

Accreditation Period

Units 1 and 2

2002–2023

Units 3 and 4

2002–2024



Victorian Certificate of Education

SERBIAN

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1	Superseded	January 2001	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)
Serbian

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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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 version of Serbian. Both *ijekavski* and *ekavski* variants are recognised and acceptable, as are both Cyrillic and Roman scripts.

Texts in the end-of-year written examination will be provided in Cyrillic script. However, students may respond using either Cyrillic or Roman script.

RATIONALE

The study of Serbian 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 Serbian-speaking countries and communities and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Serbian develops students' ability to understand and use a language spoken in the Former Republic of Yugoslavia as well as by Serbian communities in other European countries, Australia, the USA and New Zealand. A knowledge of the Serbian language provides access to a clearer understanding of the cultural traditions, beliefs, attitudes and values of Serbian speakers.

In conjunction with other skills, a knowledge of Serbian may provide students with enhanced vocational opportunities in fields such as commerce, trade, hospitality and social services.

AIMS

This study is designed to enable students to:

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

Serbian is designed for students who will, typically, have studied Serbian 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 Serbian 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 48–50.

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 Serbian 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 Serbian 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 Serbian-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 Serbian-speaking communities	The changing world
<ul style="list-style-type: none"> • Personal identity <i>For example, personal profile, self, family, friends, celebrations and events, relationships, community.</i> • Education and aspirations <i>For example, school life, further education, future plans.</i> • Leisure and recreation <i>For example, hobbies and interests, sports, entertainment, holidays and travel, health and fitness.</i> 	<ul style="list-style-type: none"> • Daily life <i>For example, urban and rural life, cultural/regional diversity, migration.</i> • History and culture <i>For example, traditions, customs and festivals, historical events, places and people.</i> • Arts and entertainment <i>For example, literature, creative and performing arts, film and media.</i> 	<ul style="list-style-type: none"> • Current issues <i>For example, youth issues, equality, environment, technology.</i> • World of work <i>For example, technology, career opportunities, equity in the workplace.</i> • Tourism <i>For example, travel at home and abroad, cross-cultural communication, cultural diversity.</i>

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

TEXT TYPES

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

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

KINDS OF WRITING

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

VOCABULARY

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

GRAMMAR

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

Verbs	infinitive	<i>ударити</i>
	auxiliaries	<i>бити, хтети, моћи</i>
	tense	
	present	<i>певам</i>
	perfect	<i>певала сам</i>
	future I	<i>певаћу</i>
	future II	<i>будем певао</i>
	aorist†	<i>ударих</i>
	imperfect†	<i>ударях</i>
	pluperfect†	<i>бејаш певао</i>
	gerund	<i>радивши; радећи</i>
	voice	
	active	<i>Урадио сам задатак</i>
	passive	<i>Задатак је урађен</i>
	mood	
indicative	<i>Певала је гласно</i>	
imperative	<i>Певај!</i>	
conditional	<i>певао бих, певао би, певали би, певали бисте, певали би</i>	
Nouns	declension	<i>тата, тати, тате</i>
	gender	<i>мушкарац, жена, дете</i>
	kinds of nouns	<i>стотина, Милан, песак, дрвеће</i>
Adjectives	gender	<i>добар, добра, добро</i>
	comparison	<i>лепо, лепше, најлепше</i>
	declension	<i>леп, лепог, лепом ...</i>
	agreement with nouns	<i>леп град</i>
Adverbs	time, place, manner, reason, quantity	<i>данас, јуче, добро, много, тамо, онамо, зато</i>

† for recognition only

Pronouns	declension	<i>ти, тебе, теби, тебе, с тобом, о теби</i>
	personal	<i>ја, ти ...</i>
	possessive	<i>мој, твој ...</i>
	demonstrative	<i>тај ...</i>
	reflexive	<i>се, себе</i>
	interrogative	<i>која, каква</i>
	relative	<i>сбаки</i>
	indefinite	<i>некакаб</i>
Numerals	cardinal	<i>један, два</i>
	ordinal	<i>први</i>
	collective	<i>четворо</i>
	fractions	<i>петина</i>
	agreement with nouns	<i>једна девојчица</i>
Prepositions		<i>У граду, на планини, иза косе</i>
Syntax	simple sentence	<i>Ја радим</i>
	complex sentence	<i>Ја радим и уживам у томе.</i>
	direct and indirect speech	<i>‘Дођи овамо!’</i> <i>Рекао сам да дођеш овамо.</i>
	affirmative and negative	<i>певам</i> <i>не певам</i>

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 of the following outcomes:

Outcome 1

On completion of this unit the student should be able to establish and maintain 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 narrating on past, present or future events or experiences, both real and imagined;
- link and sequence ideas and information;
- use a range of question and answer forms;
- apply conventions of informal conversational correspondence, such as letter, fax, email, voicemail, telephone;
- initiate, maintain and close an exchange;
- recognise and respond to cues for taking;
- use appropriate intonation, stress, pitch and punctuation;
- use appropriate register and style of communication.

