

Accreditation Period

Units 1 and 2

2005–2023

Units 3 and 4

2006–2024



Victorian Certificate of Education

BOSNIAN

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1	Superseded	January 2004	

COVER ARTWORK WAS SELECTED FROM THE TOP ARTS EXHIBITION. COPYRIGHT REMAINS THE PROPERTY OF THE ARTIST.



Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board



Tarkan ERTLURK
Usage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck



Liara RASCHILLA
Soap (detail)
19.0 x 22.0 x 22.0 cm
ceramic, clear glass, lustre



Nigel BROWN
Covered pygmy (detail)
80.0 x 440.0 x 70.0 cm
composition board, steel, bucspeakers,
CD player, amplifier, glass



Kate WOOLLEY
Sash (detail)
70.0 x 101.0 cm, oil on canvas



Chris ELLIS
Tranquility (detail)
35.0 x 22.0 cm
gelatin silver photograph



Christian HART
Women without (detail)
digital film, 6 minutes



Kristian LUCAS
Me, myself, I and you (detail)
66.0 x 102.0 cm
oil on canvas



Merryn ALLEN
Japanese Abrasions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton



Ping (nee) VINCENT
Boxes (detail)
colour photograph



James ATKINS
Light cascades (detail)
three works, 50.0 x 82.0 x 8.0 cm each
glass, fluorescent light, metal



Tim JONER
14 seconds (detail)
digital film, 1.30 minutes

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IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2005–2023

Units 3 and 4: 2006–2024

The accreditation period for Units 1 and 2 commences on 1 January 2005.

The accreditation period for Units 3 and 4 commences on 1 January 2006.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA 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 *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* 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 is modern standard Bosnian, in both written and spoken forms. Some variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in this syllabus.

RATIONALE

The study of a language other than English contributes to the overall education of students, most 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 Bosnian develops students' ability to understand and use the language that is spoken in Bosnia and Herzegovina and, as a result of migration, in many other countries in Europe, the USA, Canada and Australia.

The ability to communicate in Bosnian, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts and education.

AIMS

This study is designed to enable students to:

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

STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Bosnian is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

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 *VCAA Bulletin*. The *VCAA 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 *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Bosnian to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

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 AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The 'Advice for teachers' section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The ‘Advice for teachers’ section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

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 Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

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 Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority 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 and VCAL 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 Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Bosnian the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Bosnian are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component } 12.5 per cent
 written component } 37.5 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

*A single grade is awarded.

Units 1–4: Common areas of study

The areas of study for Bosnian comprise themes and topics, text types, kinds of writing, vocabulary and grammar. 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 text types, kinds of writing, vocabulary and grammar 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 Bosnian-speaking communities
- The changing world

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

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

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

PREScribed THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

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

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. (Characteristics of some text types are set out in the ‘Advice for teachers’ section.)

Advertisement	Film	Proverb
Announcement*	Folk tale	Public notice
Application form	Formal letter*	Recipe
Article*	Informal letter*	Recorded message*
Biographical extract	Instruction*	Report*
Brochure*	Interview	Resume
Chart*/graph*/table*	Invitation*	Review*
Commentary	Itinerary	Script* (for speech*, report*, sketch, dialogue, interview)
Conversation*	List*	Song
Critique	Map	Story*
Debate	Menu	Summary*
Diary entry*	News item	Survey
Discussion*	Play	Telephone call
Documentary	Poem	Weather forecast
Editorial	Postcard*	Web page
Email*/fax*/memo*/message*/note*	Poster	
	Presentation	

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the ‘Advice for teachers’ section.)

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, and published annually in the *VCE and VCAL Administrative Handbook*.

GRAMMAR

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

Nouns	concrete	čovjek, žena, drvo
	abstract	budućnost, misao
	gender	
	masculine	dječak, ormar, akšam
	feminine	sestra, stolica, država
	neuter	dijete, more, čitanje
	number	
	singular	gost, jaran, knjiga, ime
	plural	gosti, jarani, knjige, imena
	dual	novine, vrata, makaze
collective	lišće, cvijeće, perje	
personal	Hasan, Bosna, Sarajevo	
general	žena, rijeka, biljka, životinja	
declension (7 cases)	rijeka, rijeke, rijeci, rijeku, rijeko, rijeci, rijekom	
Adjectives	indefinite	<i>nepoznat</i> čovjek
	definite	<i>crni</i> džemper
	gender, number, case	<i>dobar</i> čovjek, <i>stara</i> knjiga, <i>suho</i> lišće
	comparison	crnji, blaži, ljepši
	superlative	najblaži, najljepši
	adjective from proper nouns	bosanski, sarajevski
	irregular comparison	dobar, bolji, najbolji zao, gori, najgori
Pronouns	personal	ja, ti, on, ona, ono, sebe, se
	relative	ko, šta, što, koji, čiji, kakav
	general	svako, svašta, svačiji
	negative	niko, ništa, nikoji, ničiji

	indefinite possessive demonstrative quantities	neko, nešto moj, tvoj, njegov, njezin, naš, vaš ovaj, taj, onaj ovoliki, tolika, ovoliko, svekoliko
Verbs	conjugation regular transitive intransitive reflexive passive imperative formal/informal infinitive tenses present perfect future conditional imperfect aorist pluperfect auxiliaries to be to want participles present past	čitam, čitaš, čita, čitamo pisati, raditi, ići <i>kupiti</i> tašnu, <i>pojesti</i> krušku sjesti, trčati umivati se, obuvati se Ahmet je prozvan. Ustanite! Ustani! raditi, plivati, krečiti jedem, čitam, pišem jeo sam, čitao sam, pisao sam ja ću jesti, ja ću čitati, volio bih, bio bih, htio bih čitah, plakah, bijah stigoh, rekoh, vidjeh bio sam doveo, bio sam čitao biti, bio sam htjeti, htio sam vičući, noseći, misleći* dotrčavši, doznavši, kazavši*
Numerals	cardinal ordinal declension of ordinal numbers numeral nouns multiplicative numbers fractions	jedan, jedna, jedno prvi, prva, prvo prvom, prvu, prva dvojica, četvero tri puta dva trećina, polovina
Adverbs	time place manner quantities cause	danas, sutra, ljetos, danju tamo, tu, desno, sprijeda, ispred dobro, ružno, lahko/lako, mnogo, malo, skupo, pretjerano zato, stoga, džaba, uzalud
Prepositions	with genitive with dative with accusative with locative with instrumental	do, iz, bez, iznad, kod, od, oko k/ka, nasuprot, unatoč, uprkos uz, niz, mimo, kroz na, o, prema, pri, u među, nad, pod, s(a)
Negation	regular verbs multiple negatives	ne dam, ne može, ne smiješ Nikad se ni sa kim nije prepirao.

