

Accreditation Period

Units 1 and 2

2002–2023

Units 3 and 4

2002–2024



Victorian Certificate of Education

ARMENIAN

STUDY DESIGN



www.vcaa.vic.edu.au

Amendments to study design history

Version	Status	Release Date	Comments
1.1	Current	January 2023	The accreditation period for Units 1 and 2 expired 31 December 2023. The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2001	

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

Armenian

The following agencies have contributed to this document:

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

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IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 has been extended and expires 31 December 2023

Accreditation period for Units 3 and 4 has been extended and expires 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 Armenian. There are two branches of Modern Armenian: Eastern and Western. The end-of-year examination will contain some texts in Eastern Armenian and some texts in Western Armenian. Students may use either Eastern or Western Armenian in spoken and written responses.

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

RATIONALE

The study of a language other than English contributes to the overall education of students, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Armenian develops students' ability to communicate in a language that is the official language of the Republic of Armenia, as well as the language of Armenian-speaking communities in the Middle East, Far East and the many other parts of the world where Armenian-speaking communities are found.

The study of Armenian provides students with access to a rich and diverse cultural heritage developed over a long period of time. The ability to communicate in Armenian may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, commerce, social services and education.

AIMS

This study is designed to enable students to:

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

*INTRODUCTION***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

Armenian is designed for students who will, typically, have studied Armenian 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 Armenian 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 Armenian 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 Armenian 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 Armenian-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 22 and 23.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Armenian-speaking communities	The changing world
<ul style="list-style-type: none"> • Personal identity <i>For example, self, family, friends, celebrations and events, relationships, community.</i> • Education and aspirations <i>For example, school life, further education, part-time work.</i> • Leisure and recreation <i>For example, hobbies and interests, health and fitness, entertainment, holidays and travel.</i> 	<ul style="list-style-type: none"> • Daily life <i>For example, urban and rural life, cultural/regional diversity, migration.</i> • History and culture <i>For example, festivals and customs, historical events, places and people, cultural heritage.</i> • Arts and entertainment <i>For example, literature, creative and performing arts.</i> 	<ul style="list-style-type: none"> • Youth issues <i>For example, equality, independence.</i> • World of work <i>For example, technology, career opportunities.</i> • Tourism <i>For example, travel at home and abroad, cross-cultural communication.</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	Formal letter*	Personal profile*
Announcement	Informal letter*	Play
Article*	Interview	Poem
Chart	Invitation*	Postcard*
Conversation*	List	Recipe
Diary/journal entry*	Map	Report*
Discussion*	Menu	Review*
Editorial	Message/note*	Song
Email	Narrative account/story*	Survey
Film	News item	Table/timetable
Form	Notice	Text of a speech/talk*

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 30.

GRAMMAR

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

Diphthongs	այ - եա - իւ - ոյ - եօ	
Verb	regular and irregular – three groups of verbs with the endings ել - իլ - ալ present Ներկայ past perfect Անցեալ կատարեալ past imperfect Անցեալ անկատար future Ապառնի imperfect future Անկատար ապառնի infinitive Անորոշ auxiliaries Օժանդակ	ըլլալ - ունենալ Ես բժիշկ կ'ուզեմ ըլլալ: Ես կը փափաքիմ կատու մը ունենալ:
Noun	proper and common Յատուկ եւ հասարակ singular and plural եզակի եւ յոգնակի case Հոլով	Հայաստան, սեղան «եր» կամ «ներ» կ'աւելցնենք եզակի բառին վրայ: մոմ - մոմեր մատանի - մատանիներ
Pronoun	personal Անձնական relative Յարաբերական possessive Ստացական demonstrative Յուցական indefinite Անորոշ	ես - դուն - ան որ - որո ինձ - քուկդ - իրը այս, այդ, այն միւսէն - նոյնէն

Adjective	qualitative Որակական	կարմիր գիրք մեծ տուն
	numeral Թուական	մեկ գիրք
	cardinal բաժարցակ	առաջին տղան
	ordinal դասական	մեկական խնձոր
	distributive բաշխական	իմ գիրքս
	possessive Ստացական	այս տունը
	demonstrative Ցուցական	միս մարդէն
	indefinite Անորոշ	ուրիշ փողոցէն
Adverb	qualitative Որակական	մաքուր գրել արագ վագել
	quantitative Քանական	քիչ խօսիլ շատ լսել
	locative Տեղական	ներս մտնել դուրս ելլել
	temporal Ժամանակական	վաղը ուտել հիմա բերել
Conjunction	common conjunctions	ու - եւ - բայց - ուրեմն
	խօսակցական շաղկապներ	արդեօք - որովհետեւ

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 1–2 of this syllabus design.

