

Accreditation Period

Units 1 and 2

2002–2023

Units 3 and 4

2002–2024



Victorian Certificate of Education

RUSSIAN

STUDY DESIGN



www.vcaa.vic.edu.au

Amendments to study design history

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1	Superseded	January 2001	

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)
Russian

The following agencies have contributed to this document:

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

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Contents

Important information	5
Introduction.....	7
The language.....	7
Rationale	7
Aims	7
Structure.....	8
Entry.....	8
Duration	8
Changes to the study design.....	8
Monitoring for quality	8
Safety	8
Use of information technology	8
Community standards	9
Vocational Education and Training option.....	9
Assessment and reporting	10
Satisfactory completion	10
Authentication.....	10
Levels of achievement	10
Areas of study Units 1–4.....	12
Unit 1	16
Outcomes	16
Assessment.....	17
Unit 2	19
Outcomes	19
Assessment.....	20
Units 3 and 4.....	22
Unit 3	24
Outcomes	24
Assessment.....	25
Unit 4	27
Outcomes	27
Assessment.....	28

Advice for teachers.....	35
Developing a course.....	35
Methods.....	35
Structure and organisation	35
Use of information technology	36
Example outlines.....	36
Summary of outcomes: Module 2B of the National TAFE Language Course	48
Main characteristics of different kinds of writing.....	48
Main characteristics of common text types	50
Suitable resources	51

IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 3 and 4 ends 31 December 2024

Other sources of information

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

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

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

VCE providers

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

Photocopying

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

Introduction

THE LANGUAGE

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

RATIONALE

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

The study of Russian develops students' ability to understand and use a significant world language and an Australian community language. As well as being the official language of Russia, Russian is also used officially and spoken extensively in the Commonwealth of Independent States (CIS). Russian is also the first language of significant populations in various parts of the world, particularly in Eastern and Western Europe, as well as being one of the official languages of international organisations such as the United Nations and UNESCO.

The study of Russian provides an insight into, and an appreciation of, Russia's rich culture and history, as well as an understanding of contemporary life in the CIS. Russian culture has had an influence in fields such as music, the performing and visual arts, sport, film, literature, politics and the sciences.

Trade and cultural links between Australia and the CIS have existed for many years, and continue to grow.

The ability to communicate in Russian may, in conjunction with other skills, provide students with enhanced vocational opportunities in fields such as trade, finance, tourism, the arts, education and journalism.

AIMS

This study is designed to enable students to:

- use Russian to communicate with others;
- understand and appreciate the cultural contexts in which Russian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;

INTRODUCTION

- make connections between Russian and English, and/or other languages;
- apply Russian to work, further study, training or leisure.

STRUCTURE

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

ENTRY

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

Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION

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

CHANGES TO THE STUDY DESIGN

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

MONITORING FOR QUALITY

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

SAFETY

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

USE OF INFORMATION TECHNOLOGY

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

COMMUNITY STANDARDS

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

VOCATIONAL EDUCATION AND TRAINING OPTION

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

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

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 45–47.

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

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

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

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

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

Assessment and reporting

SATISFACTORY COMPLETION

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

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

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

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

AUTHENTICATION

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

LEVELS OF ACHIEVEMENT

Units 1 and 2

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

Units 3 and 4

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

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

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

Areas of study

Units 1–4 Common areas of study

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

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

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

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

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Russian-speaking communities
- The changing world

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

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

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 22 and 23.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

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

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

TEXT TYPES

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

Advertisement	Journal/diary entry*	Report*
Announcement	Map	Review
Article*	Menu	Song
Chart	News item	Story/narrative account*
Conversation*	Note/message*	Summary
Discussion*	Personal profile*	Survey
Editorial	Play	Table
Film	Poem	Text of an interview*
Formal letter*	Postcard*	Text of a speech/talk*
Informal letter*	Presentation	Timetable
Invitation*	Recipe	

KINDS OF WRITING

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

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 30.

