Languages Other Than English

Croatian

Board of Studies
2000
Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

Croatian

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Northern Territory Board of Studies
Senior Secondary Assessment Board of South Australia
Tasmanian Secondary Assessment Board

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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

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Advice for teachers

Developing a course
Methods
Structure and organisation
Use of information technology
Example outlines
Summary of outcomes: Module 2B of the National TAFE Language Course
Main characteristics of different kinds of writing
Main characteristics of common text types
Suitable resources
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.
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.
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.
PRESERVED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

<table>
<thead>
<tr>
<th>The individual</th>
<th>The Croatian-speaking communities</th>
<th>The changing world</th>
</tr>
</thead>
</table>
| **Personal identity**  
For example, self, family and friends, home and community, relationships, celebrations and events. | **People and places**  
For example, lifestyles, cultural/regional diversity, migration. | **Youth issues**  
For example, drugs in society, environment, unemployment. |
| **Education and aspirations**  
For example, school life, further education, future plans, careers. | **History and culture**  
For example, customs and traditions, historical events, places and people, the changing face of Croatia and Croatian society. | **World of work**  
For example, technology, the workplace, science and innovation, job search. |
| **Leisure and recreation**  
For example, hobbies and interests, sports, entertainment, holidays and travel, health and fitness. | **Arts and entertainment**  
For example, festivals, music and songs, literature, creative and performing arts, film and media. | **Tourism**  
For example, travel at home and abroad, cross-cultural communication, cultural diversity. |

**Note:** **Bold** = Prescribed themes, **Bold Italic** = Prescribed topics, **Italic** = 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.

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

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:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>concrete</th>
<th>čovjek, voda, drvo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>abstract</td>
<td>budućnost, misao</td>
</tr>
<tr>
<td>gender</td>
<td>masculine</td>
<td>stol, zec, orao</td>
</tr>
<tr>
<td></td>
<td>feminine</td>
<td>stolica, noga kokoš</td>
</tr>
<tr>
<td></td>
<td>neuter</td>
<td>srce, drvo, sunce</td>
</tr>
<tr>
<td>number</td>
<td>singular</td>
<td>pod stolica srce</td>
</tr>
<tr>
<td></td>
<td>plural</td>
<td>podova stolica srca</td>
</tr>
<tr>
<td></td>
<td>dual</td>
<td>dva dvije dvojica</td>
</tr>
<tr>
<td></td>
<td>collective</td>
<td>liše, cvijeće, momčad</td>
</tr>
<tr>
<td></td>
<td>personal</td>
<td>Sjepan, Zagreb, Velebit</td>
</tr>
<tr>
<td></td>
<td>general</td>
<td>čovjek, rijeka, životinja</td>
</tr>
<tr>
<td>declension</td>
<td>jabuka, jabuke, jabuci, jabuku, jabukom</td>
<td></td>
</tr>
<tr>
<td>exceptions</td>
<td>masc. nouns ending in e/o</td>
<td>radio, orao, Mile</td>
</tr>
<tr>
<td></td>
<td>fem. nouns ending in a consonant</td>
<td>kokoš, noć, kost</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
<th>conjugation</th>
<th>gledam, gledaš, gleda, gledamo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>regular</td>
<td>čitati, igrati, ići</td>
</tr>
<tr>
<td></td>
<td>transitive</td>
<td>ostaviti knigu, pojesti jabuku</td>
</tr>
<tr>
<td></td>
<td>intransitive</td>
<td>sjesti, trčati</td>
</tr>
<tr>
<td></td>
<td>reflexive</td>
<td>kupati se, gledati se</td>
</tr>
<tr>
<td></td>
<td>passive</td>
<td>Jože je bio pozvan.</td>
</tr>
<tr>
<td>imperative</td>
<td>formal/informal</td>
<td>Stan! Stante!</td>
</tr>
<tr>
<td></td>
<td>infinitive</td>
<td>biši, gledati, hodati</td>
</tr>
</tbody>
</table>
### Tenses

