



# **Italian Continuers**

## **Stage 6 Syllabus**

**Original published version updated:**

Updated July 2008 – BOS 31/08, Vol 17 No 3

June 2009 – Assessment and Reporting information updated

© 2009 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document has been produced by the Board of Studies NSW on behalf of the Australian Curriculum, Assessment and Certification Authorities in collaboration with the Board of Studies Victoria, Curriculum Council of Western Australia, Northern Territory Board of Studies, Senior Secondary Assessment Board of South Australia, and the Tasmanian Secondary Assessment Board. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the Copyright Act 1968. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study. Teachers in schools in NSW may make multiple copies, where appropriate, of sections of the HSC papers for classroom use under the provisions of the school's Copyright Agency Limited (CAL) licence.

When you access the Material you agree:

- to use the Material for information purposes only;
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW;
- to acknowledge that the Material is provided by the Board of Studies NSW;
- not to make any charge for providing the material or any part of the Material to another person or in any way make commercial use of the material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee;
- to include this copyright notice in any copy made;
- not to modify the Material or any part of the material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111  
Fax: (02) 9367 8484  
Internet: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

ISBN 0 7313 4294 1

2009377

## Contents

1	The Higher School Certificate Program of Study .....	5
2	Introduction to Italian in the Stage 6 Curriculum.....	6
2.1	The Language.....	6
2.2	Description of Target Group.....	6
2.3	Rationale.....	6
3	Continuum of Learning for Italian Stage 6 Students .....	8
4	Aims.....	10
5	Objectives.....	10
6	Course Structure .....	11
7	Objectives and Outcomes .....	12
7.1	Table of Objectives and Outcomes .....	12
7.2	Key Competencies.....	13
8	Content of Italian Preliminary and HSC Courses.....	14
8.1	Themes, Topics and Sub-topics.....	14
8.2	Tasks.....	16
8.3	Texts.....	17
8.4	Vocabulary .....	17
8.5	Grammar.....	17
9	Course Requirements .....	22
10	Post-school Opportunities .....	23
11	Assessment and Reporting.....	24



# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## 2 Introduction to Italian in the Stage 6 Curriculum

### 2.1 The Language

The language to be studied and assessed is modern standard Italian. Standard Italian is the language of Italy. Apart from being the language of everyday communication, it is the language of education, all levels of government and mass media. It is important to be aware and acknowledge the place of regional dialects and their provincial variants. These dialects have often survived better in the communities outside Italy, albeit with local intrusions, whereas in Italy, because of the internal population shifts of the last fifty years and the influence of mass media, the dialects are being eroded. In Italy, however, dialects are currently being revalued and in some instances being revived.

Like other languages, Italian is undergoing rapid changes, particularly in the spoken form. Some examples of this include:

- the more commonly accepted use of *gli* to replace *loro* and *le*
- the use of *voi* to replace the *loro* form in some formal situations
- the more frequently spoken form of the past definite in some geographical locations, particularly southern Italy
- the increasing use of the indicative instead of the subjunctive
- the increasing use of the present indicative instead of the future indicative
- the use of the present indicative in place of the conditional when making requests
- the disappearance of the capital letter to indicate polite form register except in legal and diplomatic domains
- current efforts to simplify and update bureaucratic language
- the inclusion of English words (eg computer, weekend, picnic, Internet, bestseller).

The formal and informal forms of address are significant and important aspects of the language, as they reflect the conventions of social relationships among Italian-speaking people.

### 2.2 Description of Target Group

The *Italian Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Italian for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

### 2.3 Rationale

Italian is the official language of Italy, San Marino and the Vatican City. It is one of the four official languages of Switzerland and one of the eleven official languages of the European Union. Extensive migration from Italy during the last 150 years has resulted in Italian being spoken in many other countries in Europe, in North and South America, the Americas and Australia.