Sentence types	statement	
	affirmative	Kiša pada.
	negative	Kiša ne pada.
	questions	
	affirmative	Jesi li došao na vrijeme?
	negative	Nisi li ti zakasnio?
	simple sentence	Ja govorim bosanski.
	sentences without subject	Pričaju po čaršiji. Pišu o tome stalno.
impersonal sentences	Sijeva. Grmi. Naoblačilo se. Rano je.	
complex sentences	Vode nije bilo, pa je vladala žeđ. Nebo je vedro, i sigurno će biti lijep dan.	
Cohesive devices	conjunctions	pa, te, ni, niti, a, ali, i, nego
	Exclamations	oh, jao, gle, de, evo, eno, eto
Style	formal and informal register	Vi. Ti.

* for recognition only

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 17–18 of this syllabus design.

OUTCOMES

For this unit the student is required to demonstrate achievement of the following 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 imagined;
- initiate, maintain and close an exchange;
- use appropriate style;
- use a range of question and answer forms;
- link and sequence ideas and information;
- recognise and respond to cues for turn-taking;
- self-correct or ask for help to maintain communication;
- use appropriate intonation, stress, pitch, spelling and punctuation;
- communicate in a range of text types, for example, letter, fax, email;
- use conventions and language appropriate to the text type;
- use appropriate non-verbal forms of communication, such as eye contact and hand-shake.

Outcome 2

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

Key knowledge and skills

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

- 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;
- apply knowledge of vocabulary and structures related to the texts studied;
- recognise common patterns of word formation, cognates and grammatical markers, and use these to infer meaning;
- convey gist and global understanding as well as items of specific interest;
- establish and confirm meaning through re-reading, skimming and scanning, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to provide 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;
- identify main ideas, events and sequences of action;
- link ideas, events and characters;
- summarise and compare and contrast experiences, opinions, ideas, feelings and reactions;
- select and make use of relevant reference materials;
- provide personal comment/perspective on aspects of 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 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.

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

Outcome 1:

- informal conversation

or

- reply to personal letter/fax/email.

Outcome 2:

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

and

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

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the student will respond in Bosnian 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 Bosnian, and the other a response in English. Over the course of the unit, both oral and written skills in Bosnian should be 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.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–13 for all study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of the following 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;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- apply the conventions of the relevant text type;
- use vocabulary and expressions appropriate to the topic;
- make arrangements and complete a transaction;
- obtain and respond to requests or public information;
- link and sequence ideas and demonstrate clarity of expression in spoken or written form;
- initiate, maintain, direct, appropriate, and close an exchange;
- use appropriate non-verbal facial expression to enhance meaning and persuade;
- use appropriate non-verbal forms of communication;
- use explicit reasons to support arguments, and to convince;
- respond appropriately for the context, purpose and audience described.

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:

- apply the conventions of the relevant text type such as a letter or a newspaper report;
- use vocabulary, structures and content related to topics studied;
- infer points of view, opinions and ideas;
- infer meaning from linguistic and contextual features;
- order, classify, compare and predict information and ideas;
- extract and reorganise information and ideas from one text to another;
- use connectives to link ideas at sentence and paragraph level;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

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

Key knowledge and skills

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

- apply the conventions of text type;
- use structures related to describing, reporting, narrating, reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- structure writing to sequence ideas and events logically;
- use stylistic techniques such as repetition, questions and exclamations;
- vary language for audience, context and purpose;
- use connectives to link ideas at sentence and paragraph level.

ASSESSMENT

The assessment of student completion for a unit is based on a decision that the student has demonstrated achievement of all of the 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 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 the 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.

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 tasks used are in Bosnian and that the student respond in Bosnian to all assessment tasks selected to complete the unit, both oral and written skills in Bosnian should be 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.

Units 3 and 4

DETAILED STUDY

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

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. 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. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six 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 Bosnian-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 Bosnian-speaking community through a range of oral and written texts in Bosnian 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

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

FOR USE IN 2024

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 an imaginative or personal text focusing on an event or experience in the past, present or future;
- show knowledge of first- or third-person narrative perspectives;
- use language appropriate to audience, context, purpose and text type, and change register and style appropriately;
- organise and sequence ideas;
- use simple stylistic techniques such as repetition, questions, exclamations, changes in tone or speed of delivery;
- make appropriate use of reference materials, including dictionaries;
- simplify or paraphrase complex expressions;
- 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;
- employ knowledge of registers and stylistic features such as repetition and tone where appropriate;
- establish and confirm meaning through re-listening and using dictionaries;
- accurately convey meaning.

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;
- use appropriate intonation and stress;
- present and comment on factual information;
- describe and comment on aspects of past, present and future experience;
- link and sequence ideas logically;
- ask for and give assistance or advice;
- speak using appropriate register for the audience, context and purpose;
- self-correct/rephrase to maintain communication;
- use response words, question forms and gesture, where appropriate.

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 Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors 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 the 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 study score.

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 study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority 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 handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors 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. It is expected that the student will respond in Bosnian to all assessment tasks.

