अचानक, अकस्मात, सहसा हाँ, जी हाँ, ठीक नहीं, जी नहीं, मत शायद, सम्भवत अवश्य, निःसंदेह अतः, क्यों, किस लिए तक, भर, मात्र अथ, इति

Grammatical Item	Sub-elements	Example(s)
<b>Noun</b>	masculine	लड़का, संसार
	feminine	लड़की, दुनिया
	singular	लड़की
	plural	लड़कियाँ
	case	लड़का
	direct case	लड़के ने, लड़कों ने, लड़की ने, लड़कियों ने
	oblique case	मेरे भाइयो और बहनो
	vocative case	ची, दाए, खाना, ता, पन, हीन
	suffixes	सु, कु, नि, हीन, प्रति, अ, अन्, बे, बद
	prefixes	
<b>Pronoun</b>	degree	उससे अच्छा
	comparative	सबसे अच्छा
	superlative	अच्छा, अच्छी
	gender	एक हरा कमरा, छै हरे कमरे
	number	हरे कमरे
	direct	हरे कमरे में, हरे कमरों में
	oblique	मैं, तू, यह, वह
	singular	तुम, तुम लोग, आप, आप लोग, हम, हम लोग, ये, वे
	plural	मैं, हम, तुम, आप, वह
	personal	मेरा, मेरी, मेरे, तुम्हारा, उसका, उसकी, उनका, उनकी
<b>Postposition</b>	possessive	यह, वह, ये, वे
	reflexive	अपना, अपनी
	relative	जो, सो
	interrogative	कौन, क्या
	indefinite	कोई, कुछ
	oblique with different	मेरा, मुझे, मुझसे
	postpositions	
	possessive postposition	का
	preposition/postposition	बिना, सिवाय, बजाय, मारे
	compound postposition	के बारे में
<b>Numeral</b>	cardinal	एक, दो, तीन
	ordinal	पहला, दूसरा
	multiple	सैकड़ों, हजारों
	fraction	आधा, तीन चौथाई
	collective	दोनों, तीनों
<b>Negation</b>		नहीं, मत, न, कहीं ऐसा न हो जाए
	double negatives	भला क्यों – भला क्यों न, थोड़े ही – थोड़े ही नहीं

Grammatical Item	Sub-elements	Example(s)
<b>Sentence and phrase types</b>	statements questions commands exclamations simple, compound and complex sentences compatible clauses	मैं जाता हूँ, तुम पढ़ते हो, वे सोते हैं क्या तुम हिन्दी पढ़ते हो? वह क्यों नाराज़ है? इधर आओ, उधर जाइए, यहाँ सफ़ाई करवाइएगा अरे, छि, वाह, शाबाश, हाय, धन्य हो!  मैं यहाँ आती ही इसीलिए हूँ कि तुमसे मिल सकूँ
<b>Conjunction</b>	copulative disjunctive	और, एवं या, अथवा
<b>Basic sandhi rules vowels</b>	short and long full forms anunasika anuswara abbreviated forms (मात्रा) special forms consonants with vowels (बारहखड़ी)	विद्या + आलय = विद्यालय, एक+अंकी = एकांकी अ and आ, इ and ई, उ and ऊ आ, इ, ई पाँच, हँसना पंच, हंस I, िी रु and रू and शृ क का कि की
<b>consonants</b>	कठ्य तालव्य मूर्धन्य दन्त्य ओष्ठ्य  unaspirated aspirated संयुक्ताक्षर	क वर्ग च वर्ग ट वर्ग त वर्ग प वर्ग  य, र, ल, व, श, ष, स, ह, ड, ढ क, ग, च ख, घ, छ क्य, क्त, द्र, द्य, द्ध, श्व, श्र, ह्र, ह्र, क्ष, त्र, ज्ञ
<b>accent</b>	silent अ	for example, in final word position
<b>transliteration</b>		क़, ख़, ग़, ज़, जॉ

## HUNGARIAN

### THE LANGUAGE

The language to be studied and assessed is the modern standard or official version of Hungarian. Students should be aware of different levels of language, for example, formal and informal language, some colloquialisms, and slang. It is important to be aware of and acknowledge the place of regional dialects, which are part of the living Hungarian language.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Hungarian-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Hungarian-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, self, home, family and friends, personal memories</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school experiences, future plans, future education</i></li> <li>• <b>Leisure and Interests</b> <i>For example, holidays and travel, sport, hobbies, keeping fit and healthy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Daily Life and Lifestyles</b> <i>For example, Hungarian cuisine, celebrations and festivities, traditions</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, famous Hungarians, music and songs, literature</i></li> <li>• <b>Historical Perspectives</b> <i>For example, historical events, historical figures, national identity expressed through celebrations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social and Contemporary Issues</b> <i>For example, migration in the past and present, the environment, youth issues</i></li> <li>• <b>Tourism and Hospitality</b> <i>For example, travel in Hungary, interacting with visitors in Australia</i></li> <li>• <b>World of Work</b> <i>For example, jobs and careers, unemployment, the effect of work on family life, the impact of technology</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

### GRAMMAR

Grammar can be described as the organisation and relationship of 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 in the following table are not intended to promote or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Hungarian through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Hungarian in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Linguistic elements</b>	Vowel harmony which affects the suffixes Pronunciation and writing of short and long vowels Double consonants Assimilation of final consonant with certain suffixes with certain sibilants the assimilation of double consonants	<i>kert/kertek</i> <i>ház/házak</i> <i>öt, üt</i> <i>cs, gy, ly, ny, sz, ty, zs</i> <i>kanállal, késsel</i> <i>hozza, keresse</i> <i>kalapáccsal, könnyel</i>
<b>Nouns</b>	Number: singular, plural Adjectival nouns Types of nouns proper nouns collective nouns Cases	<i>asztal/asztalok</i> <i>nagyság/szépség</i>
<b>Articles</b>	Definite Indefinite	<i>a, az</i> <i>egy</i>
<b>Adjectives</b>	Common adjectives Plural formation Agreement with noun Comparative and superlative forms	<i>szép, nagy, ügyes, okos</i> <i>szék, székek</i> <i>Az asztal nagy. Az asztalok nagyok.</i> <i>nagy, nagyobb, legnagyobb</i>
<b>Pronouns</b>	Personal Demonstrative Interrogative Reflexive Possessive Relative Indefinite	<i>én, te, ő, mi, ti, ők</i> <i>ez/ezek, az/azok</i> <i>Ki?, Mi?, Melyik?</i> <i>magam, magad, magatok</i> <i>enyém, tiéd, övé</i> <i>aki, amelyik, amennyi</i> <i>valaki, senki, semmi</i>
<b>Verbs</b>	Conjugation Definite Indefinite Irregular verbs special verb form expressing the object of the second person 'ik' verbs (different in singular first and third person) Tense present past future	<i>Írod ezt a levelet.</i> <i>Írsz egy levelet.</i> <i>-lak, -lek, szeretlek, csókollak</i> <i>eszem, eszik</i> <i>tanulok</i> <i>tanultam</i> <i>majd tanulok,</i> <i>tanulni fogok</i>

Grammatical Item	Sub-elements	Example(s)
<b>Adverbs</b>	Mood	
	indicative	<i>mész</i>
	imperative	<i>menjel</i>
	conditional	<i>mennél</i>
	Verbal prefixes	
	definition and rule	<i>(fel-, le-, meg-, be-, ki-)</i> <i>Bemegyek a szobába.</i> <i>Menj be a szobába.</i>
<b>Adverbs</b>	Formative suffixes	
	reflexive verbs	<i>mosakodik, törülközik</i>
	Place	<i>Hol?, itt, ahol, valahol, bárhol</i> <i>A konyhában van.</i> <i>A konyhába megyek.</i> <i>A konyhából jövök.</i> <i>Az asztalon van.</i>
	Time	<i>Mikor?, ekkor, amikor, valamikor, bármikor</i> <i>Tegnap három órákor.</i>
	Manner	<i>Hogyan?, így, ahogyan, valahogyan, bárhogyan</i> <i>Szépen zenélek.</i>
<b>Numerals</b>	Cardinals	<i>egy, kettő, három</i>
	Ordinals	<i>első, második, harmadik</i>
<b>Sentences</b>	Types	
	statement	<i>Hazafelé megyek.</i>
	question	<i>Hová igyekszel?</i>
	exclamation	<i>Jaj de szép!</i>
	Structure	
	simple sentence	<i>A kutya ugat.</i>
	compound sentence	<i>A kutya ugat, mert hallja, hogy jön valaki.</i>
	Use of conjunctions	<i>és, is, meg, pedig, de, vagy stb.</i>
	Negation	
	single	<i>Nem eszem meg.</i>
	imperative	<i>Ne edd meg!</i>
	use of double negatives	<i>Nincs itt senki.</i>

## KAREN

### THE LANGUAGE

The language to be studied and assessed is the modern standard version of Sgaw Karen, which is the recognised language of the Karen people and a language of wider communication in Myanmar (formerly known as Burma). The written form uses Sgaw Karen script and will be referred to in this syllabus as 'Karen'. Some variation in accent and pronunciation occurs and is accepted.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Karen-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Karen-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, self and others, personal values, cultural identity, home, background, community</i></li> <li>• <b>Relationships</b> <i>For example, relationships with family and friends, the role of the family, the individual in the community</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life, further education, careers, lifestyle aspirations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, rural and urban life, costumes and clothing, social and family values, traditional and social structures, adapting to Australian lifestyles</i></li> <li>• <b>History, Culture, and Traditions</b> <i>For example, origin of Karen traditions and ways of life, religious/belief systems, festival and celebrations, multiculturalism</i></li> <li>• <b>The Migrant Experience</b> <i>For example, resettlement and its impact, the Karen people in Myanmar and beyond, cultural diversity</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Issues</b> <i>For example, gender equality, poverty, women's role in society, social change, role of technology, employment</i></li> <li>• <b>Youth Issues</b> <i>For example, challenges facing young people, self-esteem, relationships, health</i></li> <li>• <b>Environmental Issues</b> <i>For example, environmental change in Karen State, conservation and development and its impact on the environment, deforestation, renewable energy</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

### GRAMMAR

Grammar can be described as the organisation, and relationship, of 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 in the following table are not intended to promote or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Hungarian through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Karen in a continuers-level program are expected to recognise and use the following grammatical items:

Grammatical Item	Sub-elements	Example(s)
<b>Nouns</b>		မံ ကယံမုတ်လအသးသမူဆိပ်, အသးသမူတဆိပ်တံလအသး အကဆိပ်, အသးအကတဆိပ်တဖ်နုပကီးအီလ(မံ)လီ. အို - စီဆိပ်ကလု, ကို, ကဘီယု, သိလု, တကွသု, သုတု, ထံ, ကလံ....
	Proper noun	မံနီစံ အို - နီဝါဝါ, စီထုစု, ဝုတကု, ဝုမဲလဘ(နံ), ဝုကံမဲ, ကွဲကဘီလု, ယိပ်လိကိ, သုမဲကိ, ကီဆီးစတြလယါ, ကီကွဲတံတံ...
	Common noun	မံကမု အို - ပု, ဝု, ကျီ, ပနံ, လံဖး, သုတု, လီဆုနီ, စာဘိ, ကို, သဝီ, ထံကီ, ဝုခိ, ကလုကီမိပု...
	Collective noun	မံနု အို - ကျီတု, ကျီတမိ, ပနံတကရု, ဖျုထုတကရု, ထိပ်တု, ဆီတု, ထိပ်တကရု....
	Abstract noun	မံကလ အို - ပီညါ, တံဆိပ်တံကွဲ, တံမိစီ, ကျီသနု, တံလတံကမီ.... မံမဲ တံဟံပနီလအဘုတံသုမဲအီလမံအလီနုမု“မံမဲ”လီ.အို - အဝဲ - မု, အဝဲ - ခု, အဝဲသု, ယ, ပ, ပဝဲ, အဝဲနု...
<b>Pronouns</b>	Personal pronoun	မံမဲနီ အို - ယ, ပ, အဝဲ, နု, န, သု
	Relative pronoun	မံမဲသနု မဲတံကတိ(လ)အိပ်ဆထု“မဲ”မဲဘုးဘုးထွဲမံ“မဲ”ဘုးဘုးစုနု(လ)နုမုမဲ“မံမဲသု”လီ. အို - အဝဲမုပုကိမိလပုကီးပုတြအီလီ. ယသုညါဟံလအဆိပ်ဆိပ်နုလီ.
	Interrogative pronoun	မံမဲစး မုမံမဲလအသံကွဲတံဘုးယး - မတ, မတအ, မဲလဲ... အို - မတအိပ်မဲနုလဲ, မတကအလံလဲ, ဟံမဲလဲတဖျုလဲ. နအု“တံမနုလဲ. နကမီးယမဲလဲ.
	Indefinite pronoun	မံမဲယီ အို - ပုတနီတံလအဝဲမဲမဲလီ. နမပုဟံတကမီ. ပုတအိပ်နီတကလကကွဲထွဲဟံဘု.
	Demonstrative pronoun	မံမဲလီ အို - လံအဝဲအီမုယလံလီ. ကျီအဝဲနုမုအကျီလီ.

Grammatical Item	Sub-elements	Example(s)
Adjective		မံကယာ တၢ်လၢအကယၢကယံးတရုထီၣ်မံသ့ၣ်တဖၣ်န့ၣ်မံၤမံကယၢလီၤ. အိ - လၢအံၤ, လၢအကၢၣ်, လၢအယံလၢ, လၢအန့မ့, လၢအဘီၣ်, လၢအယံၤ, လၢအထီၤ, လၢအဂ့ၤမး... အဝဲမံၤဖိသၣ်လၢအသးတၢ်လီၤ.
		ဝီၣ် တၢ်လၢဝီၣ်န့ၣ်မံၤအဟံၣ်ဖျါထီၣ်ဝဲ - မတၢ်, မ့ၢ်တၢ်, ကဲတၢ်, အိၣ်... အိ - လဲၤ, က့ၤ, ဟံ, အိၣ်, မၤစၢၤ, ဂံၤကလံၣ်, သးဝံၣ်... မတၢ် - အဝဲကွဲးလံၣ်လီၤ. မ့ၢ်တၢ် မ့တမ့ၢ် ကဲတၢ် - အဝဲမံၤသရၣ်တၢ်လီၤ. အိၣ်တၢ် - အဝဲအထွၣ်အိၣ်ခံၣ်လီၤ.
Adverb		ဝီၣ်ကယာ တၢ်လၢအကယၢကယံးတဖျါဂ့ၤထီၣ်ဝီၣ်အဂ့ၢ်န့ၣ်မံၤဝီၣ်ကယၢလီၤ. အိ - ညီၣ်န့ၢ်, ဘျီၣ်ဘျီၣ်ဘျီၣ်ဘျီၣ်, သ့ၣ်ဖျိသးညီၣ်, ဝီၣ်မး... ဖိသၣ်ဝီၣ်ခါတၢ်ဟးမးလီၤ. မ့ၢ်လၢယဖျိတၢ်ဖဲးအယီၤသးဝီၣ်မးလီၤ.
	Time	ခုခါ အိ - တစီၢ်မိ, မဟါ, မဆါ, နီတဘျီ... ယန့ၢ်ဟူလၢညါလဲၤ. အဝဲဟံတုၤစံၤ. ပစးထီၣ်မၤစံၤအံၤ.
	Number	နီၣ်ဂံၢ် အိ - ယဝဲန့ၢ်ခံၣ်ဘျီလဲၤ. အဝဲဟံတဘျီတစီၢ်
	Place	လီၢ်ကွဲ အိ - ဆၢထၢၣ်ဝဲအံၤ လဲၤဆူန့ၣ် သရၣ်အိၣ်လၢဟံၣ်ခါ. အဝဲက့ၤကၢၤဆူအသဝီ
	Manner	တန့ၢ် အိ - အဝဲဖးလံၣ်ဆူၣ်မး ဖိသၣ်မံကပုၣ်လုး ဟံလီၤအီၤကယီၤကယီ
	Degree	ပဝီၣ် အိ - ခဲလၢၣ်, တဖျီၣ်တတၢ်, တနီၤ, ဖးဖိ, တစးတဖျိ... တကွဲးသ့ၣ်ဘျးကမံလဲၤ. ယကတီၤယသးလၢလၢပျဲပျဲ. ယသးခုလၢၣ်သး.
Comparison		သၢတြီၤ အိ - ဝီၣ်န့ၢ်, အါန့ၢ်, လဲၤန့ၢ်, ဖုၣ်န့ၢ် သဝီန့ၣ်ဆဲးန့ၢ်ဝဲလီၤ. ဝီၣ်လဲၣ်န့ၣ်လဲၤန့ၢ်နီၣ်လီၤ. ဂုၢ်န့ၣ်ထီၣ်န့ၢ်ထိးကလံၣ်လီၤ.
Tenses	Past	ပူၤကွဲၣ် အိ - ယလဲၤလဲၤ, ယလဲၤတၢ်လဲၤ... စီၤတီၤန့ၣ်ကဲတၢ်ကွဲးသရၣ်လၢအပူၤကွဲၣ်ခံၣ်န့ၣ်လီၤ. ဝဲမဟါကၢၢ်နီၢ်ပုပုလဲၤဟးလီၢ်ကွဲးဆူကီၤဝဲၣ်ဘျီသဝီန့ၣ်လီၤ.