Outcome 2

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

Key knowledge and skills

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

- apply knowledge of 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 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 following 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
- identify main ideas, events and sequences of action
- link ideas, events and characters;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- select and make use of relevant relevant material
- provide personal comment/perspective on aspects of texts;
- respond appropriately for the purpose and audience described.

ASSESSMENT

The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of 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 design 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 Serbian 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, etc.) to obtain information to complete notes, charts or tables in Serbian or English.

and

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

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that the majority of assessment tasks that are selected to address Outcomes 1 and 3. Of the tasks required for Outcome 2, one should require a response in Serbian, and another 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 the 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;
- apply the conventions of relevant text types;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, complete agreement, and reach decisions;
- obtain and provide goods and services and public information;
- initiate, maintain, direct as appropriate, and close an exchange;
- use examples and reasons to support arguments, and to convince;
- use appropriate strategies of communication.

Outcome 2

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

Key knowledge and skills

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

- use vocabulary, structures and content related to topics studied;
- apply the conventions of relevant text types such as a letter or a newspaper report;
- infer points of view, opinions and ideas;
- summarise, explain and contrast ideas and information from different texts;
- extract and reorganise information and ideas from one text type to another;

UNIT 2

- provide personal comment/perspective on aspects of texts;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

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

Key knowledge and skills

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

- apply the conventions of relevant text types, for example, journal entry or personal account;
- use structures related to describing, recounting, narrating or reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- structure writing to sequence main ideas/points and sub-points logically;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion of a unit is based on a decision that the student has demonstrated achievement of the range 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 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 assessment tasks. 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 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 Serbian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

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

Outcome 1:

- formal letter, or fax, or email

or

- role-play

or

- interview.

Outcome 2:

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

and

- read written texts (e.g. extracts, advertisements, 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 Serbian 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 Serbian-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 Serbian-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 Serbian community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

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

Unit 3

AREAS OF STUDY

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

OUTCOMES

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

Outcome 1

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

Key knowledge and skills

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

- create a personal, or imaginative text, focusing on an event or experience in the past or present;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose using a range of text types;
- organise and sequence ideas;
- simplify or paraphrase complex ideas;
- 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:

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

ASSESSMENT

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

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

Assessment of levels of achievement

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

Contributions to final assessment

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

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

School-assessed coursework

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

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

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:

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

Outcome 2

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

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 Serbian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.	20
	A three- to four-minute interview on an issue related to texts studied.	20
Total marks		50

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

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)

Purpose

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

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 Serbian-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 Serbian 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 Serbian 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 Serbian for responses in Serbian.

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

Section 3: Writing in Serbian*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 Serbian.

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

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 spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	Participate in written or spoken exchange related to making arrangements or conducting transactions.	Formal letter/fax/email. or Role-play. or Interview.
2 Listen to, read, and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables. or Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in English.	Listen to, read, and extract information and use it to complete notes from spoken and written texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Give expression to real or imaginary experience in written or spoken form. or Interview. or Article.	Give expression to real or imaginary experience in written or spoken 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 information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Serbian-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 Serbian	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Serbian	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 Serbian, 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	watch a film about managers/parents (e.g. <i>Laganje na zvezde</i> , TV series <i>U jago</i>) and summarise the main themes
Topic	
Personal identity	write a diary entry focusing on a real or imaginary moment with someone who had an important impact on your life
Grammar	
Kinds of nouns, adjectives, agreement with nouns, reflexive pronouns, personal pronouns, declension of nouns and declension of pronouns	listen to a conversation about friendship and summarise the main points
Text types	
Discussion, diary entry, poem, film, short story, conversation, interview	write a poem or summarise a story or film, and explain why you chose it
	participate in a conversation exchanging ideas about the importance of friendship
	listen to an interview and use the information to write a leaflet on how to be self-reliant and confident

Example assessment tasks

Establish and maintain a written or spoken record related to personal areas of experience.