GRAMMAR

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

Verb	person and number	
	aspect	
	imperfective	Я всегда читаю газеты в поезде
	perfective	Я прочитал Ваше письмо
	tense	
	present	
	future	
	past	
	mood	
	infinitive	Я хочу <u>спать</u> .
	different usage	Она попросила нас <u>приехать</u> Он начинает ходить. Я рад слышать это. Надо учиться. Я рассказываю интересную историю Я сам написал бы ему. Смотрите, чтобы они не опаздывали Напишите письмо Давайте напишем ему
	indicative	
	conditional (subjunctive)†	
	in subordinate clauses	
	imperative	
meaning and use of inflectional categories		
verbs of motion, with and without prefixes	Я пойду	
impersonal	Мне удалось	
reflexive – other forms	Одеваться	
participles†	Человек, строящий дом	
gerunds†	Читая газеты	
Nouns	type	
	gender	
	declension; singular and plural	
Pronouns	personal	Я, ты, он, она
	possessive	Мой, моя, моё
	demonstrative	Этот, эта, это, эти
	reflexive	Себя

† for recognition only

	definite indefinite interrogative pronoun – numerals declension	Кто-то, где-то Кто-нибудь, где-нибудь Кто, что Несколько
Preposition	variations in spelling prepositions and the cases which they govern prepositions pertaining to location, motion or time verb and preposition constructions	В-во, с-со У врача Ответить на письмо Смотреть в окно
Quantifiers	cardinal ordinal declension agreement of numerals, nouns and adjectives collective numerals fractional numerals other numeral expressions	Три Тридцать шесть Второй Тридцать шестой Купить две интересные книги и три карандаша Двое Трое Четверть Две трети Десяток Тройка
Adjectives	type gender and number declension qualitative, relative and possessive short adjectives† agreement between nouns and qualifiers comparative – simple and compound superlative – simple and compound†	Маленький дом Красивый - красив Программа для начальной и средней школы Я хочу комнату больше, чем у меня сейчас. Красивее всех. Это дороже всего
Adverbs	adverbial phrases of time, manner and place comparative superlative† negative	Дома Домой Дальше Никогда Некогда
Conjunctions		Я пришёл, а она уже ушла Я пришёл, когда она ушла Я приду, если она уйдёт Я знаю, что она придёт Я пришёл, потому что она ушла Я пришёл, так как она ушла Я сказал, чтобы она пришла Я приду, несмотря на то, что я занят

† for recognition only

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

OUTCOMES

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

Outcome 1

On completion of this unit the student should be able to establish and maintain a written or spoken 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;
- initiate, maintain and close an exchange;
- use a range of question and answer techniques;
- link and sequence ideas and information;
- recognise and respond to cues for undertaking;
- self-correct/rephrase or re-organise to maintain communication;
- communicate in a range of text types, for example letter, fax, email and telephone as well as face-to-face;
- use appropriate language, pitch/spelling and punctuation;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

Outcome 2

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

Key knowledge and skills

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

- apply knowledge of 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 topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3

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

Key knowledge and skills

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

- apply the conventions of relevant text types, for example, news article;
- use structures related to explaining, describing, narrating, commenting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- identify main ideas, events and sequences of events;
- link ideas, events and characters;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- select and make use of relevant linguistic markers;
- provide personal comment and perspective on aspects of texts;
- respond appropriately for 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 Panel of Studies will publish annually an assessment guide which will include advice on the nature of the assessment tasks and the criteria for assessment.

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

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

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

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

Outcome 1:

- informal conversation

or

- reply to personal letter/email/fax.