Grammatical Item	Sub-elements	Example(s)
<b>Conjunction</b>	Present	<p>ခဲအံ၊ အို - ယလဲ၊ ယလဲအဖု... အဲခဲအံယလဲအုထံကျိနံအဖုလီ၊ ယဖီထီၣ်မုလဟါတၢ်အိၣ်အဂီၢ်လီ၊</p>
	Future	<p>ဆုညါ အို - ယကလဲ၊ ယကဘၣ်... ခဲမဆၣ်န့ၣ်ယကလဲအုသဝီသီလီ၊ ခဲကၢ်တနွံယကဘၣ်လဲကီၢ်ချာလီ၊</p>
		<p>ဖျၢၣ်ပစိာ် ဖျၢၣ်ပစိာ်စံးတၢ်န့ၣ်မုၢ်တၢ်ကတိၤဖျၢၣ်လၢအံၤပစိာ်ပုၤတကၤတၢ်အတၢ်ဘၣ်ထွဲ၊ မုတမုၢ်-တၢ်ဂ့ၢ်တမံၤတၢ်ဂ့ၢ်အဂတၢ်မံၤအဂၢၢ်န့ၣ်၊ မုၢ်ဖျၢၣ်ပစိာ်လီ၊ အို - 'ၣ်လဲၣ်၊ တဘျီယီ၊ ဝီ၊ အယိ၊ ဘၣ်ဆၣ်၊ လၢ၊ မုတမုၢ်၊ အခါ၊ တုၤအဖု၊ တခီ၊ တကးဘၣ်သနၣ်က့၊ လၢန့ၣ်အမဲၣ်ညါ၊ အဂီၢ်၊ တကီၢ်ခါ၊ မုၢ်လၢ၊ န့ၢ်... နီၢ်ထွဲနီၢ်စ့မုၢ်ပုၢ်လီ၊ ပနီၣ်ဂီၢ်ဖျၢၣ်သနၣ်က့ပမၤသုလီ၊</p>
		<p>မံၤဝီၣ်ထွဲ အို - '၊ ဂ၊ ဘိ၊ ဘၣ်၊ ဖျၢၣ်၊ ဝီ၊ ထုၣ်၊ ထုၣ်၊ ခုၣ်... ကျိၣ်တုၤထီၣ်တဘျီ၊ ပုၤကညီတကၤသုၣ်တထုၣ်၊ ဖီတဖီ၊ ပုၤတဘိ....</p>
<b>Classifier</b>		
<b>Preposition</b>		<p>ဖျၢၣ်ဘျးစဲ ဖျၢၣ်ဘျးစဲစံးတၢ်န့ၣ်၊ မုၢ်လံာ်ဖျၢၣ်လၢအံၤဘျးစဲတၢ်မံၤခါန့ၣ်လီ၊ အို - လၢ၊ ဝဲ၊ ယုၣ်၊ ဝီဖျိ၊ ဝီသိး၊ သနၣ်က့၊ ဝဲ၊ ဆု၊ အဖီလဲၣ်၊ အဖီခိၣ်... နဆၣ်တၢ်ပရၢဖီဖျိမတကလဲၣ်၊ အဲလဲအုၣ်ဖုလီ၊</p>
<b>Article</b>		<p>ဂုၢ်ခါး Definite article ဂုၢ်ခါးနီၢ် အို - စီၤပအိၣ်တကလီ၊ (တလီတၢ်) စီၤပခဲန့ၣ်အဖီခါအိၣ်ခံကလီ၊ (လီတၢ်) Indefinite article ဂုၢ်ခါးယီၢ် အို - ကသံၣ်သရၣ်တက(တကၤဂုၤတကၤဂုၤ)</p>
<b>Sentence structure</b>		<p>ကျိၣ်ပွဲၤသန့ အို - ယကလဲအုကျိၣ်လီ၊</p>
	Subject	<p>နီၢ်မၤ အို - နီၢ်ဝါလဲအုကျိၣ်လီ၊ ပနၢ်တုၤအိၣ်နီၣ်လီ၊ အဲလဲဟးအုယဟံၣ်၊</p>
	Verb	<p>ဝီၣ် အို - ဟး၊ အိၣ်၊ အိၣ်၊ မံ၊ ဖး၊ ကွဲး၊ စံၣ်၊ ယုၢ်၊ ကျိၣ်... ယကမၤကဆီတၢ်လီ၊ ကျိၣ်တုၤအိၣ်လၢဖျိဖျု၊</p>
	Object	<p>နီၢ်ခိၣ် အို - ယအိၣ်မုၢ်လီ၊ ဆီတဘျီန့ၣ်ဟးယုအိၣ်အဆၣ်လီ၊ ထီၣ်ဖီတဖၣ်ယုတုၤလၢတၢ်ဖးဖီလီ၊</p>

Grammatical Item	Sub-elements	Example(s)
	Clause	ကျိမီ လံာ်ဖျဉ်ကရ်ဘျးစဲလိာ်သးလၢတအိၣ်ယုာ်: နီၣ်မၤစီၣ် အိ - မၤလၢအဝဲန့ၣ်ဘၣ်အိ ယကထံၣ်အိ နဖျါယံလၢ
	Phrase	ကျိကု လံာ်ဖျဉ်ကရ်ဘျးစဲလိာ်သးလၢတအိၣ်: နီၣ်မၤစီၣ် အိ - လၢအကလုာ် လၢသုၣ်ဂုၤသးဝါ ဘၣ်ဆၢဘၣ်ကတီၢ် ခိဖျိအတၢ်န့ၣ်
	Question	တၢ်သံက့ၢ် အိ - မတၢ်အိၣ်စဲန့ၣ်လဲၣ်. နကလဲၤစဲလဲၣ်. မတၢ်အတၢ်လဲၣ်. နသးလီၤတၢ်မနုၤလဲၣ်.
	Final particles	ကျိယဲၤကတၢ်တဖၣ် အိ - လီၤ, လဲၣ်, ဓါ, နီၤ, စီၢ်... နကအိၣ်မုၢ်ဓါ. နမံၤလဲၣ်. ခဲဂီၤယကလဲၤလၢနဟံၣ်နီၤ. ဟံၣ်တဂ့ၢ်စီၢ်.
<b>Orthography</b>		
	Vowels	တၢ်သီၣ်မိၢ်ဖျါ ၣ်   ့   ံ   ့   ၣ်   ၣ်   ၣ်   ့   ့
	Tones	တၢ်သီၣ်ယာ်ဖျါ ၣ်   ၣ်   ၣ်   ၣ်   ၣ်
	Double consonants	လံာ်ဖျဉ်ခၢၣ်စး G   ၣ်   ၣ်   ၣ်   ၣ်

## KHMER

### THE LANGUAGE

The language to be studied and assessed is the modern standard or official version of Khmer, the language of present-day Cambodia. Khmer includes Pali and Sanskrit loanwords, which differ in spelling and pronunciation from Khmer words. Students will be expected to understand more commonly used Pali and Sanskrit forms, but emphasis will be on Khmer or 'Khmerised' forms for use in speech and writing. Pronunciation is the standard pronunciation of the Khmer language, as described in the two-volume dictionary of the Institut Bouddhique; see the 'Khmer Continuers Level Resources' in the support materials on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)). However, colloquial and regional variations in pronunciation (not in structure) are acceptable.

The Keng Vannsak spelling system is used for the purposes of teaching and examination setting; however, student work in both the Keng Vannsak spelling system and the Choun Nath system is acceptable in the written examination.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Khmer-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Khmer-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, self and others, daily routine, home and community</i></li> <li>• <b>Relationships</b> <i>For example, the family, getting to know each other, friends</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life, work and careers, future plans</i></li> <li>• <b>Leisure and Lifestyles</b> <i>For example, sport, hobbies, keeping fit and healthy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>History and Geography</b> <i>For example, historical events and figures, Cambodian geography, the economy of Cambodia</i></li> <li>• <b>Cultural Diversity</b> <i>For example, festivals and celebrations, food</i></li> <li>• <b>Tourism</b> <i>For example, travel at home and abroad, famous places</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, traditional music and games, dance and songs, literature</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Changing Lifestyles</b> <i>For example, the role of women in Cambodia, Cambodian communities, teenager-parent relationships, lifestyles in the city and country, daily routines</i></li> <li>• <b>World of Work</b> <i>For example, careers and occupations</i></li> <li>• <b>Current Issues</b> <i>For example, migration, the environment, communications</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Khmer through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Khmer in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Nouns</b>	Proper nouns	ភ្នំពេញ អូរស្រ្តាបី អង្គរវត្ត សុខា ធីតា
	Common nouns	តុ បាន សៀវភៅ ឡាន កង កៅស៊ូ សាលា
	Compound nouns: noun + noun noun + adjective noun + verb Nouns derived from: nouns adjectives verbs (using words អ្នក សេចក្តី ភាព ការ )	ពងមាន់ សាច់គោ ទឹកក្រូច រុក្ខវិថី ត្រប់ស្រុយ ដីស ខ្មៅដៃ មហាវិថី ជំរុប សៀវភៅសរសេរ អ្នកស្រែ អ្នកត្រ អ្នកតូច អ្នកធំ សេចក្តីសុខ ភាពរុងរឿង ការសប្បាយ អ្នកច្រៀង អ្នកថត ការបង្រៀន
<b>Adjectives</b>	Nouns derived from verbs	ដើរ ដំដើរ , គិត គមនិត , ចង ចំនង , ចាំ ចំនាំ
	Attributive function	បានស្អាត ដ៏ផ្អែម ឡានថ្មី
	Modified by intensified words Comparative: lower/higher degree same degree Superlative	ណាស់ ច្រើន មែនទែន សំបើម ពេក គុណនាម + ជាង : តិចជាង ច្រើនជាង គុណនាម + ដូច/ស្មើ/ប្រហែល/ប៉ុន/ដ៏ណាស់ + គ្នា គុណនាម + ជាង/ជាង + គេ + បំផុត/បង្អស់
<b>Verbs</b>	Transitive	ញ៉ាំ ឃើញ ទិញ លក់ លើក កាប់ ផឹក
	Intransitive	ស្រែក យំ រីក រត់
	Intransitive/transitive	ជេរ វាយ
	Multiple word-verb	ចូលចិត្ត ដេកលេង មើលងាយ
	Verb phrase	ចង់ទៅ បានទៅ ឆឹងទៅ
	Adjective used as verb Noun used as verb	អារនេះសណាស់ ស្វាយនោះទុំហើយ អ្នកអាយុប៉ុន្មាន? អ្នកឈ្មោះអ្វី?

Grammatical Item	Sub-elements	Example(s)
<b>Voice</b>	Active	ខ្ញុំគាត់បាល់
	Passive	ខ្ញុំត្រូវបានគេទាត់
<b>Tenses</b>	Present	ខ្ញុំទៅផ្សារ
	Past	ខ្ញុំរងទៅផ្សារ
	Future	ខ្ញុំនឹងទៅផ្សារ
	Present continuous	ខ្ញុំកំពុងញាំបាយ
	Present perfect	ខ្ញុំរស់នៅប្រទេសអូស្ត្រាលីតាំងពីឆ្នាំ១៩៨០
	Past perfect	ខ្ញុំធ្លាប់រស់នៅក្នុងប្រទេសខ្មែរដែរ
<b>Adverbs</b>	Verb + យ៉ាង/ដោយ/ជា + adjective	យ៉ាងសប្បាយ ដោយរីករាយ ជាអនេក
	Verb + adjective	ខ្ញុំរត់លឿន ខ្ញុំនិយាយយឺតៗ
	Adverbial functions:	
	position	ខ្ញុំរៀននៅផ្ទះ
	time	ខ្ញុំនឹងទៅរៀនថ្ងៃស្អែក
	direction	ខ្ញុំដើរចេញពីទីនេះ
	duration	ខ្ញុំធ្វើការពេញមួយថ្ងៃ
	distance	ខ្ញុំបើកទ្វារបានប្រាំគីឡូម៉ែត្រ
<b>Pronouns</b>	Personal	ខ្ញុំ អ្នក វា គាត់ គេ យើង ឯង
	Reflexive	ខ្លួនខ្ញុំ ខ្លួនឯង ខ្លួនយើង ខ្លួនអ្នកឯង
	Possessive	របស់ខ្ញុំ របស់អ្នក របស់គេ របស់គាត់
	Reciprocal	ទៅវិញទៅមក បន្តបន្ទាប់ លំដាប់លំដោយ
	Relative	ដែល
	Interrogative	ណា អ្វី
	Demonstrative	នេះ នោះ មួយនេះ មួយនោះ ហ្នឹង តុំ
<b>Conjunctions</b>		បើដូច្នេះ ហេតុនេះហើយ អាស្រ័យហេតុនេះ ទោះបីជា លុះត្រាតែ ប្រសិនបើ បើសិនជា នៅពេលដែល ហាក់ដូចជា លើកលែងតែ
<b>Prepositions</b>		ឆ្លងកាត់ ក្រោយពេល បន្ទាប់មក រួចហើយ នៅក្នុង ទៅ នៅ ឆ្ពោះទៅ ទៅកាន់ ចំពោះ ប្រហែល
<b>Numbers</b>	Cardinal	សូន្យ មួយ ពីរ បី ...
	Ordinal	ទីមួយ ទីពីរ ទីបី ...
	Khmer numerals	០ ១ ២ ៣ ៤ ...
<b>Sentence structure</b>	Simple clause	ខ្ញុំ មាន ស្បែកជើងមួយ
	Complex clause	ខ្ញុំ ដាក់ សៀវភៅមួយ នៅលើតុសរសេរ
<b>Classifier</b>	Person	នាក់ អង្គ កង
	Object	បាច់ ដើម ផែន ផ្ទាំង កន្ទុយ សន្លឹក
	Animal	ក្បាល ហ្វូង គីម

## MACEDONIAN

### THE LANGUAGE

The language to be studied and assessed is the modern standard version of Macedonian.