Reply to a letter from a friend telling them about an interesting person you have recently met.

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

Watch a video focusing on factors influencing future success and write a review explaining why, in your opinion, the video is/is not a useful resource.

Unit 1

Theme	Examples of learning activities
The Serbian-speaking communities	listen to a broadcast on current events on current immigration news in Australia
Topic	
History and culture	find information on websites about government support of returned migrants and summarise the information
Grammar	
Perfect tense, past participle numerals – cardinal numbers, agreement with nouns	conduct a survey among migrants to find out about conditions in their home countries 50 years ago and compare with today's conditions
Text types	
Report, news item, article, brochure, survey, notes, chart	view a museum to find out about migrants from many parts of the world, and discuss the impact on Australia
	write an electronic museum brochure advertising a new exhibition on migration

Example assessment tasks

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

Listen to a broadcast on community radio related to achievement of immigrants, and summarise the main points and findings provided.

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

Read an article about migration of people from the Former Republic of Yugoslavia in the last 100 years. Use the information to complete a chart in English.

Unit 2

Theme	Examples of learning activities
The changing world	watch a video about a job and make a list of things to do or to avoid
Topic World of work	role-play an interview with an employer for a casual weekend
Grammar Infinitive, pronouns, interrogative, present tense, prepositions, auxiliary verbs	search for Internet information on skills required for certain jobs and discuss young people and make notes
Text types Formal letter, résumé, article, webpages, video, list, interview, notes	participate in a role-play, persuading a friend to apply for a part-time job evaluate résumés and note strengths and weaknesses write an application for a job and enclose a résumé

Example assessment tasks

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

Respond to an advertisement for a part-time job and arrange to attend for an interview by telephone.

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

Write a journal entry focusing on a real or imagined first day at work.

Unit 2

Theme

The Serbian-speaking communities

Topic

Daily life

Grammar

Aorist auxiliary verb, comparison of adjectives, complex sentences, adverbs

Text types

Interview, article, film, survey, notes, diary entry, discussion

Examples of learning activities

listen to interviews with migrants from the Serbian community about rural life in the former Republic of Yugoslavia and compare with Australia

conduct a surveying meeting of the Serbian community to explore the past and report your findings to the class

prepare a presentation focusing on the advantages and disadvantages of urban and rural lifestyles

watch a video about daily life in a Serbian-speaking community and discuss in class

watch a film (e.g. the first episode of *Pop Cira i pop Spasi*) and discuss the way aspects of daily life are presented

Example assessment tasks

Outcome 2: Listen to information and ideas from spoken and written texts.

Listen to a broadcast about changes in lifestyles in rural areas and reorganise the information into an article.

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

Read a news item related to daily life in the Former Republic of Yugoslavia and organise the information into a diary entry.

Unit 2

Theme

The individual

Topic

Leisure and recreation

Grammar


Perfect tense, imperative, voice: active and passive, simple sentences, direct and indirect speech, affirmative and negative sentences

Text types

Summary, brochure, webpage, role-play article, oral report

Examples of learning activities

 search the Internet for information on the popularity of different sports and provide a summary of the findings

 in pairs create a message describing a recreational activity using relevant information

convert the content of the importance of a designed health and physical well-being

use data on changing patterns in leisure activities to use the information as the basis for an oral presentation

Example assessment task

Outcome 3: Give a personal account of a significant experience in written or spoken form.

Write a personal account linked to a real or imagined significant event related to a leisure activity.

Unit 3

Theme

The Serbian-speaking communities

Topic

Daily life

Grammar

Conjunctions, adverbs, nouns

Text types

Extract from a novel, statistics, webpage, film, interview

Examples of learning activities

listen to an interview focusing on the lives of women from the Serbian-speaking community and summarise the main points

watch a film (e.g. *Virginia*) about the role of women in the past and discuss issues raised



search the Internet for information and statistics on the role of women in the work force in the Former Republic of Yugoslavia today

write a report focusing on a significant change in the role of women in Australian society

read a contemporary true-life story and summarise the information in a short article for the school bulletin board

Example assessment task

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

A 250-word personal or imaginative written piece.

Read two extracts from texts such as *Necista krv* (Bora Stankovic) and *Na Drini cuprija* (Ivo Andric), and write a personal evaluation explaining which you prefer and why.