<table>
<thead>
<tr>
<th>Tense</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>pijem, čitam, glačam</td>
</tr>
<tr>
<td>Perfect</td>
<td>pio sam, čitao sam, glačao sam</td>
</tr>
<tr>
<td>Future†</td>
<td>ja ću piti, ja ću čitati, ja ću glačati</td>
</tr>
<tr>
<td>Conditional†</td>
<td>znao bih, bio bih, htio bih</td>
</tr>
<tr>
<td>Imperfect†</td>
<td>vikah, čujah, bijah</td>
</tr>
<tr>
<td>Aorist†</td>
<td>dodoh, rekoj, vidjeh</td>
</tr>
<tr>
<td>Pluperfect†</td>
<td>bio sam doveo, ja bijah bio</td>
</tr>
</tbody>
</table>

### Auxiliaries

<table>
<thead>
<tr>
<th>Auxiliaries</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be</td>
<td>biti, bio sam</td>
</tr>
<tr>
<td>To want</td>
<td>htjeti, htio sam</td>
</tr>
</tbody>
</table>

### Participles

| Present† | Bacajući, koseći, misleći |
| Past†    | Bacivši, došavši, kazavši   |

### Pronouns

<table>
<thead>
<tr>
<th>Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>ja, ti, on, ona, ono</td>
</tr>
<tr>
<td>Possessive</td>
<td>moj, tvoj, svoj, vaš</td>
</tr>
<tr>
<td>Demonstrative</td>
<td>ovaj, taj, onaj</td>
</tr>
<tr>
<td>Reflexive</td>
<td>se</td>
</tr>
<tr>
<td>Interrogative</td>
<td>tko, što, kakav, koji, čiji</td>
</tr>
<tr>
<td>Relative</td>
<td>Reci što želiš.</td>
</tr>
<tr>
<td>Indefinite</td>
<td>netko, nitko, svatko, ikakvi</td>
</tr>
<tr>
<td>Declension</td>
<td>ja, moje, mene, meni, mnom</td>
</tr>
</tbody>
</table>

### Adverbs

<table>
<thead>
<tr>
<th>Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>jučer, davno, uvijek</td>
</tr>
<tr>
<td>Superlative</td>
<td>gdje, gore, blizu</td>
</tr>
<tr>
<td>Place</td>
<td>brzo, polako, tako</td>
</tr>
<tr>
<td>Manner</td>
<td>previše, mnogo, dosta</td>
</tr>
<tr>
<td>Quantitative</td>
<td>brzo, malo</td>
</tr>
<tr>
<td>Positive</td>
<td>brže, manje</td>
</tr>
<tr>
<td>Comparative</td>
<td>najbrže, najmanje</td>
</tr>
</tbody>
</table>

### Adjectives

<table>
<thead>
<tr>
<th>Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definite</td>
<td>zeleni, veliki</td>
</tr>
<tr>
<td>Indefinite</td>
<td>zelen, velik</td>
</tr>
<tr>
<td>Declension</td>
<td>zeleno, zelenom</td>
</tr>
<tr>
<td>Formation</td>
<td>Milkina, Ivanov</td>
</tr>
<tr>
<td>Definite</td>
<td>Hrvatski, zagrebački</td>
</tr>
<tr>
<td>Comparative</td>
<td>Mekši, lakši</td>
</tr>
<tr>
<td>Superlative</td>
<td>Najmekši, najlakši</td>
</tr>
<tr>
<td>Irregular</td>
<td>Dobar bolji, najbolji</td>
</tr>
<tr>
<td></td>
<td>Zao gori, najgori</td>
</tr>
</tbody>
</table>

†for recognition only
Prepositions
with genitive
bez, blizu, pokraj itd.
with dative
k(a), suprot, nasuprot itd.
with accusative
kroz, među, mimo itd.
with locative
na, o, prema, pri, u
instrumental
među, nad, pod, s(a) itd.
causal
zbog – Idem doktoru zbog bolesti
intentional
radi – Idem u školu radi učenja
‘with’ + ‘a’
s, sa