The language to be studied and assessed in this course is the standard contemporary language, which is the official language of the Republic of Macedonia. It is an internationally recognised language. The Macedonian Cyrillic script will be used. Some variation in accent and pronunciation due to regional or dialectal differences will be accepted in the oral examination.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Macedonian-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Macedonian-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, personal details and qualities, personal interests, leisure activities, personal priorities</i></li> <li>• <b>Education and Aspirations</b> <i>For example, lifestyle aspirations, further education, careers, student's view of the ideal world</i></li> <li>• <b>Relationships</b> <i>For example, relationships with family and friends, personal view of the role of the family, the role of the individual in the community</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, rural and urban lifestyles, lifestyles in Australia and Macedonia, the role of women, the extended family</i></li> <li>• <b>Culture and Traditions</b> <i>For example, religious and belief systems; festivals, celebrations, and ceremonies; wisdom from the past</i></li> <li>• <b>Arts, Literature, and the Media</b> <i>For example, Macedonian writers, contemporary film, music past and present</i></li> <li>• <b>Migration</b> <i>For example, migration in the past, impact of migration on family and culture, oral histories</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Issues</b> <i>For example, challenges facing young people, self-esteem, the importance of humanitarianism, Indigenous issues, Australia–Macedonian relations, refugees</i></li> <li>• <b>Our Natural World</b> <i>For example, conservation, pollution now and in the future, the impact of green activism</i></li> <li>• <b>Current Affairs</b> <i>For example, people and events, parties and politics</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Macedonian through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Macedonian in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verbs</b>	Conjugation of verbal groups <i>a, e, i</i> Tense present perfect future continuous past definite perfective (L form) past indefinite imperfective pluperfect <sup>†</sup>	вика живее оди  чита читав ќе читам читајќи, читам читал  беше читал
<b>Mood</b>	Indicative in all tenses imperative potential conditional	Читај! да читаше
<b>Voice</b>	Active Passive Transitive, intransitive and reflexive verbs Impersonal verbs Verbal nouns, verbal adjectives and verbal adverbs Verbal constructions <i>ima/nema</i>	се занесовме занесени се мијам, се бричам  се вели, се мисли работење, работен, работно има некој/нема никој има речено/нема речено
<b>Adverb</b>	Type time place manner quantity comparison	вчера, утринава таму, овде пешки, со автобус пет, неколку отколку, од, нај
<b>Article</b>	Indefinite Definite Masculine Feminine Neuter	врата вратата телевизорот (ов, от, он) масата (ва, та, на) пилето (во, то, но)

<sup>†</sup> receptive use

Grammatical Item	Sub-elements	Example(s)
<b>Noun gender</b>	Masculine Feminine Neuter Irregular plural Vocative form Diminutive	професор професорка дете нож – ножеви море! Докторе! сине! Пиленце, ноже, столче
<b>Adjective</b>	Number (plural) Gender Definiteness Comparative and superlative forms Noun–adjective agreement Possessive	убави куќи убав, убава, убаво убавиот, убавата, убавото поубав, а, о, и најубав, а, о, и бел галеб, убава куќа училишно свонче
<b>Pronoun</b>	Personal, direct and indirect object Pronouns (long and short forms) Possessive Demonstrative Reflexive Interrogative Indefinite Universal Relative Negative	јас, ти, вие, мене, ме тебе те, мајка ми мој, твој, негов она, овој, тој, оние мене ме, тебе те, ним им кој? што? чиј? некој, нечиј, нешто секој, сечиј, сешто кој, а, е и чиј, а, е, и што никој, а, е, и ничиј а, е, и ништо
<b>Preposition</b>	Prepositional phrases	низ, зад, на, од
<b>Numerals</b>	Cardinal and ordinal (gender)	еден, два, прв, а, о, и втор, а, о, и
<b>Sentence type</b>	Simple, complex and compound Statements Questions Commands Affirmative and negative Exclamatory The noun phrase functions Subject, direct object, indirect object Verbal and nominal predicates Direct and indirect speech	
<b>Semantics</b>	Derivation of new words Prefixes and suffixes Prefixation of verbs Suffixation in verbal system Compound words especially Nouns and adjectives	жена, женидба, женет коса, коси, косач, косидба објави, најави, пројави чита, прочита, начита зајдисонце, рамноправен
<b>Register</b>	Formal and informal registers	ти, Вие, вие

## NEPALI

### THE LANGUAGE

The language to be studied and assessed is the modern standard or official version of Nepali.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Nepali-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Nepali-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, being and belonging, navigating between cultures, personal values and social norms</i></li> <li>• <b>Relationships</b> <i>For example, the individual and the community, the generation gap</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life and higher education, future goals, aspirations and emerging opportunities, learning for life</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cultural Diversity</b> <i>For example, customs and traditions, regional and cultural dialects, celebrations and festivities</i></li> <li>• <b>Societal Change</b> <i>For example, relationship between geography and culture, politics and governance, pre- and post-unification</i></li> <li>• <b>Arts and Literature</b> <i>For example, historical and contemporary literary figures, evolution of traditional music, dance, arts and crafts</i></li> <li>• <b>The Nepali Diaspora</b> <i>For example, migration, resettlement, adaptation and integration, intergenerational responses to cultural upheaval</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Tourism</b> <i>For example, role of tourism in the economy, effect of tourism on language and culture, environmental impact of tourism</i></li> <li>• <b>Work Life and Work/Life</b> <i>For example, the changing nature of work, education and empowerment in the workforce</i></li> <li>• <b>Social Issues</b> <i>For example, changing roles in the family, changing values and traditions, gender equality</i></li> <li>• <b>Sustainability</b> <i>For example, urbanisation and development, cultural impacts of climate change, natural disasters</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation, and relationship, of 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 or favour any particular theory of grammar.

The student will already have a reasonable understanding of the function of grammar in Nepali through prior knowledge or study of Nepali. Developing the student's ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending his or her awareness of the system of structures that underlie the language, as well as his or her ability to apply and adapt this knowledge.

The student studying Nepali in a continuers level course is expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Parts of speech — पदवर्ग</b>		
<b>Noun</b> नाम	Subjective व्यक्तिवाचक	राम, सीता, काठमाडौं, कमल, एभरेष्ट ।
	Common जातिवाचक	आमा, घर, कलम, कुकुर ।
	Collective समुदायवाचक	हुल, भेला, बथान, थुप्रो ।
	Material द्रव्यवाचक	सुन, चाँदी, पानी, काठ, फलाम ।
	Expressive/Abstract भाववाचक	दुःख, सुख, साहस, बोलाइ, माया, दया ।
<b>Pronoun</b> सर्वनाम	Masculine पुरुषवाचक	
	First person प्रथम पुरुष	म, हामी ।
	Second person द्वितीय पुरुष	तु, तिम्रो, तपाईं ।
	Third person तृतीय पुरुष	ऊ, उनी, उहाँ ।
	Certainty निश्चयवाचक	प्रत्येक, हरेक, सबै, सबै ।
	Uncertainty अनिश्चयवाचक	कुनै, केही, कोही, जोसुकै, जेसुकै, जुनसुकै ।
	Relationship सम्बन्धवाचक	जो, जे, जुन, जसले ।
	Self-reflexive आत्मवाचक	आफू, आफैं
	Interrogative प्रश्नवाचक	को, के, कुन, कसले ।
	Audience दर्शकवाचक	
<b>Adjective</b> विशेषण	Distant दूरवर्ती	त्यो, ती, तिनी ।
	Near निकटवर्ती	यो, यी, यिनी, यहाँ ।
	Qualitative गुणबोधक	राम्रो, नराम्रो, राम्रो, मिठो, सानो, सुनौलो, नैतिक, पुर्बेली नेपाली, दानी, सल आदि ।
	Quantitative परिमाणबोधक	थोरै, धेरै, उति, उति, आधा, सबै, सम्पूर्ण, प्रशस्त आदि ।
	Numeration संख्याबोधक	एक, दुई, दश, पहिलो, दोस्रो, दोब्बर, सार्ध, प्रत्येक, हजारौं आदि ।

Grammatical Item	Sub-elements	Example(s)			
Grammatical Item	Sub-elements	Example(s)			
Verb क्रि०	Pronominal सार्वनामिक	दर्शक – त्यो, ती, ओ, ती ; सम्बन्ध – जो, जुन, जे प्रश्नार्थक – को, के, कुन; भेदक – मेरो, ऐरो, पाईको, उहाँको, उसको, हाम्रो, आफ्नो आदि ।			
	Transitive सकर्मक	वाक्यमा कर्म लिने क्रियालाई सकर्मक क्रि० भनिन्छ । जस्तै: खोक्नु, आउनु, उठ्नु, हिँड्नु, चल्नु, जानु, थाक्नु, रुनु, सुक्नु आदि ।			
	Intransitive अकर्मक	वाक्यमा कर्म नलिने क्रियालाई सकर्मक क्रि० भनिन्छ । जस्तै: पढ्नु, जानु, बस्नु, हेर्नु, गर्नु, लेख्नु, राख्नु, सक्नु, थुन्नु आदि ।			
	Finite समापिका	वाक्यमा काल, भाव, लिङ्ग, पक्ष, वचन जनाउने प्रत्येक लागेर समापिका क्रि० बन्दछन । जस्तै: गयो, आउँछन्, आओ, खाओ, जान्छन्, भनेछन् , जानुभएछ आदि ।			
	Infinite अ समापिका	वाक्यमा ई, न, नु, ने, पै, दै, एको, एर जस्ता प्रत्येक लागेर अ समापिका क्रि० बन्दछन । जस्तै: पढ्न, खेलेर, जाने, पढेको, लेख्दै, जानु, खानु, गई, गरेको, भनेको, गर्नुभएको आदि ।			
	Complementary (पूरकापेक्षी)	वाक्यमा पूरक पद (अर्को पद) को अ पेक्षा गर्ने क्रियालाई पूरकापेक्षी क्रि० भनिन्छ । हो, छ, चुने, मागे, गरे आदि ।			
Verb conversion क्रि०पद रुपान्तरण	Nature स्वरूप	Root Word वाक्य	Addition थपिन्छ	Suffix प्रत्येक	Verb क्रि०पद
अकारान्त	कह	गर्	न्	छु	कहन्छु
				छन्	गर्छन्
				छन्	पढ्छन्
				छन्	देख्छन्
आकारान्त	लान्	खान्	न्	छन्	लान्छन्
				छु	खान्छु
				छौ	जान्छौ
				छौ	जान्छौ
ईकारान्त	लि	दि	न्	छौ	लिन्छौ
				छु	दिन्छु
				छु	दिन्छु



Grammatical Item	Sub-elements	Example(s)
	ईकारान्त	लि न् छौ लिन्छौ
		दि न् छु दिन्छु
		दिन् छु दिन्छु
	उकारान्त	दुहु न् छन् दुहुन्छन्
		पदनु हुन्छ पदनुहुन्छ
		कुहु न् छ कुहुन्छ
	फुल्	छ फुल्छ
		आउ ० छन् आउँछन्
		लाउ ० छ लाउँछ
	गाउनु	० हुन्छ गाउनुहुन्छ
		० छन पकाउँछन्
		० छौ पाउँछौ
	खुवाउ	० छौ खुवाउँछौ
		० सुपाउँछौ
<b>Adverb</b> क्रियाविशेषण	Place स्थानवाचक	०हाँ, त्यहाँ, वहाँ, ००, उ०, वरपर, नजिक, बाहिर।
	Time कालवाचक	हिजो, आज, भोलि, पर्सि, प्रदिदिन, बिहान, पटकपटक, कहिलेकाहीँ, ० चेल, चाँडै, बिस्तारै, लगत्तै।
	Quantity परिमाणवाचक	०रै, थोरै, ० लिकपि, बेसरी, ० साध्दै, ० लि० लि, खुब।
	Manner रीतिवाचक	०सरी, उसरी, मुसुक्क, थुचुक्क, फुर्र, फटापट, चिटिक्क, राम्ररी।
<b>Preposition</b> ०व्य०		० गाडि, पछाडि, ०ल, मुनि, माथि, मा, भित्र।
<b>Conjunction</b> संयोजक		र, ० नि, ०, किनभने, किनकि, त्यसैले, ०सर्थ, ०था, वा, ० थवा, पनि, जुन, नत्र, त्यसकारण, ०दि, ०पनि।
<b>Interjection</b> विस्मयादिबो०क	Happiness हर्ष/प्रशंसावाचक	आहा ! वाह ! स्याबास ! ०न्यवाद !
	Bereavement शोकवाचक	कठै ! कठैबरा ! रामराम ! हरे ! ओहो !
	Astonishment आश्चर्यवाचक	ओहो ! ल ! आम्मै ! आम्मम !
	Hatred घृणावाचक	छि ! छिछि ! ०० ! थुक्क ! पिक्कार !

Grammatical Item	Sub-elements	Example(s)
	Pain पिडाबोक्क	ऐदा ! उफ ! आत्था ! आच्छु !
	Address सम्बोधन	ए ! हे ! ओ ! ओइ ! रे !
	Mockery उपहास	हाहा ! हिहि !
<b>Tenses, voice and particles काल, वाच्य र निपाठ</b>		
<b>Tense काल</b>	Present वर्तमान Simple सामान्य	दापुमा छु, छौ, छे, छस्, छन्, नुहुन्छ आदि प्रत्येकहरू क्रिपारुपहरु लिङ्ग, वचन, पुरुषानुसार जोडिन्छन् ।
	Present वर्तमान Imperfect अपूर्ण	दापुमा पै/दै का साथ 'छ' का क्रिपारुपहरु लिङ्ग, वचन, पुरुषानुसार जोडिन्छन् । जस्तै: पै/दैछु, पै/दैछौ, पै/दैछौँ, पै/दैछस्, पै/दैछन्, पै/दैहुन्छ आदि प्रत्येकहरू लाग्छन् ।
	Present वर्तमान Perfect पूर्ण	दापुमा एकोछ, एकाछन्, एकोछु, एकाछौ, एकाछौँ, आदि प्रत्येकहरू जोडिन्छन् ।
	Past भूत Simple सामान्य	दापुमा रँ, ऐँ, ढौ, ढो, इस्, ई, ए, इन्, भणो आदि रुपहरु जोडिन्छन् ।
	Past भूत Imperfect अपूर्ण	दापुमा पै/दै थिए, पै/दै थिओ, पै/दै थिओ, पै/दै हुनुहुन्थ्यो, पै/दै हुनेथेँ आदि जोडिन्छन् ।
	Past भूत Perfect पूर्ण	दापुमा एको थिओ, एका थिए, एका थिओ, एको थिएँ, एछु, आदि जोडिन्छन् ।
	Past भूत Habitual अपर्याप्त	दापुमा थे, थेँ, थ्यौ, थ्यो, थिस्, थि, आदि प्रत्येकहरू जोडिन्छन् ।
	Future भविष्य Simple सामान्य	दापुको पछाडी नेछु, नेछौ, नेछस् आदि रुपहरु जोडिन्छन् ।
	Future भविष्य Imperfect अपूर्ण	दापुमा पै/दै हुनेछु, पै/दै हुनेछौ, पै/दै हुनेछ आदि रुपहरु जोडिन्छन् ।

Grammatical Item	Sub-elements	Example(s)
Voice	Future भविष्य Perfect पूर्ण	पापुमा एको हुनेछु, एका हुनेछौ, एका हुनेछन्, हुनुहुनेछ आदि क्रिपारुपहरु जोडिन्छन् ।
	Active कर्तृवाच्य	उनले गीत गाए, मैले पुस्तक किनें, उहाँले खेल हेर्नु भो/भयो।
	Passive कर्मवाच्य	उनीद्वारा गीत गाइयो । म बाट पुस्तक किनियो, हामीद्वारा किताब पढिन्छ ।
Particles निपात	Impersonal भाववाच्य	चुप लागिन्छन्, खुब हाँसियो । आफैमा तर्कविहिन तर वाक्यमा प्रयोग हुँदा भनाइ र तर्कमा जोड दिनुका साथ रसिलो पन ल्याउने पदलाई निपात भनिन्छ । जस्तै: तँ, तरे, आ, ए, कि, क्यारे, ब्यारे, है, चाहिँ, खै, खोइ, नाइँ, पो, लौ, हँ, त, ल, हे, भो, नि, न, नै।

## PERSIAN

### THE LANGUAGE

The language to be studied is the modern standard/official version of Persian language. For the purposes of this syllabus, the standard varieties of Persian as used in Iran and in Afghanistan are equally acceptable. Variation in pronunciation and accent related to dialect is acceptable. Dialect words, colloquialisms, and slang are not encouraged, but may be used in the oral examination as appropriate.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Persian-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Persian-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, personal interests, school, leisure activities</i></li> <li>• <b>Relationships</b> <i>For example, family, friends, school/social relationships, neighbourhood/community relationships</i></li> <li>• <b>Values</b> <i>For example, student's views of the ideal world, future plans, past experiences, personal priorities, language, culture and identity</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life, tertiary options, further training, job applications, planning for the future</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, lifestyles in Australia and Persian-speaking countries, socialising and leisure pursuits, migrant issues</i></li> <li>• <b>Culture and Traditions</b> <i>For example, festivals, celebrations, subcultures, stories from the past</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, music, literature, art, poetry, dance, painting, film, handicrafts</i></li> <li>• <b>Past and Present</b> <i>For example, famous people, turning points in history</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>World of Work</b> <i>For example, unemployment and its social consequences, gender in the workplace, work in the future</i></li> <li>• <b>Social Issues</b> <i>For example, youth and the elderly, technology and the future, the impact of science on health, the effect of change on traditional societies</i></li> <li>• <b>Trade and Tourism</b> <i>For example, international influences and business, the importance of trade, the importance and future of tourism</i></li> <li>• <b>The Natural World</b> <i>For example, the future of natural resources, pollution, the importance of conservation</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Persian through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Persian in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verb</b>	Conjugation	
	transitive	خوردن
	intransitive	آمدن
	Tenses	خوردم
	past	خورم
	present	خواهم خورد
	future	می خورم
	present continuous	خورده ام
	present perfect	خورده بودم
	past perfect	می خوردم
<b>Voice</b>	active	خورد
	passive	خورده شد
<b>Mood</b>	indicative	می خورم، خواهم خورد
	conditional	اگر فردا باران
	imperative	ببارد، به مدرسه
		نخواهم رفت
		بخور، بخوان
<b>Adverb</b>	types	مینا این درس را <u>خوب</u>
	time	یاد گرفت.
	place	او <u>روزانه</u> ده ساعت
	manner	کار می کند.
		آنها <u>اینجا</u> بودند.
		مهرداد <u>سخت</u> مشغول
		کار است.
<b>Noun</b>	Number	گل، میز
	singular	گلها، میزها، مردم،
	plural	سیاه