Unit 3

Theme

The changing world

Topic

World of work

Grammar

Complex sentences, apposition and agreement with nouns

Text types

Article, film, speech, biography, report, questionnaire

Examples of learning activities

in an article for the school magazine compare the life and work of two scientists focusing on their ideas, achievements and recognition

read articles and use the information to prepare a script for a speech on scientific research and its impact on employment

listen to an interview with an employer about areas of future demand in the employment market and record main points

read an article about changes in the work force; note and discuss key issues

design a questionnaire to survey young people about future employment aspirations and collate the results in a brief report

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

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

Listen to a broadcast on the need for more research and development in industry, and use the information to write an article for a magazine.

Unit 3

Theme

The individual

Topic

Education and aspirations

Grammar

Future tense, conditional, complex sentences, subordinate clauses

Text types

Webpages, interview, video, survey, report, role-play

Examples of learning activities

listen to an interview conducted with young people on how they see their future, and make notes

survey students about their choice of career; summarise the results in a report for your school magazine

in groups, discuss matters important for you in the near future, then present a summary to the class

write a short report on how you see education in the future in Australia

watch a video about school life in the Former Republic of Yugoslavia and summarise the main points



visit a website that contains information about tertiary education or apprenticeships; select and present an evaluation of options/pathways

Example assessment task

Outcome 3: Exchange information, opinions and experience.

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

Role-play a conversation in which you seek to convince a friend of the value of continuing to study.

Unit 4

Theme

The Serbian-speaking communities

Topic

Arts and entertainment

Grammar

Simple sentences – subject omitted and sentences without predicate, direct and indirect speech. indefinite and relative pronouns, future I and future II.

Text types

Interview, film, article, report, discussion, webpages, documentary, survey

Examples of learning activities

listen to an interview about Serbian cinematography today and summarise the main points raised



search the Internet for information about the top 10 films made in the Former Republic of Yugoslavia and fill in a chart

watch a film and discuss possible reasons for its popularity

watch a documentary about the history of Rock and Roll in the Former Republic of Yugoslavia and discuss

read the results of a survey conducted among young people in Serbian-speaking communities about their favourite entertainment and summarise the main points

read an article about the pros and cons of industry sponsorship in the arts and write a short report for a school bulletin board

write an introduction for a Serbian film/novel/short story of your choice

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 texts about changes in music styles and use the information to write a report for the lift-out page on music in a newspaper.

Unit 4

Theme

The Serbian-speaking communities

Topic

History and culture

Grammar

Present tense, aorist, imperfect, pronouns

Text types

Poem, short story, legend, article, webpages, diary entry, notes

Examples of learning activities



use the Internet to find information about a significant event in the 13th and 14th century and make notes

read and discuss poems, legends, myths about, for example, Czar Lazar and his knights, and compare historical data with the view given in poems and legends

in class, discuss the role of myth in Serbian culture and society, based on readings about, for example, King Marko (*Kraljevic Marko*), or the brothers Jugovich (*sedam Jugovica i stari Jug-Bogdan*)



search the Internet for information about a selected historical figure, e.g. Vuk Stefanovich Karadzich and write a brief report

Example assessment tasks

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

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

Write an informative report on a significant historical and mythical figure and the role they played in Serbian history and folk literature.

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

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

Take part in an interview on the importance of having at least some knowledge of history.

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 Serbian-speaking communities

Topic: Daily life

Possible sub-topics for detailed study:

- Values and traditions in Serbian-speaking communities.
- Regional/cultural diversity.
- Life in the city – the urban myth.

Theme: The Serbian-speaking communities

Topic: History and culture

Possible sub-topics for detailed study:

- Migration – past and present.
- The battle of Kosovo in 1389 – history and myth.
- Kalemegdan – one history: from the Romans until today.
- *Krsna Slava* – origins and meaning.
- Celebrations in the Former Republic of Yugoslavia and Australia.
- St. Sava – life and work.

Theme: The Serbian-speaking communities

Topic: Arts and entertainment

Possible sub-topics for detailed study:

- Contemporary literature written by women.
- *Desanka Maksimovic* – a never-ending story.
- *Emir Kusturica/Srdjan Karanovic* – do films portray reality?
- Popular music in the Former Republic of Yugoslavia.

Theme: The changing world

Topic: Current issues

Possible sub-topics for detailed study:

- Success in sport, at what cost?
- Changes in education.
- Ecological disasters that shape our future.
- The challenge to achieve.

Theme: The changing world

Topic: World of work

Possible sub-topics for detailed study:

- Information technology and its impact on society.
- Further education: investment in the future.
- The world of sport – big business or amateur dream?

