



Languages Other Than English

STUDY DESIGN

Croatian

Board of Studies
2000

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)
Croatian

The following agencies have contributed to this document:

Board of Studies, New South Wales
Board of Studies, Victoria
Curriculum Council of Western Australia
Northern Territory Board of Studies
Senior Secondary Assessment Board of South Australia
Tasmanian Secondary Assessment Board

Every effort has been made to contact all copyright owners. The Board of Studies, Victoria apologises if it has inadvertently used material in which copyright resides. For acknowledgment in future editions please contact:

Copyright Officer
Board of Studies
15 Pelham Street
Carlton VIC 3053

Published by the Board of Studies
15 Pelham Street, Carlton, Victoria 3053
Website: <http://www.bos.vic.edu.au>

This completely revised and reaccredited edition published 2000.

© Board of Studies 2000

This publication is copyright. Apart from any use permitted under the *Copyright Act 1968*, no part may be reproduced by any process without prior written permission from the Board of Studies.

Edited by Scott Robinson
Designed by Geoff Coleman
Desktop publishing by Julie Coleman

Cover artwork

Detail from a VCE work of Paul Wisneske: 'Mallee landscape' 1993, acrylic on canvas, 1100 x 840 mm. Copyright remains the property of the artist.

Languages Other Than English: Croatian
ISBN 1 74010 162 6

Contents

Important information	5
Introduction.....	7
The language.....	7
Rationale	7
Aims	7
Structure.....	7
Entry.....	8
Duration	8
Changes to the study design.....	8
Monitoring for quality	8
Safety	8
Use of information technology	8
Community standards	8
Vocational Education and Training option.....	9
Assessment and reporting	10
Satisfactory completion	10
Authentication.....	10
Levels of achievement	10
Areas of study Units 1–4.....	12
Unit 1	17
Outcomes	17
Assessment.....	18
Unit 2	20
Outcomes	20
Assessment.....	21
Units 3 and 4.....	23
Unit 3	25
Outcomes	25
Assessment.....	26
Unit 4	28
Outcomes	28
Assessment.....	29

Advice for teachers.....	36
Developing a course.....	36
Methods.....	36
Structure and organisation	36
Use of information technology	37
Example outlines.....	37
Summary of outcomes: Module 2B of the National TAFE Language Course	49
Main characteristics of different kinds of writing.....	49
Main characteristics of common text types	51
Suitable resources	52

IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 3 and 4 ends 31 December 2024

Other sources of information

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

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

RATIONALE

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

The study of Croatian develops students' ability to understand and use a language that is spoken in Croatia and as a result of migration, in many other countries in Europe, in North and South America, Africa and Australia.

The ability to communicate in Croatian may, in conjunction with other skills, provide students with enhanced vocational opportunities in fields such as banking, diplomacy, hospitality, tourism, law, the media, translating and interpreting.

AIMS

This study is designed to enable students to:

- use Croatian to communicate with others;
- understand and appreciate the cultural contexts in which Croatian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Croatian and English, and/or other languages;
- apply Croatian to work, further study, training or leisure.

STRUCTURE

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

*INTRODUCTION***ENTRY**

Croatian is designed for students who will, typically, have studied Croatian for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

MONITORING FOR QUALITY

The Board of Studies will, from time to time, undertake an audit of Croatian to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION TECHNOLOGY

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

COMMUNITY STANDARDS

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 46–48.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Croatian the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

Areas of study

Units 1–4 Common areas of study

The areas of study for Croatian comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Croatian-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

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

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Form	Play
Announcement	Formal letter*	Poem
Article*	Informal letter*	Postcard*
Brochure	Interview	Recipe
Cartoon	Invitation*	Report*
Chart	List	Review*
Conversation*	Map	Song
Diary/journal entry*	Menu	Story/narrative account*
Discussion*	Message/note*	Survey
Editorial	News item	Table/timetable
Email	Notice	Text of a speech*
Film	Personal profile*	