Grammatical Item	Sub-elements	Example(s)
<b>Determiner</b>	definite indefinite demonstrative interrogative possessive	یای نکره، مانند: من مردی را دیدم. این به آن فلانی، دیگری کتاب او
<b>Adjective</b>	comparative superlative	زیباتر زیباترین
<b>Pronoun</b>	personal possessive demonstrative interrogative relative reciprocal emphatic	من، تو، او کتابم، کتابت این، آن چه، که، کدام که یکدیگر خوردم
<b>Preposition and postposition</b>	use of the correct case	با، از، که، تا، و، را، به
<b>Numeral</b>	cardinal ordinal multiple fraction decimal collective subtractive	سه سوم سه ضرب در سه یک سوم سه دهم سه بعلاوه سه سه منهای سه
<b>Sentence and phrase types</b>	statement question direct speech indirect speech exclamatory compound sentences complex sentences	دیشب چند قطعه شعر از شاهنامه خواندم. به مادرت نامه نوشتی؟ بهروز گفت: "این مقاله را خوانده بودم" بهروز گفت که این مقاله را خوانده بود. انسان و اینهمه تکبر! علامت تعجب (!)، علامت سوال (?)، نقطه (.)، علامت نقل قول (" ")
<b>Negotiation</b>	use of [ن] at the beginning of a sentence or phrase	نمی رفت، نمی گوید

## POLISH

### THE LANGUAGE

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

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Polish-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Polish-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Relationships</b> <i>For example, family, friendship, changing relationships between generations, good manners</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life and experiences, future expectations, school community</i></li> <li>• <b>Leisure and Interests</b> <i>For example, hobbies, sport, cultural activities, keeping fit and healthy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visiting Poland</b> <i>For example, natural features and historical places, the environment</i></li> <li>• <b>Polish Customs and Traditions</b> <i>For example, festivals and celebrations, Christmas and Easter, name-days</i></li> <li>• <b>Legends and Significant Historical Events</b> <i>For example, Lech, Czech I Rus, Legenda o smoku wawelskim</i></li> <li>• <b>Famous People in Science, Art, Literature, and Music</b> <i>For example, Nobel Prize-winners</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Migration in the Past and Present</b> <i>For example, reasons, difficulties and adaptation, new life and opportunities</i></li> <li>• <b>World of Work</b> <i>For example, careers and occupations, employment and unemployment, impact of work on family life, technological change</i></li> <li>• <b>Social Issues</b> <i>For example, youth issues, disabled people's issues, environmental issues</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

### GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Polish through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Polish in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Nouns</b>	Gender	
	masculine	<i>pies, dom</i>
	irregularities	<i>kolega, poeta</i>
	feminine	<i>matka, lampa</i>
	irregularities	<i>pani, podróż</i>
	neutral	<i>oko, morze, muzeum</i>
	Number	
	singular, plural	<i>student, studenci</i> <i>pan, panowie</i> <i>kobieta, kobiety</i> <i>książka, książki</i> <i>lustro, lustra</i> <i>imię, imiona</i>
	Declension	
	seven cases	
	three genders	
	singular and plural	
<b>Verbs</b>	Infinitives	<i>czytać, biec</i>
	Aspects	
	perfective, imperfective	<i>czytać- przeczytać, biec-dobiec</i>
	Persons	<i>ja mam, ty masz ...</i>
	Numbers	<i>mam, mamy, masz, macie ...</i>
	Tenses	
	present	<i>robię, robimy</i>
	past	<i>robiłem/robiłam, robiliśmy/robiłyśmy</i>
	future	
	simple	<i>zrobię</i>
	compound	<i>będzie robić, będzie robiła, będzie robiło</i>
	Mood	
	indicative	<i>czytasz</i>
	conditional	<i>czytałbyś/czytałabyś</i>
	imperative	<i>czytaj</i>
	Voice	
	active	<i>Matka myje dziecko.</i>
	passive†	<i>Dziecko jest myte.</i>
	reflexive	<i>Dziecko myje się.</i>

† receptive use

Grammatical Item	Sub-elements	Example(s)
<b>Participles<sup>†</sup></b>	Adjectival active <sup>†</sup> passive <sup>†</sup> Adverbial contemporaneous <sup>†</sup> anterior	<i>czytające</i> <i>czytane</i> <i>pisząc</i> <i>przyszły, napisawszy</i>
<b>Adjectives</b>	Gender Number Case Agreement with noun in gender number case Comparison	<i>dobry, dobra, dobre</i> <i>dobrzy, dobre</i> <i>dobry, dobrego, dobremu ...</i> <i>duży dom, duża szkoła, duże drzewo</i> <i>duże domy</i> <i>dużego domu</i> <i>mały, mniejszy, najmniejszy</i> <i>dobry, lepszy, najlepszy</i>
<b>Adverbs</b>	Time Place Manner Comparison	<i>wczoraj, późno</i> <i>daleko, na prawo</i> <i>dobrze, po polsku</i> <i>późno, później, najpóźniej</i>
<b>Numerals</b>	Cardinal Ordinal Collective <sup>†</sup> Declension <sup>†</sup> Dates and times	<i>jeden, dwa</i> <i>pierwszy, drugi</i> <i>czworo, pięcioro</i> <i>pierwszy, pierwszego, pierwszemu</i> <i>piątego maja dwa tysiące drugiego roku</i> <i>ósma piętnaście, piętnaście po ósmej</i>
<b>Prepositions</b>	Prepositions governing the particular cases genitive dative accusative instrumental locative	<i>do, od, u, z/ze, bez, dla, obok/koło, wśród, oprócz, według</i> <i>ku, dzięki</i> <i>na, o, po, za, w/we, pod, przez, przed, nad, między</i> <i>z/ze, za, pod, przed, nad, między</i> <i>na, o, po, w/we, przy</i>
<b>Pronouns</b>	Personal Demonstrative Interrogative Possessive Relative Reflexive Declension Short and long forms	<i>ja, ty</i> <i>ten, tamten</i> <i>kto, co</i> <i>moje, twoje</i> <i>który, które</i> <i>się, sobie</i> <i>ty, ciebie, tobie</i> <i>mnie, mi</i>
<b>Introduction to word formation</b>	Diminutives <sup>†</sup> Augmentative <sup>†</sup>	<i>dom, domek, domeczek</i> <i>kot, kocisko</i>

<sup>†</sup> receptive use

Grammatical Item	Sub-elements	Example(s)
<b>Spelling</b>	Words with ó/u, rz/ż, ch/h	
	Main rules and exceptions	
	Soft consonants	
	<i>si-ś</i>	<i>siać, śnieg</i>
	<i>ci-ć</i>	<i>cię, ćma</i>
	<i>zi-ź</i>	<i>ziemia, żrebał</i>
	<i>ni-ń</i>	<i>niania, słońce</i>
	<i>dzi-dź</i>	<i>dzień, dźwięk</i>
	Function of the vowel ‘i’	
	Two consonants representing one sound:	
	<i>cz</i>	<i>człowiek</i>
	<i>sz</i>	<i>szukać</i>
	<i>dż</i>	<i>dżem</i>
	<i>dź</i>	<i>dźwig</i>
	<i>rz</i>	<i>rzeka</i>
	<i>ch</i>	<i>choinka</i>
	<b>Words with -ą, -ę, om, em, on, en</b>	
	Negation ‘nie’ with the basic categories	
	noun	<i>nieszczęście</i>
	verb	<i>nie wiem</i>
	adjective	<i>nieładny</i>
	adverb	<i>nieładnie</i>
<b>Sentences</b>	Types	
	statement	<i>Mam 5 lat.</i>
	question	<i>Ile masz lat?</i>
	exclamation	<i>Wejdź proszę!</i>
	Structure	
	simple	<i>Napisałem zadanie.</i>
	compound sentences	<i>Napisałem szybko zadanie i spakowałem książki.</i>
<b>Conjunctions</b>	complex sentences	<i>Napisałem szybko zadanie, ponieważ chciałem zdążyć do kina.</i>
	Coordinating	<i>i, a, ale, albo, ani</i>
	Subordinating	<i>czy, że, żeby, jak, który, jaki, gdzie, kiedy, skąd dokąd, dlatego, bo, jeżeli</i>
<b>Punctuation</b>	Capital letters, full stops, exclamation marks, question marks, colons, and basic rules of commas	
<b>Abbreviations</b>	Most common	<i>np., itd., itp.</i>
	Limited use	

## PORTUGUESE

### THE LANGUAGE

The language to be studied and assessed is the modern standard or official version of Portuguese. For the purposes of this subject outline, 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.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Portuguese-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Portuguese-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, personal details and qualities, relationships with family and friends, hobbies, sport and leisure activities</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life, post-school options</i></li> <li>• <b>Personal values</b> <i>For example, personal priorities, attitudes to war and peace, freedom, racism, preservation of cultural identity, hopes for the future</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, urban and rural life, teenage and young adult life, fashion, eating out</i></li> <li>• <b>History and Traditions</b> <i>For example, the role of the Catholic religion, Portuguese explorers, prominent historical people, ceremonies and celebrations, migration</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, artists and writers of significance, cinema, music and dance, media, architectural heritage</i></li> <li>• <b>Visiting Portuguese-speaking Countries</b> <i>For example, planning an itinerary, safety on the road, tourism, etiquette, booking accommodation, shopping, transport, health, travellers' stories, food and hospitality</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Issues</b> <i>For example, role of women in the arts, politics and sports, impact of technology</i></li> <li>• <b>World of Work</b> <i>For example, the future of work in rural and urban areas, employment opportunities, role of women in the workplace</i></li> <li>• <b>Environmental Issues</b> <i>For example, pollution, endangered species (fauna and flora), the future of the planet</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Portuguese through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Portuguese in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verbs</b>	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 <sup>†</sup>	eu amara
	future <sup>†</sup>	eu amarei
	conditional	eu amaria
	Participle	amado
	Double participle	matado/morto
	Gerund	amando
	Mood	
	indicative	ele ama
	imperative	Ama!
	subjunctive	eles amem
	infinitive	amar
	Voice	
	active	ela ama
	passive	ele é amado
	Speech	
	direct	Fecha a porta, por favor!
	indirect	Ela pediu-lhe que fechasse a porta.
	Auxiliaries	andar, continuar, estar, haver, ir, ser, ter, vir
	Impersonal verbs and expressions	É preciso que, diz-se, impersonal se, chover, nevar.

<sup>†</sup> receptive use

Grammatical Item	Sub-elements	Example(s)
<b>Adverbs</b>	Formation	
	adjective + <i>mente</i>	<i>felizmente</i>

Grammatical Item	Sub-elements	Example(s)
	Comparative form	<i>mais perto, tão perto, menos perto</i>
	Superlative form	<i>muito perto, pertíssimo, o mais perto, o menos perto</i>
	Regular	<i>+mente</i>
	Irregular	<i>bem, mal, muito, pouco</i>
	Time	<i>agora, ainda</i>
	Place	<i>aqui, longe</i>
	Manner	<i>mal, quase</i>
	Quantity	<i>quanto, bastante</i>
	Affirmation	<i>sim, realmente</i>
	Negation	<i>não, nunca</i>
	Doubt	<i>talvez, possivelmente</i>
	Exclusion	<i>apenas, só</i>
	Inclusion	<i>até, também</i>
	Adverbial expressions	<i>a sós, de novo</i>
<b>Nouns</b>	Gender	<i>o menino, a menina</i>
	Number	<i>o pé, os pés</i>
	Suffixes	<i>cafezinho</i>
	Prefixes	<i>ex-professor</i>
<b>Determiners</b>	Definite article	<i>o, a, os, as</i>
	omission – in Portugal in colloquialisms and when referring to famous people	
	optional use – in Brazil before Christian names and possessive pronouns	
	Indefinite article	<i>um, uma, uns, umas</i>
	Indefinite	<i>algum, cada</i>
	Demonstrative	<i>este, o outro</i>
	Interrogative	<i>qual?, que?</i>
	Possessive	<i>meu, teu</i>
<b>Adjectives</b>	Comparative form	<i>mais ... do que, tão ... como, menos ... do que</i>
	Superlative form	<i>-íssimo, muito ..., o mais ..., o menos ...</i>
	Regular	<i>mais bonito do que, o mais bonito</i>
	Irregular	<i>péssimo, ótimo alto, alta</i>
<b>Gender</b>	Number	<i>calmo, calmos</i>
	Position (in general, after the noun)	<i>rapaz magro</i>
<b>Pronouns</b>	Personal	<i>eu, me, mim</i>
	Possessive	<i>meu, teu, seu</i>
	Demonstrative	<i>este, isso</i>
	Relative	<i>quanto, que, quem</i>
	Interrogative	<i>qual, quem?</i>
	Indefinite	<i>pouco, nada</i>
<b>Prepositions</b>	Prepositional expressions	<i>com, em, sem</i>
	Contraction of prepositions	<i>por entre, dentro de</i>

Grammatical Item	Sub-elements	Example(s)
	with articles and pronouns	<i>à, dela</i>
<b>Numerals</b>	Cardinal	<i>um, dois, três</i>
	Ordinal	<i>primeiro, segundo</i>
	Multiple	<i>o triplo</i>
	Fraction	<i>um terço</i>
	Collective	<i>uma dúzia</i>
<b>Conjunctions</b>	Coordinating	<i>entretanto, portanto</i>
	Subordinating	<i>se, porque, embora</i>
<b>Phrase types</b>	Declarative	<i>O garoto toma leite.</i>
	Exclamative	<i>O garoto toma leite!</i>
	Interrogative	<i>O garoto toma leite?</i>
	Imperative	<i>Garoto, toma o leite!</i>
<b>Negation</b>	Use of <i>não, nunca</i>	<i>Não sei, nunca fiz.</i>
	Double negatives	<i>Ninguém sabe nada.</i>
<b>Routines, fillers, and exclamations</b>	Fillers	<i>Em suma</i>
	Exclamations	<i>Oh! Upa! Oba! Epa!</i>
	Tag phrases	<i>É muito difícil, não é?</i>
<b>Register</b>	Variations related to social status	
	formal	<i>vós, o senhor, a senhora</i>
	informal	<i>tu, você</i>