Numerals
cardinal
jedan, jedna, jedno
ordinal
prvi, prva, prvo
declension of ordinal numbers
prvom, prvu, prva
numeral nouns
dvojica, četvero
multiplicative numbers
tri puta dva
fractions
trecina, polovica

Negation
regular verbs
ne dam, ne može, ne smiješ
verbal conjunctions
neodrasli ljudi, neplaćen rad
double negatives
nito ne, nije ni
multiple negatives
Ni s kim se nikad nije svadio.
other forms
nito, niti, nije

Syntax
statements
Učenik uči.
Učenik ne uči.
questions
Vidiš li ga?
Ne vidiš li ga?
direct speech
Rekao je: ‘Dodite prekosutra!’
indirect speech
Rekao je da dođemo prekosutra.
exclamatory
Hajde dođi!
sentences
Kiša pada.
Došao je, ali nije ručao.
Tko radi, ima.

Cohesive devices
conjunctions
pa, te, ni, niti, a, ali, i, nego
exclamations
aj! aha! Ma nemoj!

Style
formal and informal register
vi, ti
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;
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.
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.

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

* 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.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong>&lt;br&gt; Analyse and use information from written texts.</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Outcome 2</strong>&lt;br&gt; Respond critically to spoken and written texts which reflect aspects of the language and culture of the Croatian-speaking communities.</td>
<td>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.</td>
<td>20</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 1 (4 tasks)</th>
<th>Outcomes</th>
<th>Unit 2 (4 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Establish and maintain a spoken or written exchange related to personal areas of experience.</td>
<td>Informal conversation. or Reply to personal letter/fax/email.</td>
<td>1 Participate in a spoken or written exchange related to making arrangements and completing transactions.</td>
<td>Formal letter/fax/email. or Role-play. or Interview.</td>
</tr>
<tr>
<td>2 Listen to, read, and obtain information from written and spoken texts.</td>
<td>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.</td>
<td>2 Listen to, read, and extract and use information and ideas from spoken and written texts.</td>
<td>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.</td>
</tr>
<tr>
<td>3 Produce a personal response to a text focusing on real or imaginary experience.</td>
<td>Oral presentation. or Review. or Article.</td>
<td>3 Give expression to real or imaginary experience in written or spoken form.</td>
<td>Journal entry. or Personal account. or Short story.</td>
</tr>
</tbody>
</table>
Outcomes and coursework assessment tasks for Units 3 and 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 3 (3 tasks)</th>
<th>Outcomes</th>
<th>Unit 4 (3 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Express ideas through the production of original texts.</td>
<td>A 250-word personal or imaginative written piece.</td>
<td>Analyse and use information from written texts.</td>
</tr>
<tr>
<td>2</td>
<td>Analyse and use information from spoken texts.</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
<td>Respond critically to spoken and written texts which reflect aspects of the language and culture of the Croatian-speaking communities.</td>
</tr>
<tr>
<td>3</td>
<td>Exchange information, opinions and experiences.</td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue.</td>
<td></td>
</tr>
</tbody>
</table>

Contribution of assessment tasks to study score

<table>
<thead>
<tr>
<th>School-assessed coursework</th>
<th>%</th>
<th>End-of-year examinations</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
<td></td>
<td><strong>Oral examination</strong></td>
<td></td>
</tr>
<tr>
<td>250-word personal or imaginative written piece.</td>
<td>10</td>
<td>Conversation</td>
<td>12.5</td>
</tr>
<tr>
<td>Response to spoken texts.</td>
<td>5</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>Three- to four-minute role-play.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td></td>
<td><strong>Written examination</strong></td>
<td></td>
</tr>
<tr>
<td>Response to written texts.</td>
<td>5</td>
<td>Listening and responding</td>
<td></td>
</tr>
<tr>
<td>Part A: Response in English</td>
<td></td>
<td>Part B: Response in Croatian</td>
<td></td>
</tr>
<tr>
<td>250–300-word informative, persuasive or evaluative written piece.</td>
<td>10</td>
<td>Reading and responding</td>
<td></td>
</tr>
<tr>
<td>Part A: Response in English</td>
<td></td>
<td>Part B: Response in Croatian</td>
<td></td>
</tr>
<tr>
<td>Three- to four-minute interview.</td>
<td>10</td>
<td>Writing</td>
<td>7.5</td>
</tr>
<tr>
<td>Overall contribution of school-assessed coursework and end-of-year examinations</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral</td>
<td>32.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to spoken texts</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Responding to written texts</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Writing</td>
<td>27.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
The individual