Theme: The changing world

Topic: Tourism

Possible sub-topics for detailed study:

- Cultural diversity for the tourist.
- Ecotourism and the economy.
- The Former Republic of Yugoslavia – the place where East and West meet.

ADVICE FOR TEACHERS

EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

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

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an international institution. Enquire about housing and living conditions in a foreign country.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of going to do a training course at a college in a Serbian speaking community. Write a formal letter to the overseas education office inquiring about types, costs, length and content of courses related to your area of interest. Enquire about the type, cost and availability of accommodation in the area.
VET Outcome 1: and VET Outcome 6:	Seek medical attention at a hospital/surgery/chemist (1.1, 1.2, 1.3, 1.4). Write a thank-you letter/thank someone over the phone (6.1, 6.2, 6.3).
VCE Unit 2 Outcome 2:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

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

ADVICE FOR TEACHERS

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

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

Detailed study

VET Outcome 1: and	Demonstrate basic knowledge of politics and government in a Serbian-speaking community.
VET Outcome 5:	Develop some specialised language and cultural knowledge.
VCE Unit 4 Outcome 2: and	250–300-word informative piece.
VCE Unit 4 Outcome 2:	Three- to four-minute interview on an issue related to texts studied.
Assessment tasks:	Write an informative article in which you outline the political figures currently prominent in a Serbian-speaking community, and one or two recent issues or events. There can only be real economic progress if the populace learns to look after itself, rather than relying on the state. Discuss this issue in a three- to four-minute interview.

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

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

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

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

Personal writing:

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

Imaginative writing:

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

Persuasive writing:

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

Informative writing:

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

Evaluative writing:

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

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

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

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

SUITABLE RESOURCES

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

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

BOOKS

Language references

Десић, Милорад 1998, *Правопис српског језика*, Нијанса, Земун.

Летић, Добрила – Буксановић, Јован, 1995. *Српски језик и књижевност – Репетиторијум градива са задацима за вежбање и проверу знања*, Завод за уџбенике и наставна средства, Београд.

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Живковић, Драгиша 1995, *Теорија књижевности са теоријом писмености*, Издавачка кућа Драганић, Београд.

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Кољевић, Светозар – Ђурић, Ивана, 1998, *Енглеско – српски речник*, Матица српска ИП, Нови Сад.

Остојић, др Бранко, 1998, *Енглеско – српски, српско – енглески речник*, Панонија, Нови Сад.

WEBSITES

www.lexicon.net/serblinx/

www.suc.org

www.yu.searchengine

RADIO/TELEVISION

Boom radio (youth radio)

SBS radio – community programs

Music – video materials produced by Pink TV, Belgrade.

Serbian television – Channel 31, Melbourne

JOURNALS AND PERIODICALS

Вести, Australia.

Дуга, Belgrade.

Новости, Australia.

Нин, Belgrade.

Светски српски глас, Melbourne.

Спортске новости, Belgrade.

Жена, Melbourne.

THE INDIVIDUAL

Personal identity

BOOKS

Андрић, Иво 1986, *Знакови поред пута*, Удружени издавачи, Сарајево.

Андрић, Иво 1996, *Деца*, Просвета, Београд.

Андрић, Иво 1990, *Приповетке*, БИГЗ, Београд.

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Ћосић, Добрица 1997, *Корени*, Завод за уџбенике и наставна средства, Београд.

Капор, Момо 1997, *Она i off price*, Југословенска књига, Београд.

Селимовић, Меша 1998, *Дервиш и смрт*, Гутенбергова галаксија, Београд.

WEBSITES

www.yu.searchengine

Serbian Café – chat room

AUDIOVISUAL MATERIALS

Ми нисмо анђели, БГД (видео)

Мој брат Алекса (видео)

Пас који је волео возове (видео)

Education and aspirations

BOOKS

Боно, де Едвард 1995, *Научите ваше дете да размишља*, Алфа, Београд.

Букелић, Јован 1995, *Дрога у школској клупи*, Веларта, Београд.

Витезовић, Милан 1996, *Шешир професора Вујића*, Дерета, Београд.

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AUDIOVISUAL MATERIALS

РТБ, *Азбучник - хрст са тридесет грана*, Београд, 1991. (видео)

РТБ, *Божјић у Шумадији*, Београд, 1989. (видео)

РТБ, *Школа без зидова*, Београд, 1995. (видео)

РТБ, *Српски православни буквар*, Београд, 1996. (видео)

WEBSITE

www.lexicon.net/serblinx/

Leisure and recreation

BOOK

Стефановић, Слободан 1999, *С голубовима у Тузли*, Матица српска, Нови Сад.