## PUNJABI

### THE LANGUAGE

The language to be studied and assessed is modern standard Punjabi. The written form is in the Gurmukhi script. Punjabi is the language of two Punjabs, one in India and the other in Pakistan. It is the official language of the Indian state of Punjab and is the second language in the neighbouring states to the Punjab (including the Capital of India, New Delhi). This form of Punjabi has been approved by the Punjab School Education Board, SAS Nagar, Punjab, India.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Punjabi-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Punjabi-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal World</b> <i>For example, personal details, relationships with family and friends, daily life, leisure activities, sports, pets and hobbies</i></li> <li>• <b>Education and Aspirations</b> <i>For example, tertiary options and aspirations, future concerns, employment and training, student exchanges, job applications and overseas opportunities</i></li> <li>• <b>Personal Opinions and Values</b> <i>For example, personal priorities, thoughts about the world and views on particular issues</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, cultural diversity, differences between rural and urban lifestyles, impact of foreign influences, traditional social structures</i></li> <li>• <b>Visiting a Punjabi-speaking Community</b> <i>For example, travel, visiting relatives and friends, planning a holiday, activities particular to Punjabi-speaking communities</i></li> <li>• <b>Historical Perspectives</b> <i>For example, famous people, important historical and religious events and locations, festivals and ceremonies, stories from the past</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, Punjabi film, TV, and other media; traditional art and architecture; folk songs and art; modern art and music</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Issues</b> <i>For example, modern youth, issues of gender, economic crises, the Global Village, environmental issues</i></li> <li>• <b>The World of Work</b> <i>For example, people at work, different types of work, vocational pathways, unemployment</i></li> <li>• <b>Scientific and Technological Issues</b> <i>For example, famous inventors and their contribution, technology and innovation, great scientific inventions, the expansion of new horizons</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Punjabi through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Punjabi in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verb construction</b>		
	subjectival	ਪ੍ਰੀਤ ਚੱਲਿਆ। ਪ੍ਰੀਤੀ ਚੱਲੀ।
	objectival	ਪ੍ਰੀਤ ਨੇ ਕਿਤਾਬ ਪੜ੍ਹੀ। ਪ੍ਰੀਤੀ ਨੇ ਕਿਤਾਬ ਪੜ੍ਹੀ।
	neutral construction	ਪ੍ਰੀਤ ਨੇ ਤੁਹਾਨੂੰ ਦੇਖਿਆ। ਪ੍ਰੀਤੀ ਨੇ ਤੁਹਾਨੂੰ ਦੇਖਿਆ।
<b>Conjugation</b>		
	the root	ਚੱਲ, ਪੜ੍ਹ
<b>Conjugation patterns</b>		
	transitive	ਪ੍ਰੀਤ ਨੇ ਕਿਤਾਬ ਪੜ੍ਹੀ।
	intransitive	ਪ੍ਰੀਤ ਹੱਸਿਆ।
<b>Tense</b>		
	present	ਜਾਂਦਾ ਹੈ
	past	ਗਿਆ
	future	ਜਾਵੇਗਾ
	present perfect	ਗਿਆ ਹੈ
	past perfect	ਗਿਆ ਸੀ
	habitual past	ਜਾਂਦਾ ਸੀ, ਜਾਇਆ ਕਰਦਾ ਸੀ
<b>Aspect</b>		
	terminate	ਪੜ੍ਹਦਾ ਹਾਂ।
	progressive	ਪੜ੍ਹ ਰਿਹਾ ਹਾਂ।
<b>Participle</b>		
	imperfect	ਭੁੱਖਦੀ ਹੋਈ ਕਿਸ਼ਤੀ
	perfect	ਭੁੱਖੀ ਹੋਈ ਕਿਸ਼ਤੀ
	adverbial present participle	ਦੇ ਹੋਏ, ਲਿਖਦੇ ਹੋਏ
	adverbial past participle	ਉਹ ਇੱਕ ਮੁੰਡੇ ਦਾ ਹੱਥ ਫੜਕੇ ਆਇਆ॥
	ਵਾਲਾ as a participle	ਮਠਿਆਈ ਵੇਚਣ ਵਾਲਾ, ਫਲ ਵੇਚਣ ਵਾਲਾ
<b>Voice</b>		
	active	ਮੈਂ ਤੁਹਾਨੂੰ ਬੁਲਾਇਆ।
	passive	ਤੁਹਾਨੂੰ ਬੁਲਾਇਆ ਗਿਆ।
	impersonal	ਮੈਂ ਚੁੱਪ ਨਹੀਂ ਰਹਿ ਸਕਦਾ।

Grammatical Item	Sub-elements	Example(s)
<b>Mood</b>		
	indicative	ਬੱਚੇ ਖੇਡ ਰਹੇ ਹਨ।
	conditional	ਤੁਹਾਡੇ ਆਉਣ ਤੇ ਹੀ ਕੰਮ ਹੋਵੇਗਾ।
	imperative	ਪੜ੍ਹ, ਪੜ੍ਹੋ, ਪੜ੍ਹਨਾ
	exceptional forms	ਦਿਉ, ਲਉ
	negation and imperatives	ਇਸ ਤਰ੍ਹਾਂ ਨਾ ਕਰੋ।
	subjunctive:	
	optative	ਪੜ੍ਹੋ, ਜਾਉ
	potential	ਸ਼ਾਇਦ ਪੜ੍ਹਦਾ ਹੋਵੇਗਾ
	presumptive	ਪੜ੍ਹਿਆ ਹੋਵੇਗਾ
	contingent	ਪੜ੍ਹਿਆ ਹੁੰਦਾ ਤਾਂ...
<b>Absolutive</b>		
	its various meanings	ਪੜ੍ਹ ਕੇ, ਖਾ ਕੇ
	exceptional form	ਕਰਕੇ
<b>Adverb</b>		
	formation	
	adverbial expressions	ਹੌਲੀ ਹੌਲੀ
	time	ਅੱਜ, ਕੱਲ੍ਹ, ਪਰਸੋਂ
	place	ਇੱਥੇ, ਉੱਥੇ
	manner	ਅਚਾਨਕ, ਇਕਦਮ
	affirmation	ਹਾਂ ਜੀ, ਠੀਕ ਹੈ
	negation	ਨਹੀਂ, ਨਹੀਂ ਜੀ
	doubt	ਸ਼ਾਇਦ, ਹੋ ਸਕਦਾ ਹੈ
	certainty	ਪੱਕੀ ਗੱਲ ਹੈ
	reason	ਕਿਉਂ
	adverbial particles	ਤੱਕ, ਭਰ
	introduction, conclusion	ਆਰੰਭ, ਖਤਮ
<b>Noun</b>		
	masculine	ਮੁੰਡਾ
	feminine	ਕੁੜੀ
	singular	ਮੁੰਡਾ
	plural	ਮੁੰਡੇ
	case	
	direct case	ਮੁੰਡਾ
	oblique case	ਮੁੰਡੇ ਨੇ, ਮੁੰਡਿਆਂ ਨੇ
	vocative case	ਮੇਰੇ ਭੈਣ ਅਤੇ ਭਰਾਵੇ
	suffixes	ਦਾਰ, ਖੋਰ
	prefixes	ਸ਼, ਕ, ਅ
	degree	
	comparative	ਉਸ ਤੋਂ ਵਧੀਆ
	superlative	ਸਭ ਤੋਂ ਵਧੀਆ
	gender	ਚੰਗਾ, ਚੰਗੀ
	number	ਪੀਲਾ, ਪੀਲੇ
	direct	ਪੀਲਾ ਫੁੱਲ
	oblique	ਪੀਲੇ ਫੁੱਲ ਵਿੱਚ

Grammatical Item	Sub-elements	Example(s)
<b>Pronoun</b>	singular plural personal possessive demonstrative reflexive relative interrogative indefinite oblique with different postpositions	ਮੈਂ, ਤੂੰ ਅਸੀਂ, ਤੁਸੀਂ ਮੈਂ, ਤੂੰ, ਅਸੀਂ, ਤੁਸੀਂ ਮੇਰਾ, ਤੁਹਾਡਾ ਇਹ, ਉਹ ਤੁਹਾਡਾ, ਤੁਹਾਡੀ ਜੋ, ਉਹ ਕੌਣ, ਕੀ ਕੋਈ, ਕੀ ਮੇਰਾ, ਮੈਨੂੰ
<b>Postposition</b>	possessive postposition preposition/postposition compound postposition	ਦਾ ਬਿਨਾਂ, ਸਿਵਾਏ, ਬਜਾਏ ਦੇ ਬਾਰੇ
<b>Numeral</b>	cardinal ordinal multiple fraction	ਚਾਰ, ਪੰਜ ਪਹਿਲਾ, ਦੂਜਾ ਹਜ਼ਾਰਾਂ, ਕਰੋੜਾਂ ਅੱਧਾ, ਚੌਥਾ ਹਿੱਸਾ
<b>Negation</b>	negative double negatives	ਨਹੀਂ ਭਲਾ ਕਿਉਂ, ਕਿਉਂ ਨਹੀਂ
<b>Sentence and phrase</b>	statements	ਮੈਂ ਪੜ੍ਹਦਾ ਹਾਂ।
<b>Types</b>	questions commands exclamations simple, compound and complex sentences compatible clauses	ਕੀ ਤੁਸੀਂ ਪੰਜਾਬੀ ਪੜ੍ਹਦੇ ਹੋ? ਟਿੱਧਰ ਆਉ, ਉੱਧਰ ਜਾਉ ਹਾਏ, ਸ਼ਾਬਾਸ਼, ਉਏ। ਮੈਂ ਇੱਥੇ ਤਾਂ ਹੀ ਆਉਂਦੀ ਹਾਂ ਕਿ ਤੁਹਾਨੂੰ ਮਿਲ ਸਕਾਂ।
<b>Conjunction</b>	copulative disjunctive	ਅਤੇ ਜਾਂ

Grammatical Item	Sub-elements	Example(s)
Vowels	short and long	ਇ ਅਤੇ ਈ, ਉ ਅਤੇ ਊ
	full forms	ਇ, ਊ
	bindi wale shabad	ਮਾਂ, ਸੌਂਦਾ
	tippi wale shabad	ਅੰਗ, ਸੰਗ
	abbreviated forms	ੴ, ਿ, ੀ
	special forms	ਪ੍ਰ, ਝੁ

## ROMANIAN

### THE LANGUAGE

The language to be studied and assessed is the modern standard version of Romanian.

Romanian is the standard contemporary language of the Federal Republic of Romania and derives from the Latin language spoken in the ancient Roman province of Dacia, which coincides roughly with the modern Federal Republic of Romania. There are four main variations of Romanian. These are Moldavian, Muntenian (Walachian), Transylvanian, and Banatian. These regional forms of Romanian vary slightly from standard Romanian mainly through pronunciation and sometimes in their lexical components. Non-standard variations are acceptable to the extent that they do not impede students' ability to communicate meaningfully in standard Romanian.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Romanian-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Romanian-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, personal details and qualities, daily life, free time and leisure activities</i></li> <li>• <b>Relationships</b> <i>For example, relationships with family and friends, social or sporting relationships, role in the community</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life, work experience, career plans, priorities for the future</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, daily life, traditions and celebrations, women in Romanian society, comparison of lifestyles in the Federal Republic of Romania and Australia</i></li> <li>• <b>History</b> <i>For example, Romania after the fall of communism, migration and settlement in Australia, December 1989</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, music and songs, media, literature, festivals (Cerbul de Aur)</i></li> <li>• <b>Values</b> <i>For example, migration through personal accounts, changing traditions, maintenance of language and culture, contribution of the Romanian community to Australian society</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Technology</b> <i>For example, technology in urban and rural society, impact on the workplace, technology and globalisation</i></li> <li>• <b>Trade and Tourism</b> <i>For example, growth of tourism, interacting with visitors, positive and negative impact of tourism</i></li> <li>• <b>World of Work</b> <i>For example, changing nature of work, work and the family</i></li> <li>• <b>Social Issues</b> <i>For example, the role of religion, challenges for youth, the environment, care of the aged</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

## TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Romanian through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Romanian in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verb</b>	Mood	
	indicative	<i>Eu învăț limba română.</i>
	Tense	
	present	<i>Eu învăț limba română.</i>
	perfect	<i>Eu am plecat la piață.</i>
	future	<i>Eu voi învăța limba română.</i>
	imperfect	<i>Cântam în ploaie.</i>
	pluperfect	<i>Plecasem de mult.</i>
	simple perfect	<i>Stătui acasă și mă culcai.</i>
	imperative	<i>Fă-ți lecțiile!</i>
	subjunctive present	<i>Să trecem la lucruri mai importante.</i>
	subjunctive perfect	<i>Să fi trecut la lucruri mai importante.</i>
	conditional present	<i>Aș merge acasă, dacă aș, avea voie.</i>
	conditional perfect	<i>Aș fi mers acasă, dacă aș fi avut voie.</i>
	infinitive	<i>A sluji este o onoare.</i>
	participle	<i>Parcă era făcut.</i>
	gerund	<i>Mergea șchiopătînd.</i>
	supine	<i>Avea mult de cusut.</i>
	Voice	
	active	<i>Eu merg acasă.</i>
<b>Adverb</b>	passive	<i>Eu am fost invitată de Ion la acest bal mascat.</i>
	reflexive	<i>Eu mă spăl pe cap.</i>
	impersonal expressions	<i>Există multă invidie.</i>
		<i>Plouă și ninge</i>
	Modal	<i>A vrea, a trebui, a avea voie, a putea</i>
	Person, number and agreement	<i>Româncele sunt fete frumoase.</i>
	Positive	<i>rapid, bun, mic, mare, tare</i>
	Comparative	<i>mai rapid, mai bun, mai mare, mai tare</i>
	Superlative	<i>cel mai rapid, cel mai bun, cel mai mare, cel mai tare</i>
	Adverbial phrases	<i>târâș-grăbiș, zi de zi, an de an</i>

Grammatical Item	Sub-elements	Example(s)
<b>Adjective</b>	Common adjectives Degree positive, comparative, superlative Agreement and position	<i>mic, mare, interesant</i> <i>mare, mai mare, cel mai mare</i> <i>Cea mai frumoasă fată are note bune.</i> <i>Făt frumos din lacrimă era viteaz.</i>
<b>Noun</b>	Gender, number, case (all five)  Infinitive used as noun Agreement, gender, number, case	<i>Ana este elevă în clasa a Va.</i> <i>Sora acestei eleve este colega noastră.</i> <i>Oricărei eleve harnice îi place disciplina.</i> <i>Profesorii apreciază pe oricare elevă harnică.</i> <i>Elevo, ai rezolvat exercițiul.</i> <i>A învăța este o plăcere.</i> <i>Marea surpriză a fost uitată.</i>
<b>Article</b>	Definite, indefinite Demonstrative	<i>Copilul învață bine.</i> <i>Un copil aduce bucurie în casă.</i> <i>Cel, cea, cei, celui, celei, celor</i>
<b>Pronoun</b>	Personal, all cases Reflexive Reinforcement pronoun Indefinite Demonstrative Interrogative Negative Possessive Relative	<i>eu, tu, pe mine, mie, etc.</i> <i>El se spală pe cap.</i> <i>Spui că l-ai văzut tu însuși?</i> <i>Unul era medic, altul muncitor.</i> <i>Acela este cel mai deștept.</i> <i>Cui îi place ciocolata?</i> <i>Nimeni nu are nimic de zis.</i> <i>Caietul meu este alb.</i> <i>Băiatul care doarme, este cel mai inteligent din clasă.</i>
<b>Numeral</b>	Cardinal and ordinal Multiplicative, distributive and adverbial Fractions and decimals	<i>Unul este alb al doilea este negru.</i> <i>O dată am fost la circ.</i> <i>Treceau două câte două.</i> <i>Munca lui este îndoită.</i> <i>O treime din elevi erau absenți.</i> <i>Douăzeci la sută din tineret fumează.</i>
<b>Preposition</b>	Simple and compound	<i>Pe, peste, deasupra, de la, din pricina</i>
<b>Conjunction</b>	Simple and compound  Coordinating Subordinating	<i>Când, fiindcă, dar, în consecință, prin urmare</i> <i>De vreme ce, din moment ce</i> <i>Am citit și apoi am mâncat.</i> <i>M-am culcat, după ce am sosit acasă.</i>
<b>Interjection</b>	Simple and compound	<i>Ei, Doamne! Valeu ... maică!</i>
<b>Direct, indirect speech</b>	Direct and indirect statement	<i>Ce-ai cumpărat acolo?</i> <i>Ion a spus că vine mâine pe la noi.</i>
<b>Word order</b>		<i>Cine bate la ușă?</i> <i>Subiect + atribut + predicat + complement direct + complement indirect + complement circumstanțial</i>