Outcome 2:

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

and

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

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that students will respond in Russian to all assessment tasks that are selected to address Outcome 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Russian, and the other a response in English.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

OUTCOMES

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

Outcome 1

On completion of this unit the student should be able to participate in written and spoken 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, advice, suggesting, explaining, agreeing and disagreeing;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements and complete a transaction;
- obtain and provide goods, services and information;
- link and sequence ideas and information to enhance clarity of expression in spoken or written form;
- initiate, maintain, direct, negotiate, and close an exchange;
- use stance, gesture, facial expressions to enhance meaning and persuade;
- use appropriate non-verbal forms of communication;
- use examples and evidence to support arguments, and to convince;
- respond appropriately to the text, 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 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 relevant text types such as a letter or a newspaper report;
- use vocabulary, structures and content related to topics studied;
- infer points of view, opinions and ideas;

UNIT 2

- classify, compare and predict information and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

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

Key knowledge and skills

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

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

ASSESSMENT

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

The key knowledge and skills listed for this 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 desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

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

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

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

Outcome 1:

- formal letter, or fax, or email

or

- role-play

or

- interview.

Outcome 2:

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

and

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

Outcome 3:

- journal entry

or

- personal account

or

- short story.

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

Units 3 and 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

DETAILED STUDY

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

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

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

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

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

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

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Russian-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 Russian-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting

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

Language and culture through VET

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

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

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

OUTCOMES

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

Outcome 1

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

Key knowledge and skills

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

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- demonstrate knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- use simple stylistic techniques such as repetition, questions, exclamations or changes in tone, speed of delivery;
- select and make appropriate use of reference materials, including dictionaries.

Outcome 2

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

Key knowledge and skills

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

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

Outcome 3

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

Key knowledge and skills

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

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

ASSESSMENT

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

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

Assessment of levels of achievement

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

Contributions to final assessment

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

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

School-assessed coursework

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

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

UNIT 3

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

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

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

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–15 of this study design.

OUTCOMES

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

Outcome 1

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

Key knowledge and skills

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

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

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Russian-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 Russian-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

UNIT 4

- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

ASSESSMENT

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

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

Assessment of levels of achievement

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

Contributions to final assessment

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

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

School-assessed coursework

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

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

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

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

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

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

Oral examination (approximately 15 minutes)

Purpose

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

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 Russian-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

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

Written examination (3 hours including 10 minutes reading time)

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

Section 1: Listening and responding

Purpose

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

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

UNIT 4

- 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 Russian covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

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

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

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

Questions will be phrased in English for responses in English.

Part B

There will be one short text and one longer text.

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

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

Section 3: Writing in Russian*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 Russian.

Specifications

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

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

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

UNIT 4

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

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

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a written or spoken exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a written or spoken exchange related to making arrangements and completing transactions. or Role play. or Interview.	1 Participate in a written or spoken exchange related to making arrangements and completing transactions. or Role play. or Interview.
2 Listen to, read, and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Russian or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, a presentation or a speech.	2 Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information and ideas in spoken and written form. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.	2 Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Interview. or Speech.	3 Give expression to real or imaginary experience in written or spoken form.	3 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 the Russian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

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

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

FOR USE IN 2024

Advice for teachers

DEVELOPING A COURSE

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

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 34.

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

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

METHODS

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

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


STRUCTURE AND ORGANISATION

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

USE OF INFORMATION TECHNOLOGY

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

EXAMPLE OUTLINES

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

Unit 1

Theme	Examples of learning activities
The individual	read examples of personal accounts (e.g. diary entries, and compare vocabulary with English lists
Topic	
Personal identity	complete a survey in table form about people's likes and dislikes
Grammar	
Conditional, expressing likes and dislikes, formal and informal language, conjunctions, adverbs, impersonal constructions	look at the website of Russian Teachers of Australia's (Australia's 'Moscow schools site' and find out what details young people are providing about their lives and categorise this information interview a student and make notes as the basis for a
Text types	
Survey, personal account, interview	

Example assessment tasks	
<p>Outcome 1: Extract and obtain information from written or spoken exchange on a range of topics of personal experience</p> <p>Take part in a conversation in which you discuss your feelings, school likes and dislikes.</p>	<p>Outcome 2: Listen to, read and obtain information from written and spoken texts.</p> <p>Read the script of an interview with a prominent young Russian person and complete a table of personal details.</p>