OUTCOMES

For this unit the student is required to demonstrate achievement in 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 in spoken and written communication;
- use vocabulary and expressions appropriate to the topic area;
- use a range of question forms;
- link and sequence ideas and information;
- initiate, maintain and close an exchange;
- use appropriate pronunciation, pitch/spelling and punctuation;
- self-correct/repair 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.

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 the topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- apply knowledge of conventions of text types;
- 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 titles, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to give 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 genres, 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, contrast and flashback;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- link ideas, events and characters;
- select and make use of relevant reference materials;
- identify main consequences of action;
- provide personal commentary on aspects of texts;
- respond appropriately to 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.

UNIT 1

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, oral and written skills in Armenian 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. television news, interviews, broadcasts) to obtain information to complete notes, charts or tables in Armenian or English

and

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

Outcome 3:

- oral presentation

or

- review

or

- article

It is expected that the student responds in Armenian 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 Armenian, 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 12–15 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of the outcome

Outcome 1

On completion of this unit the student should be able to participate in 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 offering assistance, advice, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to specific areas;
- 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;
- link and sequence ideas;
- initiate, maintain, and close an exchange as appropriate, and close an exchange;
- use gesture, stress and intonation to enhance meaning and persuade;
- use examples and realia 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 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;
- use stylistic features such as contrast and repetition;

UNIT 2

- infer meaning from linguistic and contextual features;
- classify, compare and predict information and ideas;
- summarise, explain and contrast ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas from one text type to another;
- provide personal comment/perspective on aspects of texts;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

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

Key knowledge and skills

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

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

ASSESSMENT

The award of satisfactory completion of 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 Examiners 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 a checklist 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 Armenian 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, podcasts) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, lectures) 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 Armenian 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 12–15 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 Armenian-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 29). 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 Armenian-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 Armenian 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 12–15 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 using a range of text types;
- use a range of relevant text types;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- select and make appropriate use of reference materials, including dictionaries.

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 registers 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;
- use appropriate gesture;
- 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 12–15 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;
- infer meaning from cognates, grammatical markers and common patterns of word formation;
- 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 Armenian-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 Armenian-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion about an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

UNIT 4

- 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.

UNIT 4

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 Armenian-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.

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 Armenian.

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 Armenian-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 (2 hours and 30 minutes plus 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 Armenian 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 six texts in Armenian covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 8 minutes (16 minutes in total for two readings of each text).

Some texts will be short, that is one reading of each text will be approximately 35–45 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 three texts, including at least one shorter text and at least 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 Armenian for responses in Armenian.

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 Armenian to information provided in a text.

UNIT 4*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 Armenian 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 approximately 150 words in Armenian. The student will be required to demonstrate understanding of the text through processing the information from the stimulus material. The students will produce a written response that addresses the purpose, a context, and an audience as specified in the question. The student will be required to produce a text type drawn from those prescribed for productive use in the syllabus.

The student will be expected to write a response of approximately 150 words in Armenian.

One or two related texts may be used in the stimulus text. However, if two texts are used, (for example, an attachment within an email), they must be presented as one text with two parts in the examination.

The tasks will be phrased in English and Armenian for a response in Armenian.

Section 3: Writing in Armenian*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 Armenian.

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 (e.g. personal, informative, imaginative, evaluative, reflective, narrative, persuasive, or descriptive, either individually or in combination) 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 250 words in Armenian. The tasks will be phrased in English and Armenian for a response in Armenian.

UNIT 4

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 written or spoken exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a written or spoken exchange related to making arrangements and completing transactions.	1 Formal letter/fax/email. 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 Armenian or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in Armenian or English.	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.	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.
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.	3 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 Armenian-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 Armenian	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Armenian	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

FOR USE IN 2024

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 34.

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 Armenian, 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	complete a table in response to a recorded interview on personal preferences
Topic	
Personal identity	complete personal profile of a friend
Grammar	describe a friend to a friend
Revision of tenses	write a text message conversation arranging an outing
Text types	
Interview, profile, role-play, talk	present a short talk on your favourite leisure time

Example assessment task

Outcome 1: Establish and maintain communication through oral or written exchange related to personal and social experience.

Take part in a conversation in which you describe aspects of your daily life.

Unit 1

Theme

The changing world

Topic

Tourism

Grammar

Time phrases, adjectives (including superlative and comparative forms)

Text types

Conversation, itinerary, letter, summary, plan, video

Examples of learning activities

role-play a conversation with a travel agent about making a booking to visit Armenia

negotiate an itinerary with a travel companion and write the agreement

role-play a conversation with a parent/guardian to allow you to go on a holiday

research a holiday destination on the Internet and discuss the pros and cons of that destination in a letter to a friend

Watch a video about a famous tourist destination in an Armenian-speaking area and summarise key features

Example assessment tasks

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

Listen to a broadcast about a holiday offer and list the main details of the offer.