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Nouns	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>
	declension	<i>jabuka, jabuke, jabuci, jabuku, jabuko, jabuci, jabukom</i>
	exceptions	
masc. nouns ending in e/o	<i>radio, orao, Mile</i>	
fem. nouns ending in a consonant	<i>kokoš, noć, kost</i>	
Verbs	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, glačam</i>
	perfect	<i>pio sam, čitao sam, glačao sam</i>
	future†	<i>ja ću piti, ja ću čitati, ja ću glačati</i>
	conditional†	<i>znao bih, bio bih, htio bih</i>
	imperfect†	<i>vikah, čujah, bijah</i>
	aorist†	<i>dođoh, rekoh, vidjeh</i>
	pluperfect†	<i>bio sam doveo, ja bijah bio</i>
	auxiliaries	
	to be	<i>biti, bio sam</i>
	to want	<i>htjeti, htio sam</i>
	participles	
	present†	<i>bacajući, koseći, misleći</i>
	past†	<i>bacivši, došavši, kazavši</i>
Pronouns	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>
	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>
Adverbs	time	<i>jučer, davno, uvijek</i>
	superlative	<i>gdje, 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>
	comparative	<i>najbrže najmanje</i>
Adjectives	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, zagrebački</i>
	comparative	<i>mekši, lakši</i>
	superlative	<i>najmekši, najlakši</i>
	irregular comparisons	<i>dobar bolji najbolji zao gori najgori</i>

† for recognition only

Prepositions	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>
Numerals	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>
Negation	regular verbs	<i>ne dam, ne može, ne smiješ</i>
	verbal conjunctions	<i>neodrasli ljudi, neplaćen rad</i>
	double negatives	<i>nitko ne, nije ni</i>
	multiple negatives	<i>Ni s kim se nikad nije svadio.</i>
	other forms	<i>nitko, niti, nije</i>
Syntax	statements	
	affirmative	<i>Učenik uči.</i>
	negative	<i>Učenik ne uči.</i>
	questions	
	affirmative	<i>Vidiš li ga?</i>
	negative	<i>Ne vidiš li ga?</i>
	direct speech	<i>Rekao je: "Dođite prekosutra!"</i>
	indirect speech	<i>Rekao je da dođemo prekosutra.</i>
	exclamatory	<i>Hajde dođi!</i>
	sentences	
simple	<i>Kiša pada.</i>	
compound	<i>Došao je, ali nije ručao.</i>	
complex	<i>Tko radi, ima.</i>	
Cohesive devices	conjunctions	<i>pa, te, ni, niti, a, ali, i, nego</i>
	exclamations	<i>aj! aha! Ma nemoj!</i>
Style	formal and informal register	<i>vi, ti</i>

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- use a range of question and answer forms;
- link and sequence ideas and information;
- initiate, maintain and close an exchange;
- self-correct/rephrase to maintain communication;
- recognise and respond to cues for turn taking;
- deal with unfamiliar vocabulary and structures, for example ask for repetition and clarification;
- communicate in a range of text types, for example letter, fax, email, voicemail and telephone, as well as face-to-face;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of vocabulary and structures related to topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;

UNIT 1

- apply knowledge of conventions of text types such as newspaper articles, radio commentary, reports, webpages, extracts;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example review, article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- link ideas, events and characters;
- select and make use of relevant reference materials;
- provide personal comment/perspective on aspects of the texts;
- respond appropriately for the context, purpose and audience described.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Croatian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- informal conversation

or

- reply to personal letter/email/fax.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Croatian or English

and

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Croatian or English.

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the student responds in Croatian to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Croatian, and the other a response in English.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- apply the conventions of relevant text types;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreement, and reach decisions;
- obtain and provide goods, services, and public information;
- initiate, maintain, direct as appropriate, and close an exchange;
- use examples and reasons to support arguments, and to convince.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use vocabulary, structures and content related to topics studied;
- apply the conventions of relevant text types such as a letter or a newspaper report;
- classify, compare and predict information and ideas;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types, for example journal entry or story;
- use structures related to describing, recounting, narrating and reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- use stylistic techniques such as repetition, questions and exclamations;
- structure writing to sequence main ideas and events logically;
- vary language for audience, context and purpose.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Croatian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- formal letter, or fax, or email

or

- role-play

or

- interview.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Outcome 3:

- journal entry

or

- personal account

or

- short story.

It is expected that the student responds in Croatian to all assessment tasks selected.

Units 3 and 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Croatian-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Croatian-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting

and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture through VET

This detailed study allows the student to explore and compare aspects of the language and culture of the Croatian community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- create a personal, or imaginative text focusing on an event or experience in the past or present;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- select and make appropriate use of reference materials, including dictionaries;
- use a range of relevant text types.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of register, and stylistic features such as repetition and tone.