Unit 1

Theme

The changing world

Topic

World of work

Grammar

Instrumental case, verb – to become, formal and informal language, past and future tenses

Text types

Advertisement, interview, telephone conversation, letter of application, résumé

Examples of learning activities

read and respond to an advertisement

read texts and discuss skills needed for different occupations and make notes

obtain information from the Internet about a job and write a summary of the information provided

write a résumé and a letter of application for a part-time job

play an interview for a holiday job

Example assessment tasks

Outcome 2: Listen to real and obtain information from written and

Listen to a talk given by a school councillor on application for interviews, and complete notes.

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

Read an article in which a person finds their perfect job late in life, and write a short article for a magazine presenting your view as to why this article could be useful reading for young people.

Unit 2

Theme

The Russian-speaking communities

Topic

Visiting Russia

Grammar

Verbs of motion, prefixed verbs of motion, prepositions used with verbs of motion

Text types

Itinerary, postcard, map, role-play, article

Examples of learning activities



search the Internet for a map of Moscow and circle the most likely tourist destinations. Give reasons for your choice

write a letter to a friend describing historical places to see in Moscow. See the video.

prepare a presentation 'Postcard from Russia' for inclusion in a tourist brochure.

role-play a shopping trip, asking directions, and buying souvenirs.

use the Internet, research a selected tourist destination and write a short article for a school magazine.

Example assessment tasks

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

Make a role-play holiday, including travel and accommodation arrangements.

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

Write a journal entry describing an unusual holiday experience.

Unit 2

Theme

The individual

Topic

Leisure and lifestyle

Grammar

Revision of the present tense, future tense, reflexive verbs, instrumental case, genitive case, comparative degree, superlative degree, Надо, нужно

Text types

Article, interview, poster

Examples of learning activities

read, discuss and analyse sections of texts in which people describe their preferences and pursuits



use the Internet to research the most popular Russian leisure pursuits and make

write an article about the history of a leisure interest

read a text about changes in leisure activities and make

Example assessment task

Outcome 2: Listen to an interview, extract and use information and identify the main events mentioned in texts.

Listen to an interview with a prominent sports star and write notes about the main events they mention.

Unit 3

Theme

The Russian-speaking communities

Topic

Lifestyles

Grammar

Conditional, locative case, comparative and superlatives, adjectives

Text types

Article, interview, role-play

Examples of learning activities

read two articles about urban and rural lifestyles; list the main differences mentioned

read an article about job prospects in rural communities and summarise the main issues raised

listen to an interview focusing on changes in lifestyles in rural areas and use the information to write a short article on the issues raised

Example assessment tasks

Outcome 2: Analyse and use information from spoken texts.

Listen to a conversation between two students discussing facilities, housing and job prospects in a city and a rural town. Write a brief article outlining the issues raised.

Outcome 3: Exchange information, opinions and experiences.

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

A friend has won a scholarship to study overseas but is hesitant about going. Convince him/her of the value of the experience.

Unit 3

Theme

The Russian-speaking communities

Topic

Arts and entertainment

Grammar

Expressions of time, adjectives, imperfective/perfective aspect of verbs

Text types

Short story, role-play, webpage

Examples of learning activities

read two short stories written for children by the same author; summarise and explain the similarities

role-play one of the stories, focusing on the message the author wished to convey to children



use the Internet to research an author's life and make notes



prepare a webpage for a selected author

Example assessment task

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

A 250-word personal or imaginative written piece.

Write a short story for young children that contains a clear message or moral.

Unit 4

Theme

The changing world

Topic

Environmental issues

Grammar

Adjectives, perfective and imperfective

Text types

Video, debate, article

Examples of learning activities

read an article on the effects of contaminated water on young children and discuss

watch a video promoting action on an environmental issue; explain the features that make it an effective persuasive piece

listen to a debate focusing on the need for development versus the need for environmental protection; summarise the arguments presented

Example assessment task

Outcome 1: Analyse and use information from written texts.