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

Write a review of a promotional video on a tourist destination in Armenia explaining why, in your view, it is/is not particularly effective.

Unit 1

Theme

The changing world

Topic

World of work

Grammar

Future tense, quantitatIVES, adjectives, possessive pronouns

Text types

Discussion, article, conversation, report, interview

Examples of learning activities



search the Internet for information on employment among different age groups and different areas/countries and write a report

research and discuss the skills for particular jobs in the different fields

read news about key issues faced by teenagers seeking employment and use the information to write an article for a school magazine

discuss interviews outlining strategies to address youth unemployment and summarise key points

write reports on the effectiveness of strategies designed to address unemployment and use the information to prepare the text for an oral report

watch a video focusing on employment in the next two decades and note the main changes foreshadowed

Example assessment task

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

Read an article and complete a table summarising the impact of changes in the workplace over the last fifty years.

Unit 2

Theme

The Armenian-speaking communities

Topic

History and culture

Grammar

Verb infinitives, auxiliaries and particles, pronouns

Text types

Interview, speech, documentary, article, report

Examples of learning activities

listen to an interview with an older member of the Armenian community and discuss his/her experiences

present a class speech explaining the significance of the 24 April

watch a documentary about the development of Armenia and summarise the key points

read an article about a famous historical person and use the information to write a profile

research the internet for information on a selected period of Armenian history and use the information to write a comparative report

Example assessment tasks

Outcome 2: Listen to an interview with an older member of the Armenian community and discuss his/her experiences. Write a report on the information and ideas from spoken and written texts.

Read an article about the contribution of a significant historical figure and use the information as the basis for a presentation.

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

Role-play a conversation in which you agree on a particular era of Armenian history to research.

ADVICE FOR TEACHERS

Unit 2

Theme

The Armenian-speaking communities

Topic

Arts and entertainment

Grammar

Quantitative adverbs, numerals

Text types

Article, report, summary, song, notes, guide

Examples of learning activities

listen to an Armenian song and ask questions on the content of the lyrics

investigate the contribution of a famous Armenian artist, e.g. Gomidas, Maro, or Komitas Vazovski, has made to Armenian cultural and social life and write a report

using the internet (<http://www.cilicia.com>) and other sources, research a selected artist/author/figure and prepare a short oral report

invite a famous Armenian artist to school to speak about his/her work and take notes

use the internet to investigate a famous art gallery in Armenia and use the information to compile an informative guide for visitors

investigate a contemporary popular Armenian musician or artist and present a short report to the class describing his/her achievements

Example assessment

Outcome 3: Use expression to describe or imaginary experiences in written or spoken texts.

Use a text or image as a basis for a short story with as many as possible the ideas/content from the song or painting.

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

Listen to an interview with a well known Armenian artist and use the information to write a brief report on his/her work and achievements.

Unit 3

Theme

The individual

Topic

Leisure and recreation

Grammar

Revision of verb tenses, relative pronouns, temporal adverbs

Text types

News item, article, film, webpages, report, presentation, chart, table, story

Examples of learning activities

read a news item about balancing work and leisure and summarise the key points

present a fitness program tailored to meet the needs of a particular group, explaining the thinking underlying the design

write a story with a moral related to health and fitness for young readers



search the Internet for information on lifestyle trainers and discuss their role

watch a video about the impact of changing lifestyles on health and summarise the key points

Example assessment tasks

Outcome 2: Analyse and use information from spoken texts.

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

Listen to texts related to an aspect of health and write a short report highlighting the major areas of concern and the strategies suggested.

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

A 250-word personal or imaginative written piece.

Write the script for a short video segment designed to promote healthy lifestyles among young people.

Unit 3

Theme

The changing world

Topic

Youth issues

Grammar

Verb tenses, quantitative adjectives, conjunctions

Text types

Article, poem, notes, broadcast, message, report

Examples of learning activities

listen to interviews and summarise the main points made about conformity and 'group' identity

read a story and explain how the author highlights the conflict between the need to conform and the need to be an individual

listen to a radio interview and answer questions about the impact of advertising on young people's lifestyles

based on extracts from articles, discuss values important to young people and make notes



read and respond to an email message asking for your view on values important for the future of society

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

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

Convince the editor of a young people's magazine of the need for an article focusing on an issue related to advertising.

Unit 4

Theme

The Armenian-speaking communities

Topic

Arts and entertainment

Grammar

Verb tenses, indefinite adjectives

Text types

Review, news bulletin, poem, report, notes, film, advertisement

Examples of learning activities

read and recite selected poems

read an Armenian poem and write a review focusing on the author's purpose, and how well he/she achieves it

investigate and report on the contribution of a selected famous Armenian writer

watch a film about the work of a famous Armenian writer (e.g. Kikor) and write a report explaining the relationship between the author's works and the time when they were written

listen to a news bulletin discussing the merits of a new film and use the information to design an effective advertisement

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 articles about a famous Armenian writer and write a report integrating the views presented.