Topic
Leisure and recreation

Grammar
Present and future tense, conditional, adverbs of time and manner, questions, direct/reported speech, adjectives

Text types
Email, conversation, interview, list, talk

Examples of learning activities
- read a text about sport in Croatia and create a list of popular winter and summer sports
- give a talk about your favourite sports person
- send an email to a class in Croatia asking about leisure activities that are currently popular
- participate in a conversation with a friend in which you discuss the issue of balancing study and leisure

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 Radič 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: | Enquire about courses at an educational institution. and 
| VET Outcome 4: | 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. |

<p>| VET Outcome 1: | Seek medical attention at a hospital/surgery/chemist (1.1, 1.2, 1.3, 1.4). |
| VET Outcome 6: | 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. |</p>
<table>
<thead>
<tr>
<th>VET Outcomes 11 and 12:</th>
<th>Describe personality of people. Exchange information about the area where you live.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Unit 2 Outcome 2:</td>
<td>Listen to spoken texts and reorganise information and ideas in a different text type.</td>
</tr>
<tr>
<td>Assessment task:</td>
<td>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.</td>
</tr>
</tbody>
</table>

| VET Outcome 1:        | Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8). |
| VET Outcome 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:        | Demonstrate basic knowledge of the education system in the Croatian-speaking communities. |
| VET Outcome 9:        | 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. |
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: Demonstrate basic knowledge of medical practices and sickness in the Croatian-speaking communities.

VET Outcome 10: 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: Demonstrate basic knowledge of politics and government in the Croatian-speaking communities.

VET Outcomes 14,15: Develop some specialised language and cultural knowledge.

VCE Unit 4 Outcome 2: 250–300-word informative piece.

VCE Unit 4 Outcome 2: 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.
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.

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


**Reference books**


**Grammar and Usage**


**THE INDIVIDUAL**

**Personal identity**

Branko Pilaš, *Iz novije hrvatske proze*

Sunčana Šrinjar, *Pica i princeza*

**FILM**

*Plan moga zavičaja*

**Education and aspirations**

Alojz Majetić, *Glavata priča*

Zibor-Komarica, *Nesuđeg u školi*

Žaković, Šporer, Sekušić, *Asimilacija i identitet*

**Leisure and recreation**

Bastašić, *Pubertet i adolescencija*

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

**FILMS**

*Povrije dopuštenje čokoladu*

*Pubertet*

*Športom do zdravlja*

*Zabi 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

**Films**
Animirani film
Igrani film
Ivan Lacković Croata
Mijo Kovačić
Otkriće i razvoj filma
Otkriće zime Ivana Generalića
Uvod u filmske stilove

**Arts and entertainment**
Ciklus, Upoznamo kazalište

**THE CHANGING WORLD**

**Youth issues**
Hotujac, Zloupotreba sredstava ovisnosti: prevencija i nadzor
Hudolin, Alkoholno piće i mladi
Hudolin, Rječnik ovisnosti
Milansky, Upoznamo svoje gene

**World of work**
Bajza, Kako u 21. stoljeću
Čičin-Šajn, Kompjutorska početnica
Mikula, Razvoj telekomunikacija
Nuklearna braća u svojoj okolini

**Tourism**
Blažević, Pepeonik, Turistička geografija
Babić, National Parks of Croatia
Poljak, Pedeset najljepših planinarskih izleta u Hrvatskoj
Skupina autora, Zemljopisni atlas Republike Hrvatske

**FILMS**
Filip traži prijatelje (Prevencijom protiv droge)
Kako se postaje ovisnik

**FILM**
Gosti iz galaksije