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

Read information about the links between pollution and health and use the main points to write an article for a school magazine, focusing on the need for action.

Unit 4

Theme

The changing world

Topic

World of work

Grammar

Conjugations

Text types

Song, video, letter, report

Examples of learning activities

listen to a song focusing on changing family roles; list vocabulary and phrases and discuss the issues raised

read a letter to the editor outlining the impact of change in the workplace; reply to the letter, either agreeing or disagreeing with the views presented

read articles focusing on the challenge presented by changes in the workplace, and use the information to write an informative report

Example assessment tasks

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

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

Write a report in which you focus on the need for two or three important issues related to change in the workplace to be addressed.

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

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

Participate in an interview focusing on the impact on family life of changes in the workplace

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 Russian-speaking communities

Topic: Lifestyles

Possible sub-topics for detailed study

- Leisure pursuits in Australia and Russia.
- Rural and urban life: a comparison.
- Teenage life in Australia and Russia.
- The life and impact of a significant historical figure.
- Lifestyles, past and present.
- Traditional Russian customs: their history and importance.

Theme: The changing world

Topic: Environmental issues

Possible sub-topics for detailed study

- Chernobyl – can other similar disasters be avoided?
- Greenpeace in Russia.
- Logging and wood chipping – the environmental impact.
- Balancing the economy and the environment.

Theme: The changing world

Topic: World of work

Possible sub-topics for detailed study

- The changing roles of men and women in the modern world.
- The changing value of professional work.
- Unemployment, its impact, and possible remedies.

Theme: The changing world

Topic: Social issues

Possible sub-topics for detailed study

- Housing – past and present.
- The changing family structure.
- The impact of the declining birth rate.
- The role of the extended family, past and present.

EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

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

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

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

VET Outcomes 11 and 12: Describe personality of people. Exchange information about the area where you live.

VCE Unit 2 Outcome 2: Listen to spoken texts and reorganise information and ideas in a different text type.

Assessment task: Listen to the interview conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.

ADVICE FOR TEACHERS

VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8). Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been complaining serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the message and the effects of the medicine prescribed by the doctor. Ask politely about the possibilities of obtaining a second opinion.
VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in a Russian-speaking community. Write a short letter or postcard.
VCE Unit 3 Outcome 1:	250-word personal text.
Assessment task:	You have recently returned from an exchange visit to a Russian-speaking community. Write an article for your school magazine focusing on your experiences of the school system in the Russian-speaking community. Describe your views of the structure, philosophy and attitude to school, the subjects studied, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.
VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Russian-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Russian-speaking community.

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

Detailed study	
VET Outcome 13: and VET Outcomes 14,15:	Demonstrate basic knowledge of politics and government in a Russian-speaking community. Develop some specialised language and cultural knowledge.
VCE Unit 4 Outcome 2: and VCE Unit 4 Outcome 2:	250–300-word narrative piece. Three- to four-minute interview on an issue related to texts studied.
Assessment tasks:	Write an informative article in which you outline the political issues currently prominent in a Russian-speaking community, and discuss two recent issues or events. There can only be real economic progress if the populace learns to look after itself, rather than relying on the state. Discuss this issue in a three- to four-minute interview.

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

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

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

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

Personal writing:

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

Imaginative writing:

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

Persuasive writing:

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

Informative writing:

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

Evaluative writing:

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

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

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

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

SUITABLE RESOURCES

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

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

BOOKS

Dictionaries and language references

Ransome, M & West, D 1995, *Poshli dal'she*, Collets, London.

Terauds, E 1998, *Russian Topics Through Discourse*, Cosmic Parrot, Melbourne.

Murray, J 1973, *Basic Dictionary Russian-English*, EMC Corporation, USA.

Большой англо-русский словарь, 1977, vols I & II, Москва, Русский язык.

Русско-английский словарь, 1975, Москва, Русский язык.

Waddington, P 1990, *A First Russian Vocabulary*, Blackwell Russian Texts.