UNIT 3**Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- exchange and justify opinions and ideas;
- present and comment on factual information;
- describe and comment on aspects of past, present and future experience;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- link and sequence ideas and information;
- use a range of question forms;
- self-correct/rephrase to maintain communication.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
Outcome 2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
Total marks		50

* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- understand and convey gist, identify main points and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of different texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use a range of text types;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- appreciate cultural aspects critical to understanding the text.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Croatian-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Croatian-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Croatian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.	20
	A three- to four-minute interview on an issue related to texts studied.	20
Total marks		50

* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

UNIT 4***End-of-year examinations***

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)*Purpose*

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Croatian.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Croatian-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

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

Written examination (3 hours including 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding*Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Croatian in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Croatian covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to 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.

Part A

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

Part B

There will be one short text and one longer text.

Questions will be phrased in English and Croatian for responses in Croatian.

Section 2: Reading and responding

Purpose

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Croatian to information provided in a text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

The student will be required to read two texts in Croatian of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read a short text in Croatian of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Croatian. The task will be phrased in English and Croatian for a response in Croatian.

Section 3: Writing in Croatian*Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Croatian.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

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

The student will be required to write a response of 200–250 words in Croatian. The tasks will be phrased in English and Croatian for a response in Croatian.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter/fax/email. or Role-play. or Interview.
2 Listen to, read, and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Croatian or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in Croatian or English.	2 Listen to, read, and extract and use information and ideas from spoken and written texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in written or spoken form.	Journal entry. or Personal account. or Short story.

UNIT 4

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Croatian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
Unit 4		Written examination	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Croatian	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Croatian	10 5
Three- to four-minute interview.	10	Writing	7.5

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Croatian, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

Unit 1

Theme	Examples of learning activities
The individual	read a text about sport in Croatia and create a list of popular winter and summer sports
Topic	
Leisure and recreation	give a talk about your favourite sports person
Grammar	 send an email to a class in Croatia asking about leisure activities that are currently popular
Present and future tense, conditional, adverbs of time and manner, questions, direct/reported speech, adjectives	participate in a conversation with a friend in which you discuss the issue of balancing study and leisure
Text types	
Email, conversation, interview, list, talk	

Example assessment tasks

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.

Take part in a conversation focusing on hobbies and interests.

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Read a report of an interview with a famous sportsperson and create a list of the benefits for those undertaking sporting activities.

Unit 1

Theme

The Croatian-speaking communities

Topic

People and places

Grammar

Nouns (cases), adjectives (comparisons), prepositions, formal and informal register, ordinal numerals

Text types

Magazine article, chart, video, summary, discussion

Examples of learning activities

watch a video about Zagreb and extract the main points; compare with an Australian city

read a magazine article about a year in Zagreb and create a timeline that shows major annual events in Zagreb

listen to a discussion about Croatian cuisine and complete a chart



search the Internet for information on the latest cultural and sporting events in Zagreb and make notes

create a timeline including major historical events in a selected region of Croatia

you work at the Information Centre in the heart of Zagreb; role-play a conversation with an Australian tourist about the history of Zagreb

Example assessment tasks

Outcome 2: Listen to read, and extract and use information from spoken and written texts.

Listen to a broadcast on significant historical places in Croatia and list the main features of each site.

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Watch a video promoting Zagreb and write a review focusing on what you felt were/were not its most effective aspects.

Unit 2

Theme

The changing world

Topic

Tourism

Grammar

Present and past tenses, imperative, conjunctions in complex sentences

Text types

Questionnaire, advertisement, email, letter, video, conversation

Examples of learning activities

write a letter to a friend describing your holiday plans and invite him/her to join you

create a questionnaire focusing on favourite holiday destinations

watch a video about the Adriatic islands and summarise the main points



search the Internet for tourist information and make an itinerary of places to visit on your next holiday in Croatia

compose an advertisement about holidaying in Croatia to be placed in your local community newspaper

role-play a conversation discussing plans for a trip to Croatia



write an email to reserve accommodation in Croatia

Example assessment tasks

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions.

Role-play making a booking for a holiday in Croatia.