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

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

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;
- appreciate cultural aspects critical to understanding the text;
- compare and contrast aspects of texts on a similar topic;
- accurately convey meaning;
- show knowledge of and use the text type specified in the task;
- 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.

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 Bosnian-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 Bosnian-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;
- 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 Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors 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 the 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 to the study score.

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 study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority 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 handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors 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. The student must respond in Bosnian to all assessment tasks.

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

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

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 Bosnian.

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 Bosnian-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)

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 Bosnian 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 Bosnian 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 Bosnian and English for responses in Bosnian.

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 Bosnian 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 Bosnian 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 Bosnian 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 Bosnian. The task will be phrased in English and Bosnian for a response in Bosnian.

Section 3: Writing in Bosnian

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 Bosnian.

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 (personal, imaginative, persuasive, informative or evaluative) 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 Bosnian. The tasks will be phrased in English and Bosnian for a response in Bosnian.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

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

Outcomes and assessment tasks for Units 1 and 2

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

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 the information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of Bosnian-speaking communities.	(a) A 250–300-word informative, persuasive or evaluative written response, for example, report, comparison or review. and (b) A three- to four-minute interview on an issue related to the 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	10
		Part B: Response in Bosnian	5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding	
		Part A: Response in English	10
		Part B: Response in Bosnian	5
Three- to four-minute interview.	10	Writing	7.5

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

Advice for teachers

DEVELOPING A COURSE

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

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

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

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

Methods

Any communicative teaching method or combination of methods which allows students to achieve 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 AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Bosnian, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

Language learning applications

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word-processing skills in the language.

Information gathering

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.

Presentation applications

Students can use information and communications technology to:


- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Personal or imaginative written piece	Communication (written), planning and organising, self management
Analysis and response to spoken texts	Communication, problem solving
Role play to resolve an issue	Communication (oral), teamwork, problem solving, initiative and enterprise
Informative, evaluative or persuasive written response	Communication, problem solving, planning and organising, use of information and communications technology
Interview	Communication, teamwork, planning and organising, use of information and communications technology
Detailed study	Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, initiative and enterprise.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

Unit 1

Theme	Examples of learning activities
The individual	<i>Listening</i>
Topic	listen to a group of students talking about friendship and complete a list of principles for being a good friend according to the information given
Personal identity	view an extract from a film on friendship or love and describe the relationship between the main characters, using examples from the film to support your view
Sub-topic	
Love and friendship	listen to a song/story about love/friendship and extract information in note form
(Areas covered: making friends, keeping friends, relationships, peer pressure, the nature and importance of friendship)	<i>Speaking</i>
Grammar	in a role-play give advice to a friend before meeting a new friend/girl friend/boy friend
Verbs: action verbs, beginning and completion of action, final and cumulative action, distribution of action, limited action	interview a student about the 'want' and 'advantages' of maintaining a long-distance friendship
Auxiliaries: jesam, biti, htjeti	describe one of your friends to the class
Adjectives: aspect, gender, number, case, comparison	discuss different types of friendship as represented in the media
Constructions to express opinions	<i>Reading</i>
Text types	read an article, e.g. 'Savjetovanje' by Alija Hasagić, or 'Dječak ptica' by Ahmed Hromadžić and complete a list of adjectives used to describe friendships
Article / conversation / description / discussion / extract / film / informal letter / interview / list / message / note / profile / role-play / song / story / survey	read messages on youth online forums about friendship or peer pressure; identify the issues that you agree are important and those which you think are not; discuss your views with the class
	read a story or extract about love and write a profile of the main character
	write a list of tips for making friends
	write a letter to the editor of a youth magazine asking for help in resolving an issue with your friend
	write and conduct a survey to find out how young people make friends at school; present the findings of your survey visually and in Bosnian

Example assessment task

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

Assessment task: Informal conversation.

Details of the task: Role-play a telephone call to a youth radio program, discussing recent difficulties with a friend.

Unit 1

Theme	Examples of learning activities
The individual	<i>Listening</i>
Topic	listen to a conversation on the education system in Bosnia and Herzegovina and take notes on the different options available to secondary school students
School and aspirations	
Sub-topic	
School and education systems	watch a video which looks at the value of education from different points of view; compare the contrasting views of children and parents by identifying the issues of high, medium and low performance for each group; present the information in a presentation
(Areas covered: school systems, routines, freedom and rules and future plans)	listen to a presentation on subjects available in schools; select the three that are of most interest to you and explain your choice
Grammar	<i>Speaking</i>
Cases: nominative, genitive, dative, accusative, vocative, instrumental, locative	visit websites of three to five schools in Bosnia and Herzegovina and discuss the findings regarding subject selection, timetable and other daily routines
Nominal pronouns:	participate in a class discussion: Which school system offers more – the Australian or the Bosnian?
1. personal (ja, ti, on/ona/ono, sebe/se);	<i>Reading</i>
2. non-personal:	read a story about a student's first day at school and complete notes on the student's main impressions
a) interrogative/relative (ko, šta/što),	read an article from a Bosnian newspaper about the challenges faced by teenagers in Bosnia and Herzegovina; list those that are shared by students in your country and those that seem to be unique to students in the Bosnian education system
b) general (svako, svašta),	<i>Writing</i>
c) negative (niko, ništa),	write a diary entry describing your day at school
d) indefinite (neko, nešto)	prepare for a discussion contrasting the Australian and Bosnian education systems
Text types	draw up a chart to summarise possible educational choices in Bosnia and Herzegovina and Australia
Article / chart / conversation / debate / diary / discussion / email / information sheet / list / notes / presentation / speech / story / timetable / video / webpage	using the Internet, establish school to school contact with a class in Bosnia and Herzegovina; exchange information about school systems in the two countries

Example assessment task

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

Assessment task 2(a): Listen to spoken texts (e.g. conversation, interviews, broadcasts) to obtain information to complete notes, charts or tables in Bosnian.