Teacher references and resources

Овсиенко, Ю Г 1989, *Русский язык для начинающих*, Москва, Русский язык.

Битехтина, Г, Дэвидсон, Д, Дорофеева, Т, Федянина, Н 1987, *Русский язык этап первый*, Москва, Русский язык.

Пехливанова, К И, Лебедева, М Н 1987, *Грамматика русского языка в иллюстрациях*, Москва, Русский язык.

Culhane, O 1980, *Russian Language and People*, BBC, produced by T Doyle.

The Penguin Russian Course, 1980, compiled by J L I Fennell, BBC. Based on N F Potapova's *Elementary Russian Course*.

Хавронина, С А 1980, *Говорите по-русски*, Москва, Прогресс.

Ломакин, П И (Составитель) 1988, *Истоки, Книга для чтения с комментарием на английском языке*, Москва, Русский язык.

Пулькина, И, Захава - Некрасова, Е 1980, *Русский язык, Практическая грамматика с упражнениями*, Москва, Русский язык.

Novaya Iskra, Books 1–3, printed in Great Britain.

Gerhart, G 1974, *Russian's World: Life and Language*, Harcourt, Brace, Jovanovich, New York.

Hingley, R, *Russian Writers and Society 1825–1904*, World University Library, London.

Rostas, C 1981, *Life in a Russian Town*, Harrap, London.

JOURNALS AND PERIODICALS

Sputnik, Digest of the Soviet Press (Спутник дайджест советской прессы)

Sport in the USSR (Спорт в СССР)

Novy Mir (Новый мир). Family (Семья)

Russian Language Abroad (Русский язык за рубежом)

Krokodil (Крокодил)

Ogoniok (Огонёк)

Yunost (Юность)

Unification, published in Australia (Единение)

Literaturnaya gazeta (Литературная газета)

Argumenti i facti

Horizont

Sovershenno sekretno

FILMS/TELEVISION

Discover Russia (1990), 30 min. Produced by the National Geographic Society.

Face of Russia (1998), 54 min. each, 3 parts.

The Hermitage: A Russian Odyssey (1994).

Soviet Bedtime Stories: Films for Children, 60 min.

An Introduction to Russian Literature (1975), 56 min.

The Magic of the Bolshoi Ballet (1987), 60 min.

Modest Mussorgsky (1993), 78 min.

The New Russia, 20 min. each.

The Russian Revolution and the Arts.

SBS Russian news, 9.30 Mon–Fri, Melbourne.

CD-ROMs

The Ruslan Russian Course, 1999, Ruslan Russian 1 CD-ROM, 1999, produced by Beilby, M, Ruslan Ltd, Birmingham, UK.

The Ruslan Russian Course, 1999, Ruslan Russian 2 CD-ROM, 1999, produced by Beilby, M, Ruslan Ltd, Birmingham, UK.

ADVICE FOR TEACHERS

WEBSITES

http://ourworld.compuserve.com/homepages/Paul_Gorodyansky/
(Paul Gorodyansky maintains information about using Cyrillic in non-Russian versions of Windows. Includes details about typing Cyrillic in HTML.)

Gazeta.Ru
<http://gazeta.ru/>

National News Service
www.nns.ru/

BBC World Service in Russian
www.bbc.co.uk/russian/index.shtml

Russian Story
www.russianstory.com/

Itar-Tass
www.itar-tass.com/

The St. Petersburg Times
www.sptimes.ru/

Ogonyok
www.kommersant.ru/ogoniok/

Russian Radio
http://www.geocities.com/TelevisionCity/3455/Russian_Radio.html
www.russianteachers.org/

www.susx.ac.uk/Units/russian/bookmar2.htm

www.departments.bucknell.edu/russian/history.html

www.departments.bucknell.edu/russian/index.html

www.departments.bucknell.edu/russian/history.html

www.friends-partners.org/friends/home.html

<http://www.departments.bucknell.edu/russian/index.html>

<http://metalab.unc.edu/sergei/Grandsons.html>

ORGANISATIONS

Association of Russian Teachers of Australia
www.russianteachers.org/

ARTA
c/- Mrs Liz Terauds
Head of Russian
Presbyterian Ladies College
Burwood Highway
Burwood Vic 3125
liz@cosmicparrot.com.au

THE INDIVIDUAL**Personal identity****BOOKS**

Ransome, M & West, D 1995, *Poshli dal'she*, Collets, London.