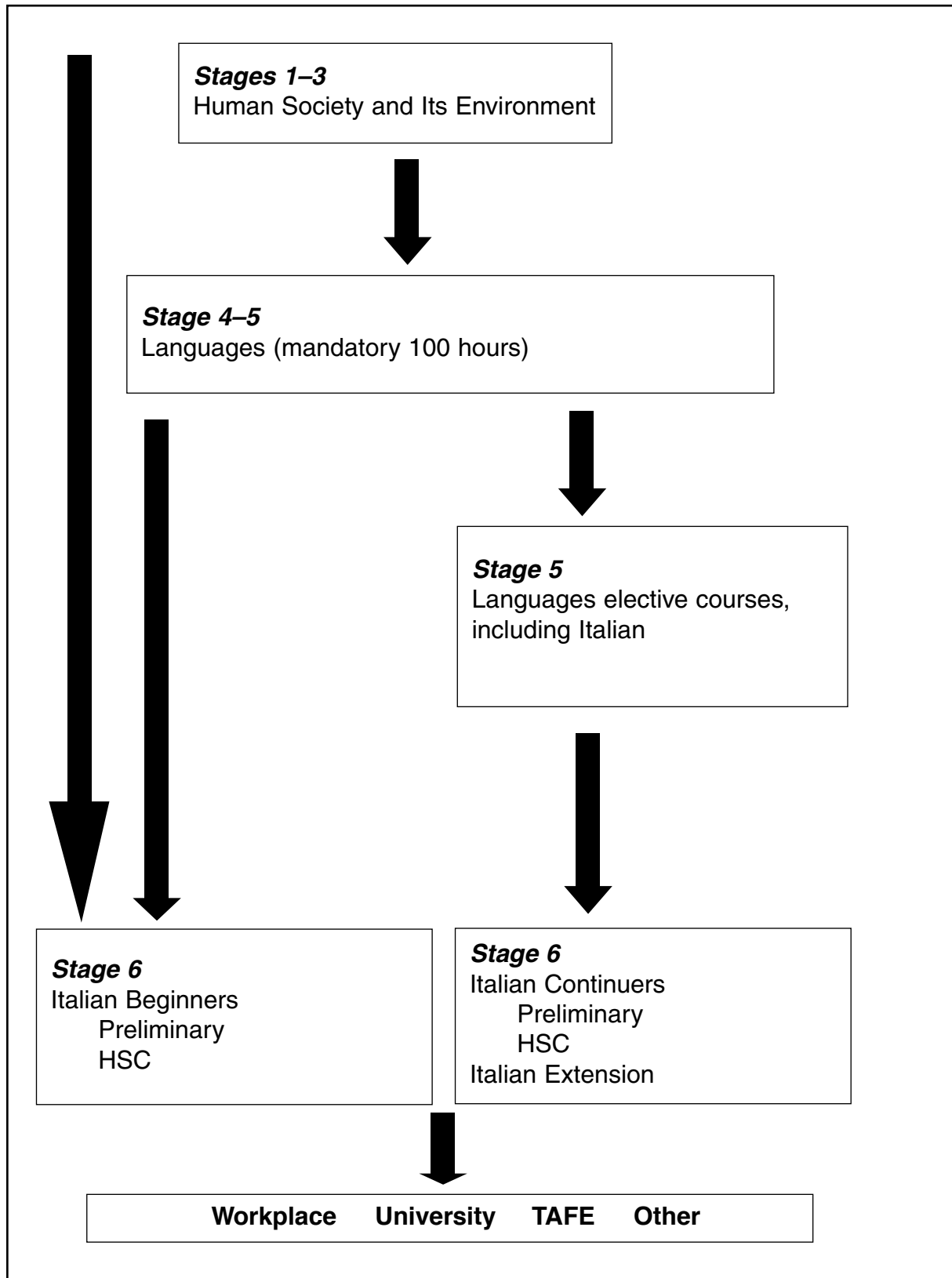
The history of Italian settlement in Australia can be traced to the First Fleet in 1788 and the place of Italian-speaking communities in Australia continues to play a significant role in Australia's culturally diverse society.

Italians and the Italian language make a distinctive contribution to politics, art, architecture, music, science, literature, film and theatre. All students of Italian have much to gain by acquiring knowledge of the language and cultural heritage of Italy. Students of Italian origin have the opportunity to learn the language and deepen their understanding of the traditions and culture of the country of their antecedents.