Grammatical Item	Sub-elements	Example(s)
Type of clause	Subjective	<i>Cine se scoală de dimineață departe ajunge.</i>
	Predicative	<i>Întrebarea este ce va deveni Dan peste câțiva ani.</i>
	Attributive	<i>Omul care muncește este stimat de toată lumea.</i>
	Direct Object	<i>Sprijină pe cel slab și nu uita ce grele sunt începuturile de viață.</i>
	Indirect object	<i>Mă tem că va veni ploaia.</i>
	Adverbial	<i>Oriunde privești se întind păduri de brad.</i>
	Place	
	Time	<i>După ce apune soarele, se înserează repede.</i>
	Modal	<i>Dana merge cum poate.</i>
	Cause	<i>Urechile mi se înroșiseră deoarece era frig.</i>
	Purpose	<i>Andrei s-a dus la pădure să culeagă fragi.</i>
	Conditional	<i>De treci codri de aramă, de departe vezi albind.</i>
	Concessive	<i>Ba chiar mă pârau și pe mine, deși îmi vedeam de treabă.</i>

## RUSSIAN

### THE LANGUAGE

The language to be studied and assessed is the modern standard spoken and written version of Russian. While the value and place of regional variants of the standard language are recognised, competence in the syntactic and morphological structures of the standard language is expected.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Russian-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Russian-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, home and neighbourhood, personal details and qualities, relationships with family and friends, daily life</i></li> <li>• <b>Education and Aspirations</b> <i>For example, plans for the future, tertiary options, search for work, careers</i></li> <li>• <b>Leisure and Lifestyle</b> <i>For example, healthy leisure pursuits, sports, hobbies, vacation, travel</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, rural and urban life, teenage life, lifestyles past and present</i></li> <li>• <b>Visiting Russia</b> <i>For example, travel, customs, banking, shopping, eating, finding accommodation, obtaining assistance or advice, tourist attractions, and health</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, modern and traditional art, literature, music, film</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Environmental Issues</b> <i>For example, conservation, pollution, major environmental disasters</i></li> <li>• <b>World of Work</b> <i>For example, people at work, including different types of jobs, changing roles of men and women at work</i></li> <li>• <b>Social Issues</b> <i>For example, law and order, addictions, housing now and in the future, the changing nature of the family</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

### GRAMMAR

Grammar can be described as the organisation and relationship of 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 in the table on the following pages are not intended to promote or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Russian through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Russian in a continuers-level program are expected to recognise and use the following

grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verbs</b>	Person and number	
	Aspect	
	imperfective	Я всегда читаю газеты в поезде
	perfective	Я прочитал Ваше письмо
	Tense	
	present	
	future	
	past	
	Mood	
	infinitive	Я хочу <u>спать</u> .
	different usage	Она попросила нас <u>приехать</u>
		Он начинает ходить.
	indicative	Я рад слышать это. Надо учиться.
		Я рассказываю интересную историю.
<b>Nouns</b>	conditional (subjunctive) <sup>†</sup> in subordinate clauses	Я сам написал бы ему.
		Смотрите, чтобы они не опаздывали.
	imperative	Напишите письмо
		Давайте напишем ему
	Meaning and use of inflectional categories	
	Verbs of motion, with and without prefixes	Я пойду
	impersonal	Мне удалось
	reflexive — other forms	Одеваться
	Participles <sup>†</sup>	Человек, строящий дом
	Gerunds <sup>†</sup>	Читая газету
	Type	
	Gender	
	Declension; singular and plural	
<b>Pronouns</b>	Personal	Я, ты, он, она
	Possessive	Мой, моя, моё
	Demonstrative	Этот, эта, это, эти
	Reflexive	Себя
	Definite	Кто-то, где-то
	Indefinite	Кто-нибудь, где-нибудь
	Interrogative	Кто, что
	Pronoun — numerals	Несколько
	Declension	

<sup>†</sup> receptive use

Grammatical Item	Sub-elements	Example(s)
<b>Preposition</b>	Variations in spelling Preposition and the cases that they govern Prepositions pertaining to location, motion, or time Verb and preposition constructions	В-во, с-со У врача Ответить на письмо Смотреть в окно
<b>Quantifiers</b>	Cardinal Ordinal Declension Agreement of numerals, nouns, and adjectives Collective numerals Fractional numerals Other numeral expressions	Три. Тридцать шесть Второй. Тридцать шестой Купить лве интересные книги и три карандаша Двое. Трое Четверть. Две трети Десяток. Тройка
<b>Adjectives</b>	Type Gender and number Declension Qualitative, relative, and possessive Short adjectives <sup>†</sup> Agreements between nouns and adjectives Comparative — simple and compound Superlative — simple and compound <sup>†</sup>	Маленький дом Красивый-красив Программа для начальной и средней школы Я хочу комнату больше, чем у меня сейчас. Красивее всех. Это дороже всего.
<b>Adverbs</b>	Adverbial phrases of time, manner, and place Comparative Superlative <sup>†</sup> Negative	Дома Домой Дальше Никогда Некогда
<b>Conjunctions</b>		Я пришёл, а она уже ушла. Я пришёл, когда она ушла. Я приду, если она уйдет. Я знаю, что она придёт. Я пришёл, потому что она ушла. Я пришёл, так как она ушла. Я сказал, чтобы она пришла. Я приду, несмотря на то, что я занят.

<sup>†</sup> receptive use

## SERBIAN

### THE LANGUAGE

The language to be studied and assessed is the modern standard version of Serbian. Both *ijekavski* and *ekavski* variants are recognised, as are the Cyrillic and Roman scripts.

Students should be aware of different levels of language, for example, formal, informal, some colloquialisms, and slang. Students are expected to know that dialects exist. However, they are not required to study them. External assessment items will be written in Cyrillic script. However, students can respond using either Cyrillic or Roman script.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Serbian-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Serbian-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, personal profile, self, family, friends, celebrations and events, relationships, community</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life, further education, future plans</i></li> <li>• <b>Leisure and Recreation</b> <i>For example, hobbies and interests, entertainment, holidays and travel, sports, health and fitness</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Daily Life</b> <i>For example, urban and rural life, cultural/regional diversity, migration</i></li> <li>• <b>History and Culture</b> <i>For example, traditions, customs, and festivals, historical events, places, and people</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, literature, creative and performing arts, film and media</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Current Issues</b> <i>For example, equality, environment, technology, youth issues</i></li> <li>• <b>World of Work</b> <i>For example, technology, equity in the workplace, career opportunities</i></li> <li>• <b>Tourism</b> <i>For example, travel at home and abroad, cross-cultural communication, cultural diversity</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

### GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Serbian through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Serbian in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verbs</b>	Infinitive Auxiliaries Tense present perfect future I future II aorist <sup>†</sup> imperfect <sup>†</sup> pluperfect <sup>†</sup> gerund Voice active passive Mood indicative imperative conditional	ударити бити, хтети, моћи певам певала сам певаћу будем певао ударих ударах бејаш певао радивши; радећи Урадио сам задатак Задатак је урађен Певала је гласно Певај! Певао бпх, певао би, павали бисте, певали би
<b>Nouns</b>	Declension Gender	коњ, коња, коњу мушкарац, жена, дете
<b>Adjectives</b>	Gender Comparison Declension Agreement with nouns	добар, добра, добро лепо, лепше, најлепше леп, лепог, лепом ... леп град
<b>Adverbs</b>	Time, place, manner, reason, quantity	данас, јуче, добро, много, тамо, онамо, зато
<b>Pronouns</b>	Declension Personal Possessive Demonstrative Reflexive Interrogative Relative Indefinite	ти, тебе, тебн, тебе, с тобом, о тебн ја, ти ... мој, твој ... тај ... се, себе коза, каква сваки некакав

<sup>†</sup> receptive use

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Grammatical Item	Sub-elements	Example(s)
<b>Numerals</b>	Cardinal	један, два
	Ordinal	први
	Collective	четворо
	Fractions	петина
	Agreements with nouns	једна девојчица
<b>Prepositions</b>		У граду, на планини, иза косе
<b>Syntax</b>	Simple sentence	Ја радим
	Complex sentence	Ја радим и уживам утоме.
	Direct and indirect speech	“дођи овамо!” Рекао сам да дођеш овамо
	Affirmative and negative	певам не певам

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## SINHALA

### THE LANGUAGE

The language to be studied and assessed is the modern standard version of Sinhala.

The Sinhala language traces its origins to the Indo-Aryan Languages, which in turn is a subgroup of the Indo-European family of languages. In its pure form the Sinhala alphabet has 32 letters — 12 vowels and 20 consonants. The Sinhala Script has developed from Pali and Sanskrit (Prakrit) over the years. Sinhala has many loanwords from Pali and Sanskrit, and also from Portuguese and English. In recent times many new words have come into use such as නවීකරණය, පුද්ගලීකරණය, ජනනාකරණය.

There is a noticeable distinction between the spoken and the written language. Many honorifics are used in both the spoken and the written form. Colloquial Sinhala is frequently used in conversation and in broadcasting. Some slang words and phrases also occur in Sinhala.

Sinhala words are generally spelt as pronounced, but some sounds are represented by more than one letter, e.g. න, ණ; ල, ඳ. Numerous variations occur in spelling in borrowed or learned words.

There is some slight regional variation in accent and pronunciation, but it is so minuscule that Sinhala spoken in one region can easily be understood in another. There are no dialects among Sinhala-speaking communities owing to the concentration of population in a relatively small land area. Detailed linguistic information about Sinhala is contained in the publications of the Ministry of Education and the Department of Linguistics, University of Kelaniya, Sri Lanka.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Sinhala-speaking Communities
- The Changing World.

The table on the following page shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Sinhala-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, personal details and qualities, relationships with family and friends, daily life, using free time and leisure activities, personal priorities</i></li> <li>• <b>Personal Aspirations</b> <i>For example, student exchanges, tertiary options, search for work, job applications and interviews, work experience and careers, student's view of an ideal world and views on an issue</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, lifestyles (in urban and rural Sri Lanka, and other Sinhala-speaking communities), teenage life through literature</i></li> <li>• <b>Visiting Sri Lanka</b> <i>For example, travel, banking, shopping, finding suitable accommodation, obtaining assistance and advice, visiting friends, personal care and health</i></li> <li>• <b>Customs and Traditions</b> <i>For example, religious influence in the conduct of festivities, special ceremonies (birth, marriage, funerals), respect for elders</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, modern and traditional art, resurgence of dance and drama, puppetry and folk arts, expansion of mass media</i></li> <li>• <b>Stories from the Past</b> <i>For example, ancient Sri Lanka, famous people, kings and events, national heroes, folklore</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Environmental Issues</b> <i>For example, clean air, water and conservation</i></li> <li>• <b>Technological Change</b> <i>For example, the impact of technology on education, technological change and employment</i></li> <li>• <b>The World of Work</b> <i>For example, people at work, work experience, self employment, women in the workforce, overseas employment, tourism</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

## TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation and relationship of 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 in the following table are not intended to promote or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Sinhala through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Sinhala in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verb</b>	conjugation	
	transitive	මිනිසා ගස කපයි.
	intransitive	ගස වැටෙයි.
	reflexive	ගසින් ගෙඩියක් වැටෙයි.
	tense	
	present	යම්
	future	යම්; යන්නෙම්
	past	ගියෙම්
	participle	
	past	මිනිසා කැපූ ගස.
	present	මිනිසා කපන ගස.
	voice	
	active	කපයි
	passive	කැපෙයි
	mood	
	indicative in all tenses (present)	කපයි
	(past)	කැපුවේය
	imperative	කැපූ
	subjunctive in conditional	ඔබ යනොත් මම එම්
	subjunctive in temporal	වැඩ වසිද්දී මම ගෙදර ගියෙම්
	impersonal	සිදුවිය, පටන් ගන්නා
	auxiliaries	නිබේ, ඇත
	other	
	verbal noun	දිවීම, කිරීම
	indeclinable	නා, සහ, සමග
	irregular	හිටපු, තිබිවිට, කරපු
	question marker	ඔහු ගස කපනවාද?
	negative marker	ඔහු ගස නොකපයි.
<b>Adverb</b>	type	
	time	හෙට යම්
	place	ගෙදර යම්
	manner	හෙමින් යම්
<b>Noun</b>	gender	
	(masculine)	මිනිසා
	(feminine)	ගැහැණිය
	(neuter)	ගස
	number	
	(singular)	මිනිසා
	(plural)	මිනිස්සු
	declension according to case rules	මිනිසාට, මිනිසාගේ
	collective noun	සොරමුලක්, ගව පට්ටියක්

Grammatical Item	Sub-elements	Example(s)
<b>Determiner</b>	distributive demonstrative interrogative possessive	හැම කෙනෙකුටම අරක, මේක, ඒවා, මේවා කවුද? මගේ
<b>Adjective</b>	number diminutive comparative superlative verbal demonstrative	පළමුවෙනි, දෙවෙනි කුඩා දරුවා වඩා හොඳ වඩාම හොඳ යන ළමයා අර ළමයා, මේ පාර
<b>Pronoun</b>	personal possessive demonstrative reflexive emphatic interrogative relative indefinite pronominal suffix	මම, ඔයා ඇගේ, ඔවුන්ගේ ඒක, අරක, මේක ඇගේම, ඔහුගේම මගේම, මමම, ඔයාම අපේද, කාගෙද, කවුද ඔහුමය, ඇයමය ඒගොල්ලො, අරගොල්ලො ඒ, අර, ඔය, මේ
<b>Postposition</b>	noun and preposition pronoun and preposition comparative preposition	පියා සමග මා හැර වඩා, කරම්, වගේ
<b>Numeral</b>	cardinal ordinal	හැට, හැත්තෑව දෙවෙනි, පළමුවෙනි
<b>Conjunction</b>	coordinating subordinating	සහ, හා හැර, හෙවත්
<b>Routine, filler and exclamation</b>	routine filler exclamation	තේද?, එහෙමද? හා, හිමි, ඔව් අනේ! අපොයි!

## SWEDISH

### THE LANGUAGE

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

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Swedish-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Swedish-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, family and personal relationships, personal values, peer pressure</i></li> <li>• <b>Education and Aspirations</b> <i>For example, going to school in Sweden and Australia, vocational training and tertiary studies, future plans</i></li> <li>• <b>Lifestyles</b> <i>For example, hobbies; travelling; sports, fitness and health; voluntary work</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>People, Places, and Daily Life</b> <i>For example, cultural diversity, traditions, the effects of climate, famous faces and places</i></li> <li>• <b>Historical Perspectives</b> <i>For example, migration to and from Sweden, significant periods in Swedish history</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, literature, popular music, film and television, the news media</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Issues</b> <i>For example, the environment, youth unemployment, equal rights, drug awareness</i></li> <li>• <b>World of Work</b> <i>For example, information technology, jobs and careers, globalisation, the role of languages</i></li> <li>• <b>Travel and Tourism</b> <i>For example, local tourism, travelling overseas, backpackers</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

### GRAMMAR

Grammar can be described as the organisation and relationship of 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 in the following table are not intended to promote or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Swedish through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Swedish in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verbs</b>	Conjugation (regular and irregular)	<i>När vi bodde i Åmål arbetade jag på bibliotek och läste mycket.</i>
	Tense (present, past, perfect, pluperfect, future)	
	Supine	<i>När jag har skrivit färdigt brevet ska jag gå ut och gå.</i>
	Present participle	<i>Ett gungande skepp.</i>
	Past participle	<i>Dörren är stängd.</i>
	Mood (imperative, indicative, conditional, subjunctive)	<i>Sitt still! Det skulle vara kul om du kom.</i>
	Voice (active, passive)	<i>Det vore roligt att träffas.</i>
		<i>Huset såldes på auktion. Priset blev högre än väntat.</i>
	Auxiliaries	<i>Vi brukar äta klockan 6.</i>
	Modal verbs	<i>bör, kan, måste, ska, vill</i>
	Impersonal verbs	<i>Det regnar.</i>
	Transitive and intransitive verbs	<i>Jag vaknar inte om inte någon väcker mig.</i>
	Compound verbs	<i>Jag stiger upp tidigt.</i>
<b>Adverbs and adverbial phrases</b>	Reflexive verbs	<i>När vi träffades satte vi oss ner och pratade.</i>
	Deponens	<i>Jag hoppas att du lyckas.</i>
	Place, time, manner	<i>Katten gick ut tidigt ock kom hem ganska sent. Varifrån kommer du? Vart ska du gå?</i>
	Comparison	<i>Han sjunger bra, men hans bror sjunger bättre.</i>
<b>Nouns</b>	Sentence modifying	<i>Han kunde tyvärr inte komma. Jag förstår inte folk som aldrig går ut.</i>
	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>
<b>Articles</b>	Indefinite	<i>en, ett, någon, något, några, etc.</i>
	Definite	<i>flickan, flickorna, huset, husen, den, det, de</i>
<b>Adjectives</b>	Agreement	
	gender, number	<i>En stor hund och ett litet barn. Sju vackra flickor.</i>
	definite/indefinite	<i>Den stora hunden vaktade det lilla barnet.</i>
	Comparison	
	regular irregular	<i>stark, starkare, starkast liten, mindre, minst</i>



## TAMIL

### THE LANGUAGE

The language to be studied and assessed is the modern standard or official version of Tamil.