AUDIOVISUAL MATERIALS

Boom radio, Мелбурн, (омладински радио)

Телевизија српске заједнице, Мелбурн, канал 31.

Ми нисмо анђели, БГД, (видео)

JOURNALS AND PERIODICALS

Наша жена, Мелбурн (магазин).

Новости, Сиднеј – Мелбурн (новине).

Политикин заваник, Београд (магазин за младе).

Профил (магазин).

Светски српски глас, Мелбурн (новине).

Вести, Сиднеј (дневне новине).

Темпо, Београд (спортски журнал).

Спортске новости, Београд (новине).

WEBSITES

www.yu.searchengine

Serbian café – chat room

The Serbian-speaking communities

Daily life

BOOKS

Андрић, Иво 1981, *На Дрини ћуприја*, Удружени издавачи, Сарајево.

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Станковић, Бора 1974, *Нечиста крв*, Просвета, Београд.

Зорић, Павле 1983, *Савремена српска приповетка*, Слово љубве, Београд.

AUDIOVISUAL MATERIALS

Вирђина (видео)

Грлом у јагоде (видео)

Госпођа министарка (видео)

History and culture

BOOKS

Андрић, Иво 1976, *Травничка хроника*, Свјетлост, Сарајево.

Црњански, Милош 1996, *Роман о Лондону*, Просвета, Београд.

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*** *Српске народне приче* (избор)

*** *Срби у средњем веку* 1997, Каирос, Сремски Карловци.

Тасић, Милутин 1997, *Свети Сава*, БМГ, Београд.

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WEBSITES

www.ac.wvu.edu/~kritika/

www.projekatrastko.com

www.suc.org

AUDIOVISUAL MATERIALS

РТБ, 1989. *Бој на Косову*, Београд. (видео, 89 мин)

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ADVICE FOR TEACHERS

РТБ, 1992. Народна књижевност, Београд. (видео)

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Савић, Милисав 1997, *Ожигљци тишине*, Рашка школа, Београд.

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Градина, *Часопис за књижевност, уметност и културу*, Београд.

Мостови, *Часопис за књижевност*.

Нин (*културна рубрика*), магазин.

Дуга (*културна рубрика*), магазин.

WEBSITES

www.suc.org

www.yu.searchengine

AUDIOVISUAL MATERIALS

Ко то тамо пева (видео)

Маратонци трче почасни круг (видео)

Мој брат Алекса (видео)

Проклета авлија (видео)

Поп Ћира и поп Спира (видео)

THE CHANGING WORLD

Current issues

BOOKS

Батавељинић, Драган 1999, *Начело поделе власти од античког полиса до модерних држава*, Задужбина Андрејевић, Београд.

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Јовановић, Бранимир 1996, *Никола Тесла, илустрована монографија*, ИЗ Вајат, Београд.

Пупин, Михајло 1996, *Од пашњака до научењака*, Завод за уџбенике, Београд.

Пупин, Михајло 1992, *Чланци*, Завод за уџбенике и наставна средства, Београд.

Пупин, Михајло 1997, *Монографије*, Завод за уџбенике, Београд.

Тесла, Никола 1996, *Дневник истраживања из Колорадо Спрингса*, Завод за уџбенике и наставна средства, Београд.

AUDIOVISUAL MATERIALS

Српски радио – *SBS community programs*

Бијело дугме – Историја музике и Југославије у периоду од 1945–1995. (документарни филм)

Ејдус, Предраг- Татић, Јосиф: *Шовинистичка фарса* (видео)

Индексово Радио Позориште (видео)

JOURNALS AND PERIODICALS

Нин (*магазин*), Београд.

Новости (*новине*), Аустралија.

Светски српски глас (*новине*), Аустралија.

Вести (*дневне новине*), Аустралија.

Сведочанства (*магазин*), Београд.

WEBSITES

www.suc.org

www.webwombat.com – newspaper online

World of work

BOOKS

Миграција високостручних кадрова и научника из СРЈ, 1996. Институт за међународну политику и привреду, Београд.

Виденовић, Александар 1996, *Црна Трава – живот, криза и нада*, Задужбина Андрејевић, Београд.

Вести (дневне новине), Аустралија.

Српски светски глас (новине), Аустралија.

Новости (новине), Аустралија.

WEBSITES

www.suc.org

www.webwombat.com

AUDIOVISUAL MATERIALS

Чувар плаже у зимском периоду (*видео*)

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