Italy is one of the most industrially and economically advanced nations in the world and ranks amongst Australia's top international trading partners in a mutually supportive trade relationship. People with a good knowledge of Italian are needed to provide support for the significant commercial links that exist between Australia and Italy. Italy remains a strong buyer of Australian primary products, while Australia has been a consistent buyer of Italian technology and design. A significant number of Italian companies currently have branches in Australia, which provide employment opportunities for Australians with skills in Italian. Competent speakers of Italian are also increasingly needed in the areas of tourism and social services, trade relations and foreign affairs, international banking and finance, music, literature and journalism, cuisine, catering and the hospitality industry, textiles, fashion and design.

The study of Italian also enhances the enjoyment and appreciation of Italian culture through literature, art, film and music.

### 3 Continuum of Learning for Italian Stage 6 Students





The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, the student develops an awareness of languages and may learn about the world through the study of a language, such as Italian.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Italian builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Italian at Continuers level with the option of an Extension course. Students may also begin the study of Italian in Stage 6.

## 4 Aims

The aims of the syllabus are to develop students':

- ability to use Italian to communicate with others
- understanding and appreciation of the cultural contexts in which Italian is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between Italian and English and/or other languages
- cognitive, learning and social skills
- potential to apply Italian to work, further study, training or leisure.

## 5 Objectives

Students should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in Italian

Objective 2 – express ideas through the production of original texts in Italian

Objective 3 – analyse, process and respond to texts that are in Italian

Objective 4 – understand aspects of the language and culture of  
Italian-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Italian and English.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Italian will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Italian-speaking communities through the study of a range of texts.

### **The HSC Course (120 indicative hours)**

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Italian and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Italian-speaking communities will develop further.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
<p>The student will:</p> <p>1. exchange information, opinions and experiences in Italian</p>	<p>The student:</p> <p>1.1 uses a range of strategies to maintain communication</p> <p>1.2 conveys information appropriate to context, purpose and audience</p> <p>1.3 exchanges and justifies opinions and ideas</p> <p>1.4 reflects on aspects of past, present and future experience</p>
<p>2. express ideas through the production of original texts in Italian</p>	<p>2.1 applies knowledge of language structures to create original text #</p> <p>2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience</p> <p>2.3 structures and sequences ideas and information</p>
<p>3. analyse, process and respond to texts that are in Italian</p>	<p>3.1 conveys the gist of texts and identifies specific information</p> <p>3.2 summarises the main ideas</p> <p>3.3 identifies the tone, purpose, context and audience</p> <p>3.4 draws conclusions from or justifies an opinion</p> <p>3.5 interprets, analyses and evaluates information</p> <p>3.6 infers points of view, attitudes or emotions from language and context</p>
<p>4. understand aspects of the language and culture of Italian-speaking cultural significance</p>	<p>4.1 recognises and employs language appropriate to different social contexts</p> <p>4.2 identifies values, attitudes and beliefs of cultural significance</p> <p>4.3 reflects upon significant aspects of language and culture</p>

# written or spoken text created by students incorporating their own ideas

## 7.2 Key Competencies

Italian Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Italian Continuers syllabus to enhance student learning. The key competencies of ***communicating ideas and information*** and ***collecting, analysing and organising information*** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, ***planning and organising activities*** and ***working with others and in teams***, are developed. In interacting with others via communications technology, the student will develop the key competency of ***using technology***. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency ***solving problems***.

## 8 Content of Italian Preliminary and HSC Courses

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Italian-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Italian. 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 are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Italian-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as communication, tourism and hospitality and Italian influence.