Tamil belongs to the Dravidian group of languages. Tamil is widely spoken in Southern India, Sri Lanka, Malaysia, and Singapore. It is also spoken in a number of other countries around the world, including Australia. Centuries of influence from other cultures and religions have inevitably resulted in numerous borrowings of words from other languages. These have become an acceptable part of Tamil usage. There are also common borrowings from English in such fields as music, science, and technology. As a result of the scattering of Tamil speakers across the world, there are some marked variations in the spoken language. These variations may surface in different social situations, and are acceptable, providing they occur in the appropriate context.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Tamil-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Tamil-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, personal details and qualities, family and friends, daily life, free time and leisure activities, relationships</i></li> <li>• <b>Personal Views and Opinions</b> <i>For example, views on the future, cultural differences, personal priorities/preferences (extended family living away from home)</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school, further studies, work experience and careers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Culture and Traditions</b> <i>For example, family values, attire and appearance, social interaction, festivals and ceremonies</i></li> <li>• <b>The Past and Present</b> <i>For example, famous persons and events, places of historical importance</i></li> <li>• <b>The Arts and Entertainment</b> <i>For example, film, radio, television, sports and recreation, modern short stories, folk-tales, fables and legends</i></li> <li>• <b>Travel and Tourism in a Tamil-speaking Country</b> <i>For example, travel, banking, shopping, health, obtaining assistance and advice, visiting friends, studying in a Tamil-speaking country</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Changing Lifestyles</b> <i>For example, family life, food, care of children/the aged, activities (children, parents)</i></li> <li>• <b>Status of Women</b> <i>For example, the role of women depicted in literature, significant women in the 20th century, the changing role of women and its impact on society</i></li> <li>• <b>World of Work</b> <i>For example, different types of work, workplace conditions, employment opportunities</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

## GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Tamil through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Tamil in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verb</b>	<b>inflectional categories</b>	
	first person	வந்தேன்
	second person	வருகிறாய்
	third person	வந்தான்
	<b>number</b>	
	singular	வினையாடினான், பறந்தது
	plural	வினையாடினார்கள், பறந்தன
	<b>gender</b>	
	masculine	பாடினான்
	feminine	பாடினாள்
	rational plural	பாடினார்கள்
	irrational plural	பாடின
	<b>aspect</b>	
	continuous	தூங்கிக்கொண்டிருந்தான்
	perfect	செய்திருக்கிறேன்
	reflexive	பார்த்துக்கொள்
	definitive	வந்து விட்டார்
	<b>tense</b>	
	past	நடந்தான்
	present	நடக்கிறான்
	future	நடப்பான்
	<b>voice</b>	
	active	கட்டினான்
	passive	கட்டப்பட்டது

Grammatical Item	Sub-elements	Example(s)
	mood	
	imperative	படியுங்கள்
	conditional	வந்தால்
	optative	வாழ்க
	permissive	செய்யலாம்
	prohibitive	செய்யவேண்டாம்
	potential	பெய்யக்கூடும்
	personal verbs	விரும்புகிறேன்
	impersonal verbs	பிடிக்காது
	affirmative	போனான்
	negative	போகான், போகவில்லை
	interrogative	வந்தானா, படித்தாயோ
	participles	வருகின்ற, படித்த
<b>Nouns</b>	rational	மனிதன்
	irrational	பறவை
	common	மரம்
	proper	பலா
	inflectional categories	
	gender	ஆசிரியன், ஆசிரியை
	number	நண்பன், நண்பர்கள், பக, பகக்கள்
	case	புத்தகம், புத்தகத்தை, புத்தகத்தால்
	inflectional models	
	adjectival	நாட்டுப்பற்று
	verbal	இருக்கை, நடத்தை
<b>Pronouns</b>	personal	நான், நீ, அவன்
	possessive	எனது, உங்களுடையது, அவனின்
	demonstrative	அந்த, இந்த
	determinative	எல்லா, ஒவ்வொரு
	indefinite	பல, சில
<b>Quantifiers</b>	cardinal numbers	ஒன்று, இரண்டு
	ordinal numbers	முதலாவது, இரண்டாவது
	measurement terms	மைல், மீட்டர், ரூபாய்
	indefinite terms	பல, சில
	mathematical terms	தசமம், பின்னம்
	question markers	யார், எங்கே

Grammatical Item	Sub-elements	Example(s)
<b>Adjectives</b>	qualitative verbal degree comparative  superlative	அழகிய, அழகான அலங்கரிக்கப்பட்ட  அதனிலும் சிறந்தது, அதைவிடச் சிறந்தது அவனைக்காட்டிலும்பெரியன் எல்லாவற்றிலும் சிறந்தது, அதுவே சிறந்தது
<b>Adverbs</b>	manner  participial verb	அழகாக, விரைவாக, விரைவாய் ஓடி
<b>Postpositions</b>		கீழே, மேலே, உள்ளே
<b>Cohesive devices</b>		ஆலும், எனினும், ஆனால், உம்
<b>Interjections</b>		அட்டா, ஐயோ
<b>Sentences</b>	nominal dative verbal	இவர் என் அப்பா இவருக்கும் எனக்கும் சண்டை நான் கதை சொன்னேன்
<b>Clauses and phrases</b>	conditional time purpose cause effect	கண்டால் சென்ற பொழுது சந்திப்பதற்கு பெய்த படியால் பயனாக
<b>Agreement</b>	mixed gender mixed person	அவன் தாயுடன் வந்தான் நான் எனது நண்பனுடன் சென்றேன்
<b>Time markers</b>		இன்று, பின்பு
<b>Direct and indirect speech</b>		“நான் நாளை உன்னைச்சந்திப்பேன்” என்று சொன்னான் தான் என்னை மறுநாள் சந்திப்பதாகச் சொன்னான்
<b>Consonants</b>	classification, kinds and clusters	வல்லினம், மெல்லினம், இடையினம் இன எழுத்துகள்

## TURKISH

### THE LANGUAGE

The language to be studied and assessed is the standard version of Turkish, the official language of Turkey as exemplified in Turkish Radio and Television Corporation (TRT) broadcasts.

Standard Turkish must be used in writing. Regional variations in pronunciation and accent will be accepted. Linguistic information about the language is contained in the publications of the Ministry of National Education in Turkey. Guidance on correct spelling is provided in the most recent publication of *Türk Dil Kurumu İmla Klavuzu*.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Turkish-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Turkish-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal Identity</b> <i>For example, family and friends, home and community, personal values and priorities, life at school</i></li> <li>• <b>Future Aspirations</b> <i>For example, education, career choice, marriage</i></li> <li>• <b>Leisure</b> <i>For example, entertainment, travel, hobbies and interests, sport and health</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Migration</b> <i>For example, past and present, cause of immigration, settlement patterns, contributions and achievements, adaptation</i></li> <li>• <b>Cultural Diversity</b> <i>For example, religion, cuisine, celebrations and festivals, traditional values</i></li> <li>• <b>Tourism</b> <i>For example, geography, historical sites and natural assets, tourism industry, travel/accommodation</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, traditional and modern art/music/writing, an artist/writer of significance, leisure activities at home/in the city/in the country</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The World of Work</b> <i>For example, careers and occupations now and in the future, the impact of technology, work and safety</i></li> <li>• <b>The Younger Generation</b> <i>For example, harmful addictions (their role and impact), the role of peer groups, cultural conflict and cohesion (within the family and society)</i></li> <li>• <b>Issues Now and in the Future</b> <i>For example, environmental problems and solutions, globalisation, modernisation (benefits and drawbacks), human rights now and in the future, changing role of men and women and the impact of this on society</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

### GRAMMAR

Grammar can be described as the organisation and relationship of 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 or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Turkish through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Turkish in a continuers-level program are expected to recognise and use the following grammatical structures:

Grammatical Item	Sub-elements	Example(s)
<b>Verb</b>	Tense (indicative) and personal Suffixes	
<b>Simple</b>	Present Future Aorist <i>di</i> past (simple past) <i>miş</i> past (referential)	<i>görüyorum, okuyorum</i> <i>görecek, okuyacak</i> <i>görürsün, okursun</i> <i>gördü, okudu</i> <i>görmüş, okumuş</i>
<b>Compound</b>	Future in the past Habitual past Past continuous Pluperfect	<i>görecekti, okuyacaktı</i> <i>görürdü, okurdu</i> <i>görüyordu, okuyordu</i> <i>görmüştü, okumuştı</i>
<b>Copula</b>	Omission of copula in informal speech (- <i>dir</i> <i>ekinin düşmesi</i> ) Participle Gerund Voice (passive)	<i>Ağabeyim asker (dir)</i> <i>gelen, olmayacak</i> <i>diye</i> <i>görülür</i>
<b>Mood</b>	Imperative (formal and informal) Necessitative ( <i>gereklilik</i> ) Conditional ( <i>şart</i> ) Subjunctive ( <i>dilek-şart</i> )	<i>bakınız, bak</i> <i>görmeli</i> <i>görürse</i> <i>görse</i>
<b>Other forms</b>	Reflexive ( <i>dönüşlü</i> ) Reciprocal ( <i>işteş eylem</i> ) Causative ( <i>ettirgen</i> ) Interrogative ( <i>soru</i> ) Negative ( <i>olumsuz</i> ) Negative interrogative ( <i>olumsuz soru</i> ) Adverbial suffix (- <i>ce</i> ) Repeated adjectives and nouns as adverbs	<i>görünmek, bakınmak</i> <i>görüştük, bakışmak</i> <i>gördürmek, baktırmak</i> <i>görür mü, bakar mı</i> <i>görmedi, bakmadı</i> <i>görmedi mi, bakmadı mı</i> <i>güzelce, yavaşça</i> <i>güzel güzel, kapı kapı</i>
<b>Adverbs</b>	Adverbs of place Adverbs of time Adverbs of manner	<i>içeri, yukarı, öte</i> <i>akşamları, yaza, kışın</i> <i>iyice</i>
<b>Noun case</b>	Nominative Accusative Genitive Dative Locative	<i>ev, okul</i> <i>ev-i, okul-u</i> <i>ev-in, okul-un</i> <i>ev-e, okul-a</i> <i>ev-de, okul-da</i>

Grammatical Item	Sub-elements	Example(s)
<b>Noun phrase</b>	Ablative	<i>ev-den, okul-dan</i>
	Simple	<i>tuğla ev</i>
	Indefinite	<i>öğretmen evi</i>
	Definite	<i>komşunun evi</i>
	Compound noun	<i>yayınevi</i>
	Verbal noun	<i>yüzme, yemek</i>
<b>Adjective</b>	Attributive	<i>uzun yol, cesur adam</i>
	Demonstrative	<i>bu yol, şu adam</i>
	Quantifier	<i>bir yol</i>
	Interrogative	<i>hangi yol</i>
	Comparative	<i>daha zor</i>
	Superlative	<i>en zor</i>
	Intensifying	<i>beyaz, bembeyaz; kuru, kupkuru</i>
	Indication of number (omission of plural <i>-ler/lar</i> suffix)	<i>yirmi asker</i>
<b>Pronoun</b>	Personal	<i>ben, sen, o, biz, siz, onlar</i>
	Demonstrative	<i>bu, şu, o, bunlar, şunlar, onlar</i>
	Pronominal <i>ki</i>	<i>çocuğunki</i>
	Reflexive	<i>kendi</i>
	Interrogative	<i>kim, kimin, hangisi</i>
	Indefinite	<i>biri, bazıları</i>
<b>Postposition</b>	Primary	<i>üzere, gibi, kadar, ile, için</i>
	Secondary	<i>hak, hakkında; taraf, tarafından; yüz, yüzünden</i>
<b>Numeral</b>	Number marker	<i>tane</i>
	Sequential	<i>beşinci</i>
<b>Conjunctions</b>		<i>ve, ama, fakat</i>
<b>Sentence and phrase types</b>	Statements	
	Questions	
	Simple, compound, and complex sentences	
	Position of adjective altering meaning	<i>iri bir kuş, bir iri kuş</i>
	Adjectival phrases	
	Noun phrases	
	Adverbial phrases	
	Direct and indirect speech	

## YIDDISH

### THE LANGUAGE

The language to be studied and assessed is modern standard Yiddish (mandated by the internationally recognised YIVO Institute for Jewish Research). Regional variations are acceptable in spoken language only.

### THEMES, TOPICS, AND SUBTOPICS

There are three prescribed themes:

- The Individual
- The Yiddish-speaking Communities
- The Changing World.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

The Individual	The Yiddish-speaking Communities	The Changing World
<ul style="list-style-type: none"> <li>• <b>Personal World</b> <i>For example, personal details and qualities, family friends, daily life, making arrangements, free time and leisure activities and personal relationships</i></li> <li>• <b>Education and Aspirations</b> <i>For example, school life, choosing a school, Jewish or non-Jewish education or schools, future plans and pathways for Yiddish speakers</i></li> <li>• <b>Personal Opinions and Values</b> <i>For example, personal priorities, student's view of an ideal world and views on issues and values</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles, Traditions, Customs</b> <i>For example, lifestyles, cultural diversity, traditions and customs of Yiddish-speaking Jews in Australia and other places</i></li> <li>• <b>Historical Perspectives</b> <i>For example, migration, significant periods in Jewish history, influence of the past on the present, famous people and historical turning points</i></li> <li>• <b>Arts and Entertainment</b> <i>For example, art, film, TV (including documentaries), radio, music, literature, theatre, the web, and new media</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social Issues</b> <i>For example, equal rights, economic issues, youth unemployment, drug awareness, the global village, the environment</i></li> <li>• <b>Travel and Tourism</b> <i>For example, local tourism, travelling overseas, visiting places of Jewish heritage and interest</i></li> <li>• <b>World of Work</b> <i>For example, jobs and careers, globalisation, information and communications technology, the role of languages</i></li> </ul>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

### TEXT TYPES

Refer to page 23 for information.