Terauds, E 1998, *Russian Topics Through Discourse*, Cosmic Parrot, Melbourne.

Paustovsky, K, *The Rainy Dawn*, Sydney, NSW Dept of School Education, Open High School.

Nagibin, Y, *The Green Bird with the Red Head*, Sydney, NSW Dept of School Education, Open High School.

Nagibin, Y 1963, *Selected Short Stories*, Pergamon Oxford Russian Series, vol. III, Pergamon Press.

Вишнякова, О В 1979, *Короткие рассказы*, Москва, Русский язык.

VIDEO

Russia Today: Daily Life (1995), 15 min.

Education and aspirations

Ransome, M & West, D 1995, *Poshli dal'she*, Collets, London.

Terauds, E 1998, *Russian Topics Through Discourse*, Cosmic Parrot, Melbourne.

Овсиенко Ю Г 1989, *Русский язык для начинающих*, Москва, Русский язык.

Битехтина, Г, Дэвидсон, Д, Дорофеева, Т, Федянина, Н 1987, *Русский язык этап первый*, Москва, Русский язык.

Кузмеченко, Л Ф (Составитель), Сафарова, Т Р 1988, *Советские песни, Книга для чтения с комментарием на английском языке*, Москва, Русский язык.

Вишнякова, О В 1979, *Короткие рассказы*, Москва, Русский язык.

Пулькина, И, Захава - Некрасова, Е 1980, *Русский язык, Практическая грамматика с упражнениями*, Москва, Русский язык.

Novaya Iskra, Books 1-3, printed in Great Britain.

VIDEOS

Sasha Litvin of Russia (1995), 15 min.

The Russian Federation: A Nation in Transition (1995), 22 min.

TELEVISION

SBS Russian news, 9.30 am Mon-Sat, Melbourne.

SONG

Сафарова, Т Р 1988, *Советские песни, Книга для чтения с комментарием на английском языке*, Москва, Русский язык.

WEBSITES

Association of Russian Teachers of Australia

www.russianteachers.org/

www.departments.bucknell.edu/russian/index.html

Leisure and lifestyle

BOOKS

Paustovsky, K, *The Rainy Dawn*, Sydney, NSW Dept of School Education, Open High School.

Nagibin, Y, *The Green Bird with the Red Head*, Sydney, NSW Dept of School Education, Open High School.

Nagibin, Y 1963, *Selected Short Stories*, Pergamon Oxford Russian Series, vol. III, Pergamon Press.

Вишнякова, О В 1979, *Короткие рассказы*, Москва, Русский язык.

WEBSITES

www.departments.bucknell.edu/russian/index.html

<http://metalab.unc.edu/sergei/Grandsons.html>

THE RUSSIAN-SPEAKING COMMUNITIES

Lifestyles

BOOKS

Terauds, E 1998, *Russian Topics Through Discourse*, Cosmic Parrot, Melbourne.

Овсиенко, Ю Г 1989, *Русский язык для начинающих*, Москва, Русский язык.

Битехтина, Г, Дэвидсон, Д, Дорофеева, Т, 1987, Федянина, Н, *Русский язык этап первый*, Москва, Русский язык.

Гоголан, М Ф, Кузмеченко, Л Ф (Составители) 1986, *Весёлые истории*, Русский язык.

Кузмеченко, Л Ф (Составитель), 1984, *Забавные истории*, Сборник забавных историй, юмористических рассказов советских писателей, Москва, Русский язык.