**8.1.1 Table of Themes and Topics**

<b>Theme: the individual</b>	<b>Theme: the Italian-speaking communities</b>	<b>Theme: the changing world</b>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• personal identity, eg:                             <ul style="list-style-type: none"> <li>– Who am I?</li> <li>– the adolescent world</li> <li>– personal memories</li> </ul> </li> <li>• relationships, eg:                             <ul style="list-style-type: none"> <li>– family</li> <li>– friends</li> <li>– the elderly</li> </ul> </li> <li>• health and leisure, eg:                             <ul style="list-style-type: none"> <li>– free time</li> <li>– sport</li> <li>– holidays/travel</li> </ul> </li> <li>• education and future aspirations, eg:                             <ul style="list-style-type: none"> <li>– school life</li> <li>– growing up (driving, voting...)</li> <li>– future plans</li> <li>– part-time work</li> </ul> </li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• lifestyle in Italy and abroad, eg:                             <ul style="list-style-type: none"> <li>– Italian passions (soccer, coffee fashion, food...)</li> <li>– city and country life</li> <li>– festivals and traditions</li> </ul> </li> <li>• the arts and entertainment, eg:                             <ul style="list-style-type: none"> <li>– cinema †</li> <li>– opera and contemporary music †</li> <li>– cultural heritage (monuments, art...) †</li> <li>– literature †</li> </ul> </li> <li>• youth and social issues, eg:                             <ul style="list-style-type: none"> <li>– the environment †</li> <li>– unemployment †</li> <li>– drugs †</li> <li>– multiculturalism †</li> </ul> </li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• the world of work, eg:                             <ul style="list-style-type: none"> <li>– careers and occupations</li> <li>– equality in the workplace †</li> </ul> </li> <li>• communication, eg:                             <ul style="list-style-type: none"> <li>– the importance of the Italian language</li> <li>– mass media and technology †</li> </ul> </li> <li>• Italian influence, eg:                             <ul style="list-style-type: none"> <li>– Italian business in Australia †</li> <li>– made in Italy/design †</li> <li>– contribution of Italians to Australia †</li> </ul> </li> <li>• tourism and hospitality, eg:                             <ul style="list-style-type: none"> <li>– travelling in Italy</li> <li>– tourism in Australia</li> </ul> </li> </ul>

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. Objective 4 — understand aspects of the language and culture of Italian-speaking communities — underlies the study of all the themes and topics.

### **8.1.2 Texts**

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in Italian in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either Italian or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

### **8.1.3 Vocational Education and Training**

In order to maximise opportunities for the student to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to include modules endorsed within the Australian Qualifications Framework (AQF) in their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment and certification of the VET. For further information, see Post-school Opportunities on page 23.

## **8.2 Tasks**

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).



### 8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They are expected to be able to produce the following written texts in the modern standard version of Italian.

article	message	recount
diary entry	note	report
e-mail	notice	script of an interview
letter	postcard	script of a speech or talk

In the oral examination students participate in a conversation.

### 8.4 Vocabulary

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idiomatic expressions relevant to the themes and topics prescribed in the syllabus.

#### 8.4.1 Dictionaries

The student 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 published with the Resources on the Board of Studies' website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Italian Continuers Stage 6*.

### 8.5 Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Italian through prior knowledge or study of Italian.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

The following grammatical structures are those that the student studying Italian in a Continuers course is expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Nouns	regular forms, gender and number common irregular forms (singular and plural) compound  invariable forms in the plural  use of suffixes and prefixes †	<i>l'altoparlante, il portafoglio</i> <i>la città, le città, il film, i film</i> <i>sorellina, inutile</i>
Articles	definite, indefinite, use of all forms and their omissions inclusion of definite articles before nouns used in a general or abstract sense partitive articles (some, any)	<i>la signora, signora verdi, la vita</i>  <i>di + definite article</i>
Adjectives	regular formation agreement with nouns position of adjectives common irregular adjectives in front of masculine nouns  adjectives that commonly precede nouns  demonstrative possessive: form and uses, including their use before terms indicating family relationships indefinite  comparative and superlative forms, regular and irregular types	<i>bello, buono</i>  <i>primo, ultimo, buono, bello, giovane, vecchio, altro, stesso, molto, poco, grande, piccolo</i> <i>questo, quello</i> <i>questo è mio</i>  <i>ogni, qualche, qualsiasi/qualunque, ciascuno, nessuno, altro, molto, alcuno</i> <i>buono, migliore, il migliore, buonissimo</i>