### GRAMMAR

Grammar can be described as the organisation and relationship of 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 in the following table are not intended to promote or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Yiddish through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Yiddish in a continuers-level program are expected to recognise and use the following grammatical structures:

### A. Nouns

Gender: masculine: 'der' = 'רעד'; feminine: 'di' = 'די'; neuter: 'dos' = 'דאס' plural: 'di' = 'די'

Choice of Masculine or Feminine Nouns

feminine nouns with a masculine equivalent are formed by adding suffix 'in' = 'ין',  
e.g. writer = 'שרייבער\שרייבערין'

Plural – with endings and changes:

- endings: 'n' = 'ן' and 'en' = 'ען'; no changes
- ending: 's' = 'ס'; no changes
- ending: 'er' = 'ער'; no changes
- endings: 'er' = 'ער'; vowel changes
- no endings; no changes
- no ending; vowel changes
- ending: 'im' = 'ים'; vowel change in plural
- ending: 'es' = 'ות'; dropping final 'h' = 'ה'; occasional vowel change
- ending: 'ekh' = 'עך'
- nouns inflected like adjectives
- irregular plurals

Choice of Singular or Plural

nouns which represent units of measurement or calculation are in the singular if preceded by a precise number, e.g. three years = 'דריי יאָר', if no precise number is used, the plural is used, e.g. many years = 'אָסך יאָרן'

Declension of Names: Nominative; Accusative; Dative

with endings 'n' = 'ן'; 'en' = 'ען'; 'l' = 'ל'; or stressed vowel diphthong

Use of the Nominative

- Subject of a sentence is always in the nominative
- Noun in the predicate is always in the nominative
- Two nouns in succession is an idiomatic construction, partitive, quantitative, categorising, and uses the nominative without the article

Use of the Accusative

- Direct object, where a noun used as the direct object of a verb is always in the accusative case,  
e.g. he sees mother = 'ער זעט די מאַמע'
- In expressions of time, where nouns denoting specific times or dates at or during events taking place are in the accusative

## Use of the Dative

- With prepositions, every preposition requires the dative case, e.g. with the sister = 'מיט רעד שוועסטער'
- Where a noun is the indirect object of a verb, it is in the dative case, e.g. we help the aunt = 'מיר העלפן רעד מומע'
- Dative of reference, where verbs relating to human experience require the noun denoting the experiencer to be dative, while the noun denoting the experience is in nominative, e.g. mother's hand hurts = 'רעד מאמען טוט וויי די האנט'

Common Nouns which are Declined: Nominative; Accusative; Dative  
with endings 'n' = 'ן'; occasionally dropping final vowel

## Possessive Form

with ending 's' = 'ס'; occasional 'es' = 'עס'

## Use of the Possessive

formed only from nouns denoting human beings and, as a rule, only from nouns in the singular

## B. Articles

Definite Article:	Masculine	Feminine	Neuter	Plural
Nominative:	'der' = 'דער'	'di' = 'די'	'dos' = 'דאס'	'di' = 'די'
Accusative:	'dem' = 'דעם'	'di' = 'די'	'dos' = 'דאס'	'di' = 'די'
Dative & Possessive:	'dem' = 'דעם'	'der' = 'דער'	'dem' = 'דעם'	'di' = 'די'

## Use of Definite Article

generally corresponds to English usage, but many abstract nouns which do not use it in English, do use it in Yiddish, e.g. life is hard = 'דאס לעבן איז שווער'; but 'Jews' is almost always used without the article, e.g. The Jews are a people = 'יידן זענען א פאלק'

## Indefinite Article

In singular: 'a' = 'א' or when word begins with a vowel 'an' = 'אן'

In plural: no indefinite article used with plural words

In negative: the definite article is replaced with 'keyn' = 'קײן', also added in plural

## Negative Article

the negative article 'keyn' = 'קײן' replaces the indefinite article in a negative statement, except in the subject which retains 'a/an' = 'א/אן'

## Omitting the Article in Expressions of Place

in idiomatic expressions of place, the definite article is omitted, e.g. in the park = 'אין פארק', at school = 'אין שול'

## Indefinite Amount or Number

materials in indefinite amounts or numbers are denoted by nouns without any article, but in negative statements the negative article is used, e.g. the sugar is sweet = 'צוקער איז זיס'; there's no sugar = 'קײן צוקער איז נישט פאראן'

## Agreement with the Noun

an adjective must agree in gender, case and number with the noun which it precedes

## Agreement with the Article

in the neuter singular, the form of the adjective also depends on whether the definite article precedes it, e.g. a big land = 'א גרויס לאנד', the big land = 'דאס גרויסע לאנד'

## Contractions

with 'dem' = 'דעם' in the dative case-masculine and neuter, following a preposition is fused with preposition, as 'n' = 'ן'; 'en' = 'ען'; 'm' = 'ם'; 'em' = 'עם'

## C. Adjectives

### Base Form

with cases and gender endings added, with a few exceptions which are never used in a base form.

### Gender Endings

with adjectives used before a noun, endings match the gender of the noun, with the following endings,  
masculine: 'er' = 'ער'; feminine: 'e' = 'ע'; neuter: 'e' = 'ע' only when following the definite article  
plural: 'e' = 'ע' for all genders and cases

Declension:	Masculine	Feminine	Neuter	Plural
Nominative:	'er' = 'ער'	'e' = 'ע'	'e' = 'ע'	'e' = 'ע'
Accusative:	'er' = 'ער', 'n' = 'ן' 'en' = 'ען', 'em' = 'עם'	'e' = 'ע'	'e' = 'ע'	'e' = 'ע'
Dative & Possessive:	'n' = 'ן', 'en' = 'ען' 'em' = 'עם'	'er' = 'ער'	'n' = 'ן', 'en' = 'ען', 'e' = 'ע' 'em' = 'עם'	

### Adjectives in the Predicate

stay in base form with no ending changes, except neuter adjectives in the predicate with indefinite article has 's' = 'ס' endings and in plural 'e' = 'ע'

Supporting 'e' = 'ע'

some cases insert the 'e' = 'ע' before the 'n' = 'ן' or 'm' = 'מ'

### Adjectives in the Predicate

if the adjective refers to the subject, the adjective in the predicate must agree with its gender and number, but the adjective in its base form can also be used, e.g. my brother is young =  
'מיינ ברודער איז אַ יונגער' 'ינג'

### Comparison

- Comparative: has added ending 'er' = 'ער', and then inflected according to gender, case and number
- Superlative: has added ending 'st' = 'סט', and then inflected according to gender, case and number
- Changes in the base vowel occur in adjectives in comparative and superlative cases

### Comparative

the preposition 'from/of' = 'פון' followed by the dative, or the conjunction 'than' = 'ווי' followed by the nominative, is used after the comparative, e.g. smaller than I = 'קלענער פון מיר' or 'קלענער ווי איך'

### Uninflected Adjectives

with bases ending in 'er' = 'ער' or 'aner' = 'אַנער', formed from geographical names, are not inflected, retain same form

### Possessive Adjectives

include: my = 'מיין'; its = 'זיין'; our = 'אונזער'; your = 'דיין'; your = 'איינער'; his = 'זיין'; her = 'איר';  
their = 'זייער'; with ending 'e' = 'ע' added in plural

### Avoiding Possessive Adjectives

when the possessive relationship is obvious, the definite article is used instead of the possessive,  
e.g. he lives at his mother's = 'ער וואוינט ביי רעד מאמען'

### Numeral Adjectives

formed from corresponding numerals 1–8; with ending 't' = 'ט' for 9–19; and 'st' = 'סט' for 20 and above

### Inflection of 'other' = 'אַנדער'

when preceded by the indefinite article

### Adjectives used without Nouns

adjectives can be used as nouns, but are inflected as adjectives, e.g. I spoke with the youngster =  
'איך האָב גערעדט מיטן יונגן'

## D. Adverbs

### Adverbs formed from Adjectives

remain the same as the base of the adjective, e.g. beautiful – beautifully = 'שיין-שיין'

### Comparative

remain the same as the comparative of the adjective, e.g. more beautiful – more beautifully = 'שענער-שענער'

### Superlative

with 'most' = 'צום' and the masculine-neuter, dative form of superlative of adjective, e.g. most beautifully = 'צום שענסטן'

### Adverbs Indicating Place

these are: where? = 'וואו', with preposition e.g. from where = 'פון וואנען'; where to? = 'וואוהיין?'; here = 'דא' and from here = 'פון דאנען'; there = 'דארטן'; to there = 'אדאן'

### Additional Adverbs Indicating Place

somewhere = 'ערגעץ וואו'; everywhere = 'אומעטום'; nowhere = 'אין ערגעץ ניט'

### Adverbs Indicating Time

when? = 'ווען'; sometimes = 'אמאל'; always = 'אלעמאל'; never = 'קייןמאל ניט'

### Numeral Adverbs

with addition of ending 'ns' = 'נס' to the base form of corresponding numerical adjectives, e.g. firstly = 'ערשטנס'

### Use of Numerals without a Noun

to avoid a redundancy, a noun can be omitted after a numeral if the reference is obvious, e.g. 'give me one coffee now and one after' = 'גיב מיר איין קאפע איצט און איינע שפעטער'

## E. Pronouns

### Personal Pronouns

Singular 1st, 2nd, 3rd Person – Masculine; Feminine; Neuter; Impersonal – in Nominative

### Accusative; Dative cases

Plural 1st, 2nd, 3rd Person – in Nominative; Accusative; Dative cases

First person plural forms: 'mir' = 'מיר'; 'mikh' = 'מיך'

### Use of 'one/they/people' = 'מען'

this is an impersonal pronoun which means 'one/they/people' and is often rendered by a passive construction without a subject, taking the third person singular of the verb, e.g. they say it is very cold = 'מען זאגט אז עס איז זייער קאלט'

### Other Pronouns Indicating Persons

- who = 'ווער' – in Nominative; Accusative; Dative; Possessive
- somebody, someone = 'עמעצער' – in Nominative; Accusative; Dative; Possessive
- everybody, everyone = 'יערעדער' – Masculine; Feminine; – in Nominative; Accusative; Dative; Possessive
- nobody, no one = 'קיינער ניט' in Nominative; Accusative; Dative; Possessive

### The Pronoun 'each' = 'יעדער'

not usually inflected, may be used in its base form in all cases and genders

### Pronouns Indicating Things

these are: what = 'וואס'; something = 'עפעס'; everything = 'אלץ'; nothing = 'גארנישט/קייין זאך נישט'

**Demonstrative Pronouns**

the definite articles 'der' = 'דער'; 'di' = 'די'; 'dos' = 'דאָס', used as demonstrative pronouns meaning 'this', 'these'

**Familiar and formal address**

familiar persons or children are addressed with second person singular 'you' = 'דו', unfamiliar or respected with second person plural 'you' = 'איר' as in French, e.g. where are you going? = 'וואוהין גייסטו?/איר?'

**F. Numerals****Numerals**

for numerals 1–20 cardinal set; above 20, unit then deca/tens, e.g. 21 = 'one and twenty'  
for time, 'to the hour' and 'of the hour'; quarters and half  
for dates with suffixes/extensions 'ter' = 'טער'; 'tn' = 'טן'

**The Numeral One**

counting numbers uses 'eyns' = 'איינס', counting object 'eyn' = 'אין'

**Fractional Numerals**

denominator denoted by adding 'l' = 'ל' to the base of the corresponding numeral adjective, e.g. one third = 'אין דריטל'  
exceptions: one and a half = 'אנדערטהאַלב'

**G. Verbs****Base of Verb**

to which endings of the present tense are added, identical with first person singular of the present tense

**Present Tense**

endings added to the base of the verb to form the present tense:

	Singular	Plural
First Person:	(base form)	'n' = 'ן'
Second Person:	'st' = 'סט'	't' = 'ט'
Third Person:	't' = 'ט'	'n' = 'ן'

**Irregular forms:**

- some irregular verbs with no ending in the third person singular, e.g. he can = 'ער קען'
- some endings of 'en' = 'ען', with verbs ending with 'g' = 'ג'; 'n' = 'ן'; 'l' = 'ל'
- base ending in unstressed 'e' = 'ע', compared to stressed 'e' = 'ע'
- base ending in 't' = 'ט', no ending is added in third person singular or second person plural
- base ending in 's' = 'ס', the ending of second person singular is 't' = 'ט', not 'st' = 'סט'
- base ending in syllabic 'n' = 'ן', a supporting 'e' = 'ע' is inserted before final consonant when adding plural ending, e.g. to read = 'לייענען'
- three irregular verbs: to have = 'האבן'; to be = 'זיין'; to want = 'וועלן'; to give = 'געבן'
- contraction with second person singular interrogative with you = 'דו', as 'stu' = 'סטו', e.g. do you work? = 'ארבעטסטו?/דו אַרבעטסטו?'

**Meaning of Present Tense**

in Yiddish the present tense covers both the simple and the progressive/continuous present, e.g. I am reading = 'איך לייען'

**Use of tenses in indirect discourse**

in indirect discourse the present tense denotes action simultaneous, the past with prior and future, following, e.g. she said she does not understand = 'זי זאגט אַז זי פאַרשטייט נישט'; '...did not...' = '...איז/האָט נישט...'; '...will not...' = '...וועט נישט...'

**Imperative**

- imperative proper, singular imperative identical with base of verb; plural imperative formed by adding ending 't' = 'ט'
- first person plural imperative constructed with 'let us' = 'לאַמיר' plus the infinitive
- third person singular and plural imperative constructed with 'he may/they may' = 'זאָל ער/זאָלן זיי'

**Present Participle**

formed by adding 'dik' = 'דיק' to the form of the first or third person plural of the present tense.  
 Variations such as, e.g. giving = 'גיבנדיק/געבנדיק'; wanting = 'וויילנדיק/וועלנדיק'; knowing = 'וויסנדיק/ווייסנדיק'

**Use of Present Participle**

used to indicate action by the subject simultaneously with the action described by the main verb,  
 e.g. I sang whilst walking = 'גיינדיק האָב איך געזונגען'

**Infinitive**

formed by adding the ending 'n' = 'ן' or 'en' = 'ען' to the verbal base  
 exceptions such as, e.g. to go = 'גיין'; to give = 'געבן'; to know = 'וויסן', change vowel in first and third person plural

**Use of the Infinitive**

the infinitive is used without the 'to' = 'צו' after certain verbs, e.g. I am learning to drive a car = 'איך לערן פֿי אָן אויטאָ'; every infinitive can be used as a noun, either as subject or object of a verb,  
 e.g. to laugh is healthy = 'לאַכן איז געזונט'

**Future Tense**

formed by the infinitive preceded by the proper form of the future auxiliary of 'will' = 'וועל'

**Past Participle**

- participles adding the prefix 'ge' = 'גע' and suffix 't' = 'ט' to the verb base
- participles adding the prefix 'ge' = 'גע' and suffix 'n/en' = 'ן/ען' to the verb base, which may also change vowels

**Past Tense**

formed by adding its past participle to the proper form of its auxiliary verbs 'have' = 'האָבן' or 'be' = 'זיין'

**Meaning of Past Tense**

in Yiddish the past tense covers past, present perfect and past progressive,  
 e.g. 'I slept...' = 'איך בין געשלאָפֿן'; 'she has read...' = 'זי האָט געלייענט'

**Conditional Form**

formed by adding its past participle to the proper form of its auxiliary verb 'would' = 'וואָלט', conjugated regularly; also other forms, e.g. 'ven' = 'ווען'

**Repeated Action**

formed by the infinitive added to the proper form of the auxiliary 'used to' = 'פלעג', conjugated regularly

**Complemented Verbs**

formed by inflected verbal part and an uninflected adverbial complement, e.g. 'I begin to' = 'איך הייב אָן' and conjugated; converbs with auxiliary as prefix, e.g. 'אָנהייבן'

**Verbs with 'self' = 'זיך'**

a number of verbs always add 'self' = 'זיך', e.g. undress (oneself) = 'אויסטאָן זיך'; hide (oneself) = 'באַהאַלטן זיך'

**Periphrastic Verbs**

formed by an invariable element and an auxiliary conjugated in all tenses, e.g. to be afraid = 'מורא האבן'

**Avoiding Redundant Verbs**

when the same verb appears in two consecutive clauses, it should be avoided, e.g. 'he understood and so did I' = 'ער האָט פאַרשטאַנען און איך אויך'

**Sentence Units**

this is a word or group of words which perform, together, a syntactical function in a sentence.

**H. Word Order****Normal Word Order**

basic rule is that inflected verb, unless it is an imperative, must be the second unit of the sentence.

**Expletive 'it' = 'עס'**

this pronoun may take the place of the subject at the beginning of the sentence as an expletive, e.g. it is the right time = 'עס איז די ריכטיקע צײַט'

**Consecutive Word Order**

in the consecutive word order, the inflected verb is the first sentence unit, e.g. my mother died, I was left alone, I had to start working =

'מיין מאמע איז געשטאָרבן, בין איך געבליבן אליין האָב איך אָנגעהויבן צו אַרבעטן'

**I. Clauses****Relative Clauses**

in which the relative pronoun is the subject or direct object formed, just as in English, e.g. the man who is sitting there = 'רעד קאן וואס זיצט דארט'

**Conditional Sentences**

in conditional sentences, the conditional form of the verb is used in both clauses, e.g. if I were rich I would... = 'ווען איך וואָלט געווען רייך, וואָלט איך...' = 'ווען איך וואָלט געווען רייך, וואָלט איך...'

**Direct Questions**

question words: who = 'ווער'; what = 'וואָס'; when = 'ווען'; where = 'ווי'; how = 'ווי'; and extensions a question requiring a 'yes' or 'no' answer, usually begins with the word 'n/a?' = 'צײַ...?', e.g. ... were you there? = 'צײַ ביסטו דאָרטן געווען?'

**Indirect Questions**

in indirect questions, the interrogative pronoun, adverb, and '?' = 'צײַ...?' are not treated as separate sentence units, e.g. I don't know who that is = 'איך ווייס נישט ווער דאָס איז'; I don't know if she was there = 'איך ווייס נישט צי זי איז דאָרטן געווען'