Пулькина, И, Захава - Некрасова, Е 1980, *Русский язык*, Издательство, Москва, Русский язык. (Практическая грамматика с упражнениями.)

TELEVISION

SBS Russian news, 9.30 am Mon–Sat, Melbourne.

Visiting Russia

BOOKS

Битехтина, Г, Дэвидсон, Д, Дорофеева, Т, 1987, Федянина, Н, *Русский язык этап первый*, Москва, Русский язык.

Гоголан, М Ф, Кузмеченко, Л Ф (Составители), 1986, *Весёлые истории*, Русский язык.

Кузмеченко, Л Ф (Составитель) 1984, *Забавные*

истории, Сборник забавных историй, юмористических рассказов советских писателей, Москва, Русский язык.

Пулькина, И, Захава - Некрасова, Е, 1980, *Русский язык*, Издательство, Москва, Русский язык. (Практическая грамматика с упражнениями.)

Novaya Iskra, Books 1–3, printed in Great Britain.

VIDEOS

Czarist Russia: The Russian Revolution.

Discover Russia (1990), 30 min. Produced by the National Geographic Society.

Filmfair Communications The Hermitage: A Russian Odyssey.

A Russian Journey (1989), 60 min.

TELEVISION

SBS Russian news, 9.30 am Mon–Sat, Melbourne.

WEBSITES

www.russiateachers.org/

www.departments.bucknell.edu/russian/index.html

<http://metalab.unc.edu/sergei/Grandsons.html>

Arts and entertainment

BOOKS

Ransome, M & West, D 1995, *Poshli dal'she*, Collets, London.

Terauds, E 1998, *Russian Topics Through Discourse*, Cosmic Parrot, Melbourne.

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ADVICE FOR TEACHERS

THE CHANGING WORLD**Environmental issues****BOOKS**

Hueber Verlag, Max & Koester, S (eds) 1984, Шукшин. Василий, Современные русские писатели.

Paustovsky, K, *Telegram*, Sydney, NSW Dept of School Education, Open High School.

Казаков, Ю 1975, Запах хлеба, Некрасивая, Hertfordshire, UK, Bradda Books.

VIDEOS AND TELEVISION

Glasnost & Ecology, 51 min.

(The Glasnost Film Festival. This is a selection of 22 Soviet documentary films produced or released in the Soviet Union in the first years of the glasnost era, 1986–88.)

World of work**BOOKS**

Шукшин, В М 1981, Рассказы, Москва, Русский язык .

Paustovsky, K, *Telegram*, NSW Dept of School Education, Open High School, Sydney.

Казаков, Ю 1975, Запах хлеба и Некрасивая, Hertfordshire, UK, Bradda Books.

FILMS/TELEVISION

Dorogaia Elena Sergeevna (Dear Elena Sergeevna) (1988)

Moscow Does Not Believe in Tears (1981), 150 min.

SBS Russian news, 9.30 am Mon–Sat, Melbourne.

VIDEO

Tomorrow Is a Holiday, 19 min.

WEBSITE

www.susx.ac.uk/Units/russian/bookmar2.htm

Social Issues**BOOKS**

Ransome, M & West, D 1995, *Poshli dal'she*, Collets, London.

Terauds, E 1998, *Russian Topics Through Discourse*, Cosmic Parrot, Melbourne.

Hueber Verlag, Max & Koester, S (eds) 1984, Шукшин. Василий, Современные русские писатели.

Шукшин, В М 1981, Рассказы, Москва, Русский язык.

Paustovsky, K, *Telegram*, Sydney, NSW Dept of School Education, Open High School.

Казаков, Ю 1975, Запах хлеба, Некрасивая, Hertfordshire, UK, Bradda Books.

FILMS

Bed and Sofa (1927), 73 min.

Is it Easy to be Young? (1987), 90 min.

Brother (1997), 96 min.

Dorogaia Elena Sergeevna

Moscow Does Not Believe in Tears (1981), 150 min.

Sideburns (1990), 100 min.

The Thief (1997), 93 min.

WEBSITES

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