Outcome 3: Give expression to real or imaginary experience in written or spoken form.

Write a diary entry about a selected day on holiday on the Adriatic coast.

Unit 2

Theme

The Croatian-speaking communities

Topic

Arts and entertainment

Grammar

Pronouns (demonstrative and relative),
adjectives from proper nouns, numerals
(declension of ordinal numbers),
conjunctions

Text types

Debate, video, profile, interview, review,
informal letter, report, summary

Examples of learning activities

listen to a report about the Hlebine school of art and
summarise the main points

watch a video about the famous naïve artist Ivan
Lacković Croata and use the information to write a short
profile

write a report of an imagined interview with a famous
artist for a school newspaper

watch a video about two leading Croatian naïve artists,
e.g. Ivan Generalić and Miško Kovačić, and extract
points of information to make a comparison

read a critic's review of naïve artists' paintings and
summarise the main points

write a personal letter to a person from the
entertainment/arts industry and express your
appreciation of his/her talent

take part in a debate on the value of galleries and
museums

Example assessment tasks

Outcome 2: Listen to, read, and extract and use
information and ideas from spoken and written
texts.

Listen to an interview with a celebrity from the
world of entertainment and use the information to
write a report.

Outcome 2: Listen to, read, and extract and use
information and ideas from spoken and written
texts.

Read an article about the history of Croatian naïve
art and use the information to write a report for a
local newspaper.

Unit 3

Theme

The Croatian-speaking communities

Topic

History and culture

Grammar

Auxiliary verbs, negation, numbers, adverbs of time and place, irregular comparisons of adjectives

Text types

Webpages, letter, article, journal entry, brochure, report

Examples of learning activities



find out from the Croatian Embassy website the kind and number of events organised to promote Croatian culture in Australia and make notes

write a letter to an information centre in Croatia requesting brochures on customs and traditions

write a brochure promoting an activity related to Croatian history/tradition explaining its significance

read articles about Croatian immigration throughout history and draw a chart showing major periods of migration

read reports of research conducted on how and why traditions are maintained by overseas Croatian populations and write a summary of the main points

Example assessment task

Outcome 1: Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Write a journal entry about a real or imagined Croatian event in which you took part and your impressions.

Unit 3

Theme

The individual

Topic

Education and aspirations

Grammar

Passive verbs, participles, cases, conjunctions, prepositions

Text types

Webpages, discussion, diary entry, email, letter, text of a speech/talk

Examples of learning activities



using the Internet and other sources search for information about the Croatian educational system and make notes

write a comparison between an aspect of the Croatian and Australian education systems

discuss the value of tertiary education and make notes

write the text for a speech for a talk in class on the advantages of learning a language

write a diary entry about a school day which turned out to be unusual/exciting



email a friend in Croatia about your future career plans

write a letter to the Croatian Student Service asking for student job opportunities while studying in Croatia

give a short talk to the class about the benefits of taking part in an exchange program

Example assessment tasks

Outcome 2: Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, extracting and using the information requested.

Listen to interviews with exchange students and use the information to write an article providing useful advice to prospective exchange students.

Outcome 3: Exchange information, opinions and experiences.

A three- to four-minute role-play, focusing on the resolution of an issue.

You want to spend a year in Croatia after Year 12. Role-play a conversation in which you convince someone of the benefits of your decision.

Unit 4

Theme

The changing world

Topic

World of work

Grammar

Reflexive verbs, complex, compound and simple sentences, future tense, abstract nouns

Text types

Advertisement, résumé, job application, diary entry, discussion, talk

Examples of learning activities

read sample job advertisements in the local newspaper and analyse the skills needed for two jobs

read sample résumés and job applications, and note the strengths and weaknesses of each

write a diary entry about a significant job interview

write questions that might be asked of an applicant for the position of weekend hotel receptionist

listen to a conversation about different types of work experience and note the aspect that proved the most beneficial

prepare a talk for younger students about some qualities/attributes which it is important to develop before entering the work force

Example assessment task

Outcome 1: Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Read an article and advertisements about work available for students who speak a LOTE. Using the information provided write an article for your school newspaper outlining how one or two employment options draw on LOTE skills.

