

# **Spanish Beginners**

## **Stage 6 Syllabus**

Preliminary and HSC Courses

## **Original Published version updated**

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## Contents

1	The Higher School Certificate Program of Study.....	5
2	Introduction to Spanish Beginners in the Stage 6 Curriculum .....	6
	2.1 The Language .....	6
	2.2 Description of Target Group .....	6
	2.3 Rationale .....	7
3	Continuum of Learning.....	8
4	Aim.....	9
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 .....	14
	8.1 Content of Spanish Beginners Preliminary and HSC Courses .....	15
	8.2 Topics.....	18
	8.3 Texts .....	19
	8.4 Tasks.....	19
	8.5 Vocabulary .....	19
	8.6 Dictionaries.....	19
	8.7 Grammar .....	20
9	Assessment and Reporting .....	24
10	Post-school Opportunities .....	25
11	Glossary.....	26



## **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 the students' physical and spiritual development.

## **2 Introduction to Spanish Beginners in the Stage 6 Curriculum**

### **2.1 The Language**

The language to be studied and assessed is the modern standard version of Spanish. Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms where they are appropriate and an awareness of regional differences. It should be noted that, where regional variants are used, it is also important to provide internationally recognised alternatives.

### **2.2 Description of Target Group**

The Spanish Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Spanish at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Spanish language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to the relevant section of the Board of Studies *Assessment, Certification and Examination Manual*.)

Students in Stage 5 may not be accelerated into Languages Beginners courses.

All eligibility requirements for Languages must be addressed.

## 2.3 Rationale

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.

Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students' learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.

Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to the learning of other languages. By making comparisons between and among languages, students strengthen their command of their first language.

Spanish is one of the most widely spoken languages in the world. It is the official language of 21 countries and one of the official languages of the United Nations and the European Union. Spanish, English and other European languages share a common linguistic link with Latin.

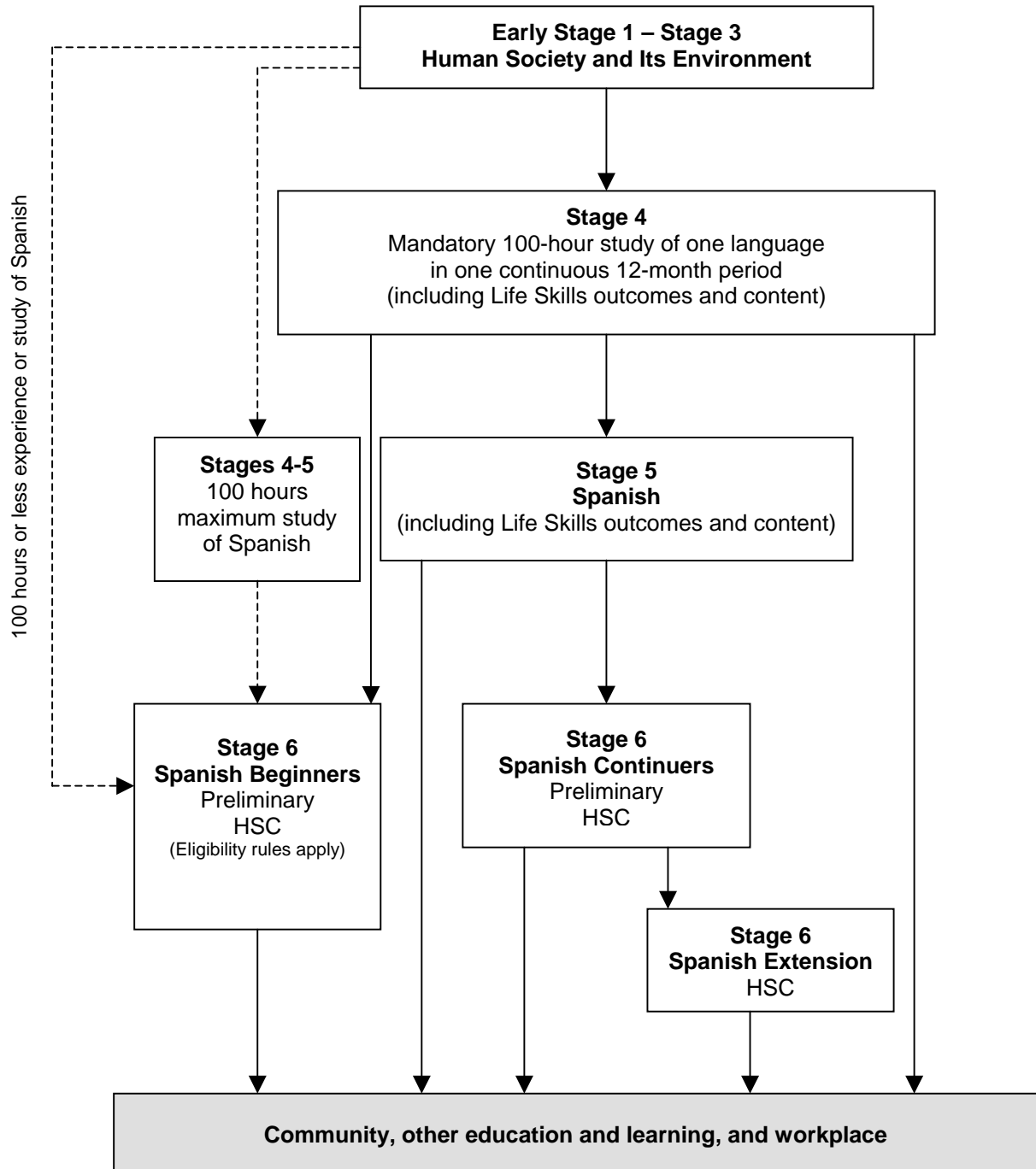
Australia has strong connections through trade with Spanish-speaking nations, particularly those within the Asia-Pacific region. The Spanish language is widely spoken within the Australian community, giving students the opportunity to hear and use the language in real-life situations. Spanish speakers in Australia make significant contributions to the economic, intellectual, cultural and social affairs of the nation.

The Spanish Beginners Course provides students with language skills needed to function effectively in any of the Spanish-speaking communities around the world. It also enables them to experience and develop their understanding of the traditions and culture of these communities.

The study of Spanish provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

### 3 Continuum of Learning

The diagram places the syllabus in the context of the K-12 Spanish curriculum.