Unit 4

Theme

The Armenian-speaking communities

Topic

Daily life

Grammar

Verb tenses, adverbs, conjunctions

Text types

Discussion, news item, article, letter, report, summary, story, film, webpages, magazine article, timeline, story, broadcast talk

Examples of learning activities

create a table to illustrate the Armenian diaspora

listen to a broadcast on customs and festivals of different Armenian-speaking communities and write a comparative report

read articles on changes in daily life and summarise the key points



search the Internet for information on Armenia's geography; select two regions and summarise the main differences

prepare the text of a speech comparing lifestyles in two different Armenian-speaking areas/countries

Example assessment tasks

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

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

Write an informative report designed to illustrate the rich diversity underpinning the concept of daily life in Armenian-speaking communities.

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

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

Discuss some of the factors that lead to similarities and differences in lifestyle amongst communities that share a common language.

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 Armenian-speaking communities

Topic: Daily life

Possible sub-topics for the detailed study:

- Daily life, past and present.
- Teenage life and issues in Nagorno Karabagh.
- The nature of regional diversity and its impact.

Theme: The Armenian-speaking communities

Topic: History and culture

Possible sub-topics for the detailed study:

- The influence of the past on the present.
- Historical turning points.
- The origins of selected traditions and customs, and the importance of preserving them.

Theme: The Armenian-speaking communities

Topic: Arts and entertainment

Possible sub-topics for the detailed study:

- Modern and traditional art as a reflection of Armenian culture.
- The media in Armenia and the diaspora.
- A famous Armenian artist and his/her work.

Theme: The changing world

Topic: World of work

Possible sub-topics for the detailed study:

- The future of work.
- The impact of changes in the workplace on family life.
- Balancing work and leisure.

Theme: The changing world

Topic: Tourism

Possible sub-topics for the detailed study:

- The history and future of tourism in a selected Armenian-speaking area.
- The benefits and drawbacks of tourism.

ADVICE FOR TEACHERS

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 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 a training course at a college in the Armenian-speaking community. Write a formal letter to the overseas education office enquiring about types, costs, length and entry requirements 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 from a doctor/surgery/chemist (1.1, 1.2, 1.3, 1.4) Write a thank-you note to 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 the city. Contact 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 Outcome 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 an experience of having serious headaches and you have made an appointment with the local doctor. Assist your client to fill in a form provided. Explain their symptoms. Clarify dosage and 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 your knowledge of the education system in the Armenian-speaking communities. Write a short note or passage.
VCE Unit 3 Outcome 1:	250-word personal piece.
Assessment task:	You have recently returned from an exchange visit to the Armenian-speaking communities. Write an article for your school magazine focusing on your experiences of the school system in the Armenian-speaking communities. Describe your views of the structure, philosophy and attitude to school, subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.
VET Outcome 6:	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 Armenian-speaking communities. Using the information provided, write a comparison between the situation for school leavers in Australia and the Armenian-speaking communities.

ADVICE FOR TEACHERS

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in the Armenian-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 Armenian-speaking communities. Using the information provided, write an article for a travel magazine outlining the major features of health provision in the Armenian-speaking communities, and provide key information for potential tourists.

Detail study

VET Outcome 13: and VET Outcomes 14,15:	Demonstrate the knowledge of politics and government in the Armenian-speaking communities. Develop some specialised language and cultural knowledge.
VCE Unit 4 Outcome 2: and VCE Unit 4 Outcome 1:	Write a 300-word informative piece. Participate in a three-minute interview on an issue related to texts studied.
Assessment task:	Write an informative article in which you outline the political figures currently prominent in the Armenian-speaking communities, and one or two recent issues or events. There can only be real economic progress if the populace learns to look after itself, rather than relying on the state. 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.

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Personal Identity

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FILMS, VIDEOS AND TELEVISION

‘Kikor’ by Hovannes Toumanian, SBS Television

WEBSITES

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Education and aspirations

JOURNALS AND PERIODICALS

Ararat, AGBU, 585 Saddle River Road, Saddle Brook, NJ.
Armenian International Magazine (AIM), PO Box 3296, Manhattan Beach, CA 90266.
Armenian Review, Hairenik, 80 Bigelow Ave, Watertown, MA.

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Comrade Panchouny

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This is Armenia

Mrs Sossy Bedikian Lecture Armenian History

Bethlehem 2000 (filmed by Kevork Krozian)

This is Artsakh

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Anoush Opera

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FILMS, VIDEOS AND TELEVISION

This is Armenia

Anoush Opera

Bethlehem 2000 (filmed by Kevork Krozian)

This is Artsakh

CD-ROMS

Armenia

Discover Armenia