Details of the task: Listen to a talk about the education systems in Bosnia and Herzegovina and Australia and complete an information sheet in Bosnian.

Unit 1

Theme	Examples of learning activities
The Bosnian-speaking communities	<i>Listening</i> view a relevant drama and summarise the elements of a traditional wedding ceremony
Topic People and places	listen to a radio announcement of calendar events and complete a table of information
Sub-topic Traditions and festivals (Areas covered: festivals in the past and in the present, regional festivals, traditions today)	watch the opening ceremony of 'Sarajevo Film Festival' noting the date, time and participants and report your own impressions <i>Speaking</i> as a class, or in pairs, choose a traditional ceremony and/or a modern festival and discuss its features participate in a debate: 'Traditional ceremonies have no relevance to the younger generation' in groups, discuss and share information on your favourite traditional and/or modern festival <i>Reading</i> find an article and copy dates of celebrations and festivals into a diary use the Internet to find the program for a film festival, select two films that your friends would like to see and note the details use the Internet, locate the words of a traditional song and develop a sound file for the song, including its origins, the main message, when it is traditionally sung and the style of music compare traditional Bosnian proverbs, compare them with familiar proverbs from other languages and discuss their relevance to society today
Grammar Accusative: a) object of the sentence, b) direction (with prepositions u, na), c) purpose (with preposition za), d) time (with preposition u) Vocative Perfect tense Imperfect	<i>Writing</i> using an appropriate ICT program, make a brochure advertising a traditional Bosnian festival imagine you have attended a festival in Bosnia and Herzegovina; write a 200-word diary entry or review of the festival using an appropriate word-processing program complete a chart about the features of different national and religious festivals in Bosnia and Herzegovina and Australia
Text types Announcement / background file / brochure / chart / conversation / debate / diary / discussion / interview / magazine / note / program / review / song / summary / video / web page	

Example assessment task

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

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in English.

Details of the task: Use information from written texts (brochures, magazines) to complete an itinerary in English for a trip to Bosnia and Herzegovina for your friend who has a special interest in festivals and celebrations.

Unit 1

Theme	Examples of learning activities
The individual	<i>Listening</i> listen to an announcement (e.g. at a train station or airport) and extract as much information as you can in note form, confirm the information with your class
Topic Leisure, sport and health	listen to a radio story and summarise the content
Sub-topic Holidays and interests (Areas covered: arranging holidays, holiday destinations and travel experiences)	watch a video about holiday destinations in Bosnia and Herzegovina and jot down reasons for visiting these places
Grammar Prepositions with genitive and dative case Writing and pronouncing letters č and ć Impersonal expressions Position of adverbs and adverbial phrases	<i>Speaking</i> discuss the strategies for negotiating and persuading appropriate to the context of convincing someone or someone's parents to allow you to holiday with friends role-play arranging holiday plans with friends by negotiating dates, the cost, accommodation etc. in groups, compare your last holiday experience or your favourite holiday
Text types Announcement / article / brochure / cloze exercise / description / discussion / email / itinerary / list / note / role-play / story / summary / video / web page	<i>Reading</i> read an article about Bosnia and Herzegovina – your next destination' or www.bhtourism.ba , select a place you would like to visit; describe its main attractions read an article about hints for travelling and complete a cloze exercise on the text plan a trip around Bosnia and Herzegovina, estimating distances, transport and travel times by reading information and organising it in an itinerary or brochure <i>Writing</i> create a list of five reasons to travel and compare it with the lists of other class members draft an email to a friend in Bosnia and Herzegovina describing your real/imaginary holiday experience using a software program, develop a brochure promoting a series of locations in Bosnia and Herzegovina as tourist destinations

Example assessment task

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

Assessment task: Article.

Details of the task: Imagine you are a correspondent for a Bosnian language travel magazine. Write an article expressing your insights into a travel experience you have had.

Unit 2

Theme	Examples of learning activities
The Bosnian-speaking communities	<i>Listening</i> listen to the Bosnian radio programs and summarise the structure, style of language or topics treated in a broadcast
Topic People and places	watch a documentary on multiculturalism in Bosnia and Herzegovina (e.g. 'Exile in Sarajevo', 'Sarajevo') and note the main issues relating to multiculturalism portrayed
Sub-topic Multiculturalism (Areas covered: multiculturalism in Bosnia and Herzegovina and in Australia)	listen to a Bosnian-speaker relating his/her personal issues about multiculturalism in Bosnia and Herzegovina and Australia for your class; take notes and pose at least one question to the speaker
Grammar Turkish loan words in Bosnian language Adjectives and nouns of nationalities Adverbs Cases Prepositions with locatives case	<i>Speaking</i> research and describe a typical day in the life of a young person from Bosnia and Herzegovina and compare it to a typical day in your life discuss the use of body language as a means of communication discuss the advantages and disadvantages of dual citizenship, comparing Australian and Bosnian citizenship
Text types Article / chart / concept map / discussion / documentary / film / interview / list / notes / radio program / script / speech / summary / web page	<i>Reading</i> visit The Department of Immigration, Multicultural and Indigenous Affairs website (www.immi.gov.au) and extract information for new citizens; list the most important points for Bosnian citizens visit the official website of the Public Broadcasting Services (RTV BiH) and extract information on how multiculturalism is reflected in their mission and schedule read an article on reality vs. truth (e.g. Sarajevo- Istine i mitovi, see Suitable Resources), and identify some of the fallacies exposed <i>Writing</i> as a group write a list of advantages of living in Bosnia and Herzegovina and in Australia, discuss the similarities and differences write and word process a persuasive speech in Bosnian to be presented at a school assembly about how multiculturalism enriches a person's identity summarise the three most important issues relating to multiculturalism for Australia and Bosnia and Herzegovina in a comparative chart or a concept map

Example assessment task

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

Assessment task: Interview or Role-play.

Details of the task: Participate in an interview with a recent migrant from Bosnia and Herzegovina about requirements for migration to Australia.