Unit 4

Theme

The changing world

Topic

Youth issues

Grammar

Possessive pronouns, comparative/
superlative forms of adjectives and adverbs

Text types

Article, webpapers, video, report, list

Examples of learning activities

read articles about the environment and list some major environmental concerns



search the Internet for information about environmental groups in Croatia; summarise your findings

watch a video about young people and their role in supporting National Parks in Croatia and extract the main points, e.g. motivation, action, impact in a report

read and discuss articles on the impact of tourism on nature, and possible strategies to address problems, and summarise the main points

develop a strategy to involve young people in promoting more environmentally friendly behaviour at home in a selected area

Example assessment tasks

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of the Croatian-speaking communities.

A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.

Write a 250–300-word report focusing on an example of young people working together successfully in the area of recycling and conservation, referring to the texts studied.

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of the Croatian-speaking communities.

A three- to four-minute interview on an issue related to texts studied.

Complete a three- to four-minute interview on the need for raising environmental awareness.

SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The Croatian-speaking communities

Topic: History and culture

Possible sub-topics for detailed study

- The architectural legacy of the Roman Empire in Istria.
- A walk through history in Dubrovnik.
- Petar Zrinski and Krsto Frankopan – Croatian martyrs.
- Stjepan Radić and his political philosophy.
- Government and the Parliamentary system in Croatia.

Theme: The Croatian-speaking communities

Topic: Arts and entertainment

Possible sub-topics for detailed study:

- Museums mirror the changing face of life in Croatia.
- The Dubrovnik Summer Festival.
- Theatrical life in Zagreb.
- Entertainment in Zagreb.
- The Croatian media in Australia.

Theme: The changing world

Topic: Youth issues

Possible sub-topics for detailed study:

- Strategies for reducing youth unemployment.
- The importance of recycling in combating pollution.
- Internationalisation – a force for the good?
- The challenge of saving the environment in Croatia.

Theme: World of work

Topic: The workplace

Possible sub-topics for detailed study:

- Can there be a secure job nowadays?
- The changing role of women in the workplace.
- Do higher education qualifications provide more job opportunities?

Theme: The changing world

Topic: Tourism

Possible sub-topics for detailed study:

- The economic importance of tourism for Croatia.
- Eco-tourism in Croatia.

EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

The outline below is an example of how all the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution. Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of applying to do a training course at a college in the Croatian-speaking communities. Write a formal letter to the overseas education officer enquiring about types, costs, length and entry into courses related to your area of interest. Enquire also about the types, cost and availability of accommodation on the campus.

VET Outcome 1: and VET Outcome 6:	Seek medical attention at a hospital/surgery/chemist (1.1, 1.2, 1.3, 1.4). Write a thank-you letter/thank someone over the phone (6.1, 6.2, 6.3).
VCE Unit 2 Outcome 2:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

VET Outcomes 11 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interview conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.
VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8). Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the dosage and any side effects of the medicine prescribed for them. Ask politely about the possibilities of obtaining a second opinion.
VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in the Croatian-speaking communities. Write a short dialogue or passage.
VCE Unit 3 Outcome 1:	250-word personal piece.
Assessment task:	You have recently returned from an exchange visit to the Croatian-speaking communities. Write an article for your school magazine focusing on your experiences of the school system in the Croatian-speaking communities. Describe your views of the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.

ADVICE FOR TEACHERS

VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in the Croatian-speaking communities. Using the information provided, write a comparison between the situation for school leavers in Australia and the Croatian-speaking communities.

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in the Croatian-speaking communities. Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read the two articles related to health provision in the Croatian-speaking communities. Using the information provided, write an article for a travel magazine outlining the major features of health provision in the Croatian-speaking communities, and provide key advice for potential tourists.

Detailed study

VET Outcome 13: and VET Outcomes 14,15:	Demonstrate basic knowledge of politics and government in the Croatian-speaking communities. Develop some specialised language and cultural knowledge.
VCE Unit 4 Outcome 2: and VCE Unit 4 Outcome 2:	250–300-word informative piece. Three- to four-minute interview on an issue related to texts studied.
Assessment tasks:	Write an informative article in which you outline the political figures currently prominent in the Croatian-speaking communities, and one or two recent issues or events. Democratic elections in the Croatian-speaking communities do not guarantee future unity and peace. Discuss this issue in a three- to four-minute interview.