† receptive use

Grammatical item	Sub-elements	Example(s)
Adverbs	<p>formation of adverbs position of adverbs classes of adverbs (manner, place, time, quantity) adverbial phrases</p> <p>comparative and superlative forms, regular and irregular types</p> <p>use of such adverbs as <i>molto, poco, troppo</i></p>	<p><i>-mente</i></p> <p><i>bene, qui, prima, molto</i></p> <p><i>all'improvviso, poco fa, nel frattempo, d'ora in poi, in ritardo, fra poco, qui vicino</i></p> <p><i>bene, meglio, benissimo, male, peggio, pessimo,</i></p>
Pronouns	<p>personal: subject, direct object, indirect object (formal and informal) use of <i>piacere</i> + indirect pronoun use and position of personal pronouns personal pronouns and elision personal pronouns and past participle</p> <p>combined relative (including word order)</p> <p>interrogative</p> <p>demonstrative indefinite</p> <p>use of <i>ne, ci, vi, si</i></p> <p>possessive reflexive disjunctive</p>	<p><i>gli piace</i></p> <p><i>l'ho visto/l'ho vista</i> <i>l'ho comprato/li ho comprati</i> <i>te lo spedisco</i> <i>che, cui, chi, il quale, la quale, I quali, le quali</i> <i>Chi? Che (cosa)? Quale? quanto?</i> <i>questo, quello, questi, ciò uno, qualcuno, ciascuno, nessuno</i> <i>Ne ho comprati cinque.</i> <i>Si mangia bene qui.</i> <i>Ci sono andata.</i> <i>il mio cane, mio fratello</i> <i>si veste</i></p>

Grammatical item	Sub-elements	Example(s)
Verbs	<p>conjugation of regular and irregular verbs</p> <p>reflexive</p> <p>mood: indicative</p> <ul style="list-style-type: none"> <li>– present</li> <li>– future</li> <li>– conditional</li> <li>– conditional perfect</li> <li>– present perfect</li> <li>– imperfect</li> <li>– pluperfect</li> <li>– past historic †</li> </ul> <p>mood: imperative (including its use in formal and informal address and with pronouns)</p> <p>mood: subjunctive</p> <ul style="list-style-type: none"> <li>– present</li> <li>– perfect</li> <li>– imperfect, <i>if</i> clause †</li> <li>– pluperfect †</li> </ul> <p>gerund: stare with gerund, present and imperfect</p> <p>infinitive structure <i>prima di</i> with infinitive</p> <p>auxiliaries: <i>essere</i> and <i>avere</i></p> <p>passive voice †</p> <p>impersonal verbs and expressions</p> <p>modal verbs: <i>dovere, potere, volere</i></p> <p>idiomatic use of <i>avere</i> and <i>fare</i></p> <p>causative construction †</p>	<p><i>Prima di leggere</i></p> <p><i>bisogna che, basta che</i></p> <p><i>avere fame, fare colazione</i></p> <p>† <i>ho fatto riparare la macchina</i></p>

† receptive use

<b>Grammatical item</b>	<b>Sub-elements</b>	<b>Example(s)</b>
Negation	use of <i>non</i> double negative	
Prepositions	simple and articulated forms common prepositional phrases  special usage of <i>a, di, da</i>	<i>parto per Milano</i> <i>andare a piedi</i>  <i>Abito qui da due anni.</i> <i>La macchina da cucire.</i>
Numerals	cardinals, ordinal, decimal, dates proportions time common measurements collective numbers †  mathematical signs	<i>un quarto, metà</i>  <i>è alta un metro e ottanta</i> † <i>paio, coppia, decina,</i> <i>dozzina, centinaio,</i> <i>migliaio</i> <i>più, meno, diviso, per</i>
Conjunctions	common conjunctions  fillers	<i>e, ed, anche, ma, però,</i> <i>infatti, né....né</i> <i>quindi, magari, cioè</i>
False cognates	words that are apparently similar but actually have different meanings	<i>parenti, sensibile, fattoria</i>

† receptive use

## 9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

## 10 Post-school Opportunities

The study of Italian provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Italian assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

### **Recognition of Student Achievement in Vocational Education and Training (VET)**

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the Australian Qualifications Framework.

Teachers should contact the Board of Studies NSW for more information on VET modules in Italian.

### **Recognition by TAFE NSW**

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Italian in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Italian Stage 6. This information can be found on the TAFE NSW website ([www.tafensw.edu.au/mchoice](http://www.tafensw.edu.au/mchoice)).

## 11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Italian Continuers syllabus is contained in *Assessment and Reporting in Italian Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Italian Continuers are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)