OR

Participate in a role-play with a recent migrant from Bosnia and Herzegovina in which you arrange to take him/her to a community activity.

Unit 2

Theme	Examples of learning activities
The individual	Listening
Topic	listen to a guest speaker talking about his/her sporting success or health issues for young people, note the information presented, then prioritise the information according to the importance the speaker placed on each point
Leisure, sport and health	
Sub-topic	watch a documentary relating to sport (e.g. the opening ceremony of Sarajevo Olympic Games 1984), noting the main features of the event in a chart
Sport and health	
(Areas covered: sports, sports people, the Olympic Games, keeping fit and healthy, and physical and mental wellbeing)	listen to a discussion about the advantages and stages of becoming an elite athlete, using this information to develop notes on a debate on 'Becoming an elite athlete is every child's dream'
Grammar	listen to a radio report from a member of a local sports team (e.g. a soccer club) and discuss the possibilities for improving participation in the sport
Adjective pronouns: personal and non-personal	Speaking
Future tense	give instructions on how to perform a physical exercise
Imperative mode	give a talk on your favourite sport
Expressions of sequence: cause and effect	discuss the link between active participation in sport and healthy living
Text types	participate in a debate on 'becoming an elite athlete is every child's dream'
Article / chart / commentary / debate / diagram / discussion / documentary / email / graph / instructions / interview / invitation / letter / list / note / oral report / poster / speech / video / web page	write a comment in Bosnian to accompany a sports or aerobics video
	Reading
	read the sports section of a newspaper or a sports magazine (e.g. Magazin) and make a list of the popular sports in Bosnia and Herzegovina, noting who they appeal to
	search the Internet and read about successful sports people from Bosnia and Herzegovina currently in Australia
	read online articles about health issues (such as eating disorders, nutrition) and provide personal comments on the articles
	Writing
	draw a diagram depicting a healthy diet (the food pyramid) and label it in Bosnian
	write an email/letter to a friend in Bosnia and Herzegovina seeking information about their current sporting activities or healthy living tips
	develop a poster advertising the inter-school sports competition for secondary school students and persuading them to participate
	using an appropriate software program, write an invitation to parents inviting them to attend the next game that your sports team will play



Example assessment task

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

Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

Details of the task: Listen to an interview with young people about fitness and participation in sporting activities, then reorganise the information into a graph or chart, comparing the levels of fitness with participation rates.

Unit 2

Theme	Examples of learning activities
The Bosnian-speaking communities	<i>Listening</i> view a documentary (e.g. Sarajevo) and write down important historic events and dates, draw a mind map of adjectives to describe the events
Topic People and places	listen to a news report from a city in Bosnia and Herzegovina and compare it with a news report from an Australian city on a related theme
Sub-topic City life and rural life (Areas covered: The history of Bosnia and Herzegovina, the past and the present, Bosnian and Australian cities and rural areas)	listen to a news report that reflects an aspect of city-life and discuss the meaning of the content in relation to rural areas
Grammar Imperfect tense Pluperfect tense Numerals: cardinal numerals Generalisation	<i>Speaking</i> participate in a conversation discussing changes in city living  use the Internet or library resources to obtain photographs of the main cities in Bosnia and Herzegovina; present information in summarised form to the class
Text type Article / conversation debate / diary / discussion / documentary / list / news report / novel excerpt / oral presentation / photograph / short story / slogan / song / summary / timeline / web page	<i>Reading</i> with a partner discuss the meaning of the slogan 'Open city' ('Grad otvoren za dobronamjerne') and prepare a short oral presentation <i>ICT</i> participate in a class debate 'City life is better than rural life' <i>Reading</i>  read an article about cities in the past (e.g. 'Putopisi' by Evlija Čelebija) and write down changes you would expect to have occurred in the present, then check your responses through further research on the Internet read a 'letter' from Sarajevo (e.g. Dnevnik [by Zlata Filipović], Naše međutim je rat) and write a response in pairs, look at past photographs of Bašćaršija and then trace the history of the area to the present day

Writing

create a timeline labelled 'In Bosnia' that includes significant events in a particular city or rural area in Bosnia and Herzegovina



using a word-processing program write a letter or email to a friend in Bosnia and Herzegovina about Melbourne (or another location in Australia) and its main attractions

write a diary entry to record your thoughts and feelings about a day spent in an Australian city (or country location)

Example assessment task

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

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) and use information and ideas in a different text.

Details of the task: Read two excerpts from a novel and reorganise the information in the form of a diary entry written by one of the characters about his/her impressions of the events and setting of the novel.

Unit 2

Theme	Examples of learning activities
The changing world	<i>Listening</i>
Topic	listen to a student speaking about his/her part-time work and write a brief summary
Youth issues	
Sub-topic	listen to the descriptions of several part-time jobs and identify the main features and responsibilities for each one
Jobs and careers	
(Areas covered: part-time jobs, work opportunities)	listen to an advertisement for part-time work on a radio broadcast and report the requirements of the job
Grammar	<i>Speaking</i>
Ordinal numerals, collective numerals, numeral adjectives, numeral nouns	participate in a class debate about the advantages and disadvantages of having a part-time job
Complex sentences	choose a part-time job you would prefer to have and explain your choice to the class
Text types	discuss the characteristics of imaginative and personal writing and the differences between them
Advertisement / application letter / article / debate / description / discussion / interview / list / personal account / plan / presentation / role-play / short story / summary / web page	discuss the similarities and differences between part-time jobs in Bosnia and Herzegovina and Australia for young people
	role-play an interview for a part-time job
	search online for information about particular jobs in Bosnia and Herzegovina and compare them with job requirements for similar jobs in Australia
	read a short story about a young person's experiences in a job and summarise
	read sample job applications and discuss the strengths and weaknesses of each application for the specified job
	<i>Writing</i>
	write a plan for a presentation on different types of work in Bosnia and Herzegovina
	write an application letter for a part-time job using an appropriate word-processing program
	write a list of questions that might be asked at a job interview, and develop answers based on your own experience

Example assessment task


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

Assessment task: Personal account or short story.