SUMMARY OF OUTCOMES: MODULE 2B OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
Letter (business)	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information); register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

Dictionaries

Anić, Vladimir, *Rječnik hrvatskog jezika*, Novi Liber, Zagreb, 1994.

Drvodelić, Milan, *Croatian – English Dictionary*, 7th enlarged and revised edition, Školska knjiga, Zagreb, 1996.

Filipović, Rudolf, *English – Croatian Dictionary*, Školska knjiga, Zagreb, 1998.

Klaić, Bratoljub, *Rječnik stranih riječi*, Nakladni zavod MH, Zagreb, 1990.

Oxford Duden Nakeladac, *Hrvatski i engleski slikovni rječnik* Naklada C, Zagreb, 1997.

Tanocki, F, *Rječnik rodbinskih naziva*, Izdavački centar Radničkog sveučilišta Božidar Maslović, Osijek, 1986.

Reference books

Brodnjak, Vladimir, *Rječnik razlika između hrvatskog i srpskog jezika*, Školske novine, Zagreb, 1992.

Hrvatski almanah, Hina, Zagreb, 1997.

Grammar and Usage

Babić, Finka, Moguš, *Hrvatski pravopis*, Školska knjiga, Zagreb, 1999.

Babić, Stjepan, *Tvorba riječi u hrvatskom književnom jeziku*, Jugoslavenska akademija znanosti i umjetnosti, Globus Zagreb, 1986.

Barešić, Jasna, *Dobro došli, udžbenik i rječnik*, Škola za strane jezike, Zagreb, 1993.

Gramatika i rješenja zadataka, includes tapes.

Grubišić, Vinko, *Elementary Croatian*, Croatian Information Centre, Zagreb, 1994.

Kapetanović, Ružica, *Say it in Croatian*, Associated Book Publishers Inc, Scottsdale USA, pocket phrase book and dictionary.

Katičić, Radoslav, *Sintaksa hrvatskog književnog jezika*, Globus, Zagreb, 1986.

Težak S, Babić S, *Gramatika hrvatskog jezika*, Priručnik za osnovno jezično obrazovanje, ŠK, 1997.

THE INDIVIDUAL

Personal identity

Branko Pilaš, *Iz novije hrvatske proze*

Sunčana Škrinjarić, *Pisac i princeza*

FILM

Plan moga zavičaja

Education and aspirations

Alojz Majetić, *Glavata priča*

Zibor-Komarica, *Neuspjeh u školi*

Žirković, Šporer, Sekulić, *Asimilacija i identitet*

Leisure and recreation

Bastašić, *Pubertet i adolescencija*

Slijepčević, Boranić, Matekalo-Draganović, *Čovjek, zdravlje i okoliš*

FILMS

Povrće pobjeđuje čokoladu

Pubertet

Športom do zdravlja

Zubi i briga o njima

THE CROATIAN-SPEAKING COMMUNITIES

People and places

FILM

Grad ptica, u gradu ljudi

History and culture

Boban, *Hrvatske granice od 1918. do 1993.*

Branko Pilaš, *Sjaj hrvatske domovine*

FILMS

Kravata croatica

Tajna Nikole Tesle

Arts and entertainment

Ciklus, Upoznajmo kazalište

FILMS

Animirani film

Igrani film

Ivan Lacković Croata

Mijo Kovačić

Otkriće i razvoj filma

Otkriće zime Ivana Generalića

Uvod u filmske stilove

THE CHANGING WORLD**Youth issues**

Hotujac, Zloupotreba sredstava ovisnosti: prevencija i nadzor

Hudolin, Alkoholno piće i mladi

Hudolin, Rječnik ovisnosti

Milunsky, Upoznaj svoje gene

FILMS

Filip traži prijatelje (Prevencijom protiv droge)

Kako se postaje ovisnik

World of work

Bajza, Kako u 21. stoljeće

Ćićin-Šajn, Kompjutorska početnica

Mikula, Razvoj telekomunikacija

Nuklearna braća u svojoj okolini

FILM

Gosti iz galaksije

Tourism

Blažević, Pepeonik, Turistička geografija

Babić, National Parks of Croatia

Poljak, Pedeset najljepših planinarskih izleta u Hrvatskoj

Skupina autora, Zemljopisni atlas Republike Hrvatske

FILMS

Vode imotske krajine

Fenomeni krša