Details of the task: Respond in Bosnian to one of the following tasks:

1. Write a personal account for a newspaper about your experience in a particular job and some of the difficulties you and your co-workers face on a daily basis.
- or
2. Write an imaginative short story about the day things went wrong at work.

Unit 3

Theme	Examples of learning activities
The Bosnian-speaking communities	<p><i>Listening</i></p> <p>watch a film (e.g. No Man's Land) and prepare notes for a review</p>
<p>Topic</p> <p>The arts, entertainment and traditions</p>	<p>listen to an interview with a film director (e.g. Danis Tanović: No Man's Land) and discuss his motivation for making such a film</p>
<p>Sub-topic</p> <p>The arts – a mirror of the times</p> <p>(Areas covered: critical responses, film awards, imaginative writing, film production)</p>	<p><i>Speaking</i></p> <p>in class, discuss how to create personal and imaginative pieces of writing and their features; list text types that demonstrate each kind of writing</p> <p>establish a list of linguistic strategies for expressing feelings, views and opinions, then practise these in pairs</p> <p>discuss the importance of winning an Oscar award for Bosnian cinematography in general</p>
<p>Grammar</p> <p>Prepositions: with genitive, dative, accusative, locative, instrumental</p> <p>Negation: regular verb: ne dam, ne može</p>	<p><i>Reading</i></p> <p>read an interview with an award-winning film director (e.g. Danis Tanović) and comment on his/her statements and emotions after receiving the Oscar, or a similar award</p> <p>read an article relating to Bosnia and Herzegovina in 1992–1995 (e.g. 'Suze i smijeh') and summarise the survival skills needed at this time</p>
<p>Text types</p> <p>Article / commentary / discussion / film / interview / letter / list / review / summary / web page</p>	<p> read online comments about a film and write a summary suitable for the DVD cover</p> <p><i>Writing</i></p> <p>write a review of a film</p> <p>make a list of words and expressions frequently used in personal and imaginative writing</p> <p>write a letter to the editor and express your views on an issue raised in the film you have watched</p>

Example assessment task

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

Assessment task: A 250-word personal or imaginative written piece.

Details of the task: Write an informal letter to a friend describing your response to the latest film that you have seen.

Unit 3

Theme	Examples of learning activities
The changing world	<i>Listening</i>
Topic	watch a television advertisement and note the anticipated audience and the main selling points
The modern world	listen to a radio report about an invention expo and identify the award winning products
Sub-topic	
Technology and inventions	listen to a presentation on the impact of technology on life in the twenty-first century, noting the main points and listing examples to support each point from the text
(Areas covered: advertising, processes, inventions and gadgets)	<i>Speaking</i>
Grammar	redesign an everyday object to perform two additional functions, then describe it to the class
Complex sentences: copulative, conclusive, disjunctive, relative, temporal	in pairs, imagine yourself as a freelance reporter or an inventor; role-play an interview with the inventor about his/her latest invention
Sentences without subject	participate in a class debate: 'Necessity is the mother of invention'
Impersonal sentences	<i>Reading</i>
Text types	using the Internet, scan a Bosnian newspaper to complete a chart on new devices and technology, listing their main features, usability, price etc.
advertisement / article / debate / description / design / instruction / interview / note / oral report / presentation / review / role-play / story / summary / web page	read a story (e.g. 'Umijeće stvaranja', Dani, April 2002, page 93), then select and describe the two most important inventions; justify your choice in a class discussion
	read a relevant story (e.g. 'Pita od ničega') or description, then identify and discuss the conditions under which a food (e.g. pita) is made
	<i>Writing</i>
	write instructions on how to play a new computer game or use a toy or appliance using an appropriate word-processing program
	write a persuasive review promoting a new game for a youth magazine
	write an imaginative story about the effects of the gadget you have invented; word process and illustrate your work using an appropriate software program



Example assessment task

Outcome 2: Analyse and use information from spoken texts.

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

Details of the task: Listen to two speakers discussing their views on new technology and write an article for a youth magazine in which you summarise and compare their opinions.

Unit 3

Theme	Examples of learning activities
The Bosnian-speaking communities	<i>Listening</i> play and listen to different types of songs (e.g. 'Sa Grada: ca bijele kule', 'Sarajevo ljubavi moja', 'Tako ti je mala moja kad ljubi Bosanac') and analyse the themes, historical setting and target audience
Topic The arts, entertainment and traditions	listen to a guest speaker talking about his/her favourite music, then list and compare the different music genres mentioned
Sub-topic Popular culture – music (Areas covered: Bosnian music, modern and traditional songs/ sevdalinka)	listen to an interview with a song writer and discuss his/her life in a class discussion
Grammar Complex sentences: consecutive, conditional, concessive, final Conjunctions: pa, te, ni, niti Exclamations: oh, jao, gle, de	<i>Speaking</i> in small groups, discuss your favourite song and justify the reasons for your choice sing or recite the verses of a modern song and a traditional song role-play making arrangements for choosing and attending a concert
Text types Article / discussion / email / interview / letter / list / magazine / recitation / report / review / role-play / songs / speech / web page	<i>Reading</i>  visit a website (e.g. www.institutsevdaha.ba) and summarise the latest news and information about traditional Bosnian songs find and read an article about 'sevdalinka' and write a report on its development and significant performers read a youth magazine and complete a list of popular songs and performers in Bosnia and Herzegovina
	<i>Writing</i>  draft an email to 'Institut sevdaha' asking for the details on becoming a member write a personal letter to a friend explaining the importance of music to your life write a review for a local newspaper of currently popular performers and their songs in Bosnia and Herzegovina



Example assessment task

Outcome 3: Exchange information, opinions and experiences.

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

Details of the task: Participate in a role-play with a friend who wishes to buy a CD as a present for his/her parents, but cannot choose between folk, rock and classical music. Convince him/her of the merits of a CD of traditional Bosnian song (sevdalinka) as a gift.

Unit 4

Theme	Examples of learning activities
The changing world	<i>Listening</i>
Topic	watch an excerpt from a television series (e.g. 'Biće, biće') and comment on the roles of the women and men
Social issues	listen to a selection from opera (e.g. Hasanaginica by Rabija Džanić-Dizdarević) and describe the setting for the opera
Sub-topic	listen to a recited poem (e.g. 'Hasanaginica') and prepare notes for a review
Role of women	<i>Speaking</i>
(Areas covered: traditional and modern women, the roles for women in drama, successful women from Bosnia and Herzegovina of the past and present)	recite a few verses from a song or poem, or perform an act from a drama selected from those being studied
Grammar	in groups, discuss the role of women depicted in the opera Hasanaginica and compare it with the role they have in today's society
Revision of nouns, cases, adjectives, adverbs, pronouns	role-play a situation between friends, discussing career options for men and women
Text types	<i>Reading</i>
Article / commentary / description / discussion / drama / exercises / flash cards / note / opera / personal profile / poem / recitation / report / review / role-play / song / speech script / television program / web page	read a review of the opera Hasanaginica and explain the actions of the main characters according to the review
	 using the Internet, research the lives of successful Bosnian women, choose one and present a brief profile of her to the class
	read an article written by a woman from Bosnia and Herzegovina and answer questions about what she considers to be 'success' and how she has achieved it
	<i>Writing</i>
	 using an appropriate software program, create flash cards for the main characters from a television series, poem, opera or drama, listing the characters' main attributes
	with reference to the texts studied, write a report comparing the roles of women now and in the past
	write a script for a radio broadcast on the changing roles of men and women in the twenty-first century

Example assessment task

Outcome 1: Analyse and use information from written texts.

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

Details of the task: Read two articles about the role of women in society. Answer questions about the content, comparing and contrasting the past and present roles of women.

Unit 4

Theme	Examples of learning activities
The Bosnian-speaking communities	<i>Listening</i> listen to two poems from a related time (e.g. 'Ostajte ovdje' [Šantić] and 'Nevesinju' [Safvet-beg Bašagić]) and find out about the historical events and circumstances from that period
Topic Past and present	listen to a recitation of a song (e.g. 'Zapis o zemlji' [Mehmedalija Mak Dizdar]) and in pairs discuss the style and language used to convey the message
Sub-topic An historical overview of Bosnia and Herzegovina (Areas covered: the history of Bosnia and Herzegovina, life for Bosnians in Australia, the European Union)	watch a film (e.g. Exile in Sarajevo, Remake) and prepare a summary of the storyline or a storyboard labelled in Bosnian
Grammar Revision of verbs, tenses, complex sentences	<i>Speaking</i> discuss an overview of the history of Bosnia and Herzegovina, referring to major turning points prepare a short informative presentation about a significant event in Bosnia and Herzegovina's past discuss the importance of possible membership of Bosnia and Herzegovina in the European Union
Text types Article / character profile / discussion / film / interview / novel chapter / overview / poem / presentation / recitation / report / review / song / speech script / story / story board / summary / timeline / web page	discuss in class the characteristics of evaluative, persuasive and informative writing; give examples of text types that demonstrate each kind of writing <i>Reading</i> read a text (e.g. www.efs.edu.jonkoping.se/moja_bosna_i_hercegovina.htm) and write a short historical overview or timeline of Bosnia and Herzegovina for a local newspaper read a chapter from a novel (e.g. 'Tvrđava' [Neprijateljska zemlja]) and discuss the relevance of the story to today's society in Bosnia and Herzegovina read a newspaper article from Bosnia and Herzegovina (e.g. 'Fildžan i šoljica' at www.bhdani.com/arhiva/138/citanka138.htm) and write an imaginative story set in Australia
	<i>Writing</i> read a story (e.g. 'Trijumf volje', Dani, April 2002, page 124) and write your personal comments on the events write an evaluative report on life in Bosnia and Herzegovina and compare it to the life of Bosnian immigrants in Australia write about the life of a character in a film that focuses on an aspect of the history of Bosnia and Herzegovina (e.g. Exile in Sarajevo, Remake) in a character profile draft a persuasive speech to convince fellow students of one of the following views: there are benefits for Bosnia and Herzegovina in joining the European Union or, there are serious disadvantages for Bosnia and Herzegovina in joining the European Union

Example assessment task

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

Assessment task 2(a): A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

Details of the task: Write a critical review of a film (e.g. Exile in Sarajevo) for a student web page, focusing on the major theme and its significance for young people today.

or

Write an informative review of a poem or song, on an historical theme, including reference to the author's life for an arts magazine.

or

Write a speech which compares and evaluates the past and present lifestyles of people in Bosnia and Herzegovina.

Assessment task 2(b): A three- to four-minute interview on an issue related to the texts studied.

Details of the task: Possible focus areas for the interview task, with reference to the texts studied:

- Explain the reasons why in the past Bosnian-speakers have left their home countries to become migrants.
- 'The past makes us who we are' – discuss using examples from the texts studied.
- 'Events in history offer lessons for the future' – discuss.
- The history of Bosnia and Herzegovina reflected through music and song.
- The life, times and contribution of a significant figure in Bosnia and Herzegovina's history.
- Bosnia and Herzegovina in the European Union – a significant step.

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 individual

Topic: Personal identity

- Sub-topic The nature of friendship doesn't change.
- Sub-topic The importance of friendship in our lives.
- Sub-topic The importance of the family in society in Bosnia and Herzegovina.
- Sub-topic Peer group pressure and conflict.

Topic: School and aspirations

- Sub-topic Education opens doors.
- Sub-topic Hopes and concerns for the future.
- Sub-topic Life today is easier than life in the past.
- Sub-topic Bilingualism is the key to success.
- Sub-topic Language, culture and identity are closely linked.

Topic: Leisure, sport and health

- Sub-topic Balancing work and leisure.
- Sub-topic Comparing the leisure pursuits of people in Bosnia and Herzegovina in the past and today.
- Sub-topic The balance between school demands and leisure activities for young people from Australia and Bosnia and Herzegovina.
- Sub-topic The importance of travel and leisure to adolescents and/or the aged.
- Sub-topic The popularity of soccer in Australia and Bosnia and Herzegovina.

Theme: The Bosnian-speaking communities

Topic: People and places

- Sub-topic Sarajevo: between the East and West.
- Sub-topic Famous people from Sarajevo: a lasting contribution.
- Sub-topic Issues for Bosnian-speakers in multicultural Australia.
- Sub-topic Life in Bosnia and Herzegovina today reflecting the influences of the past.
- Sub-topic Government and Parliamentary system of Bosnia and Herzegovina: change and continuity.
- Sub-topic The significant contribution of Bosnian-speaking migrants to Australia.
- Sub-topic Multiculturalism in Bosnia and Herzegovina: an issue for the twenty-first century.
- Sub-topic The importance of membership of Bosnia and Herzegovina in the European Union.
- Sub-topic Bosnian-speakers and immigration – an historical perspective.
- Sub-topic Lifestyles in contemporary Bosnian – Australian communities.

Topic: Past and present

- Sub-topic Mostar through history: a reflection of the times.
- Sub-topic The architecture of Bašćaršija: milestones in design.
- Sub-topic The struggle for independence.
- Sub-topic Historical Sarajevo: a treasure to be preserved.
- Sub-topic Why, in the past, Bosnian-speakers have left their home countries to become migrants.
- Sub-topic The past makes us who we are – discuss using examples from the texts studied.
- Sub-topic Events in history offer lessons for the future.
- Sub-topic The life, times and contribution of a significant figure in Bosnia and Herzegovina's history.

Topic: The arts, entertainment and traditions

- Sub-topic Identity through tradition and festivals.
- Sub-topic National days; their role, function and importance to Bosnia and Herzegovina.
- Sub-topic Bosnian festivals and what they reveal about historical society.
- Sub-topic The importance of festivals now and in the past.
- Sub-topic The significance of food in festivals and celebrations.
- Sub-topic The history of Bosnia and Herzegovina reflected through music and song.
- Sub-topic Sarajevo in literature and film: a message to the world.
- Sub-topic The Sarajevo Winter Festival and national identity.
- Sub-topic Bosnian media in Australia: perspectives on current issues.
- Sub-topic The revival of the Bosnian language film industry.
- Sub-topic The role of traditional music in cultural identity.

Theme: The changing world

Topic: Youth issues

- Sub-topic Changes in the world of work and implications for lifestyles.
- Sub-topic Changes in the world of work and the impact of these changes on the younger generation.
- Sub-topic Strategies for reducing unemployment.
- Sub-topic The experiences of young people never change – discuss using examples from the texts studied.
- Sub-topic Opportunities for young people are better today than they have ever been.

Topic: The modern world

- Sub-topic Do higher education qualifications provide more job opportunities?
- Sub-topic The changing role of men and women at work.
- Sub-topic Is new technology beneficial?
- Sub-topic Use and abuse of the Internet.
- Sub-topic The influence of the European Union on life in Bosnia and Herzegovina.
- Sub-topic The environment is all we have.
- Sub-topic The advantages and disadvantages of promoting tourism for Bosnia and Herzegovina.
- Sub-topic The economic importance of tourism for Bosnia and Herzegovina.

Topic: Social issues

- Sub-topic Does the traditional woman still exist today in Bosnia and Herzegovina?
- Sub-topic The changing role of women in today's society.
- Sub-topic Globalisation and its effects.
- Sub-topic The challenges of maintaining the cultural traditions of Bosnia and Herzegovina in Australia.
- Sub-topic Youth lifestyles in Australia and Bosnia and Herzegovina – similarities and differences.
- Sub-topic Family life for Bosnian-speakers in Australia and in Bosnia and Herzegovina are changing at a different pace.

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/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (business)	Address; date; reference number or equivalent; 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 (newspaper)	Title; date; place; content; byline; author (fictional name); register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (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.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.

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.
- Persuasive techniques chosen are influenced by the nature of the target audience; 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.

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. This list will be updated and published on the VCAA website www.vcaa.vce.edu.au

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

BOOKS

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www.nicijazemlja.tk

Moja Bosna i Hercegovina
www.efs.edu.jonkoping.se/moja_bosna_i_hercegovina.htm
(November, 2002)

Tourism
www.bhtourism.ba

Univerzitet u Sarajevu
www.unsa.ba

Sevdalinka, Semir Vranić
www.sevdalinke.com

The Institution for cultural – artistic programs
www.sarajevoarts.ba

Sarajevo Winter – International festival
www.sarajevskazima.ba

Embassy of Bosnia and Herzegovina in Canberra
www.bosnia.webone.com.au

Contains links to other useful sites.

Bosnian Literature
www.kitabhana.net

Bosnian Language and history of Bosnia and Herzegovina
www.basanskijezik.com

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No Man's Land (film) 2001, by Danis Tanović, F/B/I/UK/ Slovenija.

Remake (film) 2003, by Dino Mustafić, Forum Sarajevo.

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Opera Hasanaginica – Woman of substance, by Rabija Džanić – Dizdarević 1997, SBS.

Zapis o zemlji (song) 1998, Sun studio MD.

Koncert Kemala Montena, 2003, TV Bosnia and Hercegovina.

Bosnian songs (sevdalinke) (CD) 1997, RTV BiH.

ORGANISATIONS

Language and Multicultural Education Resource Centre (LMERC)
150 Palmerston Street
Carlton Vic 3053
Tel: (03) 9349 2400

Springvale Public Library
411 Springvale Road
Springvale Vic 3171
Tel: (03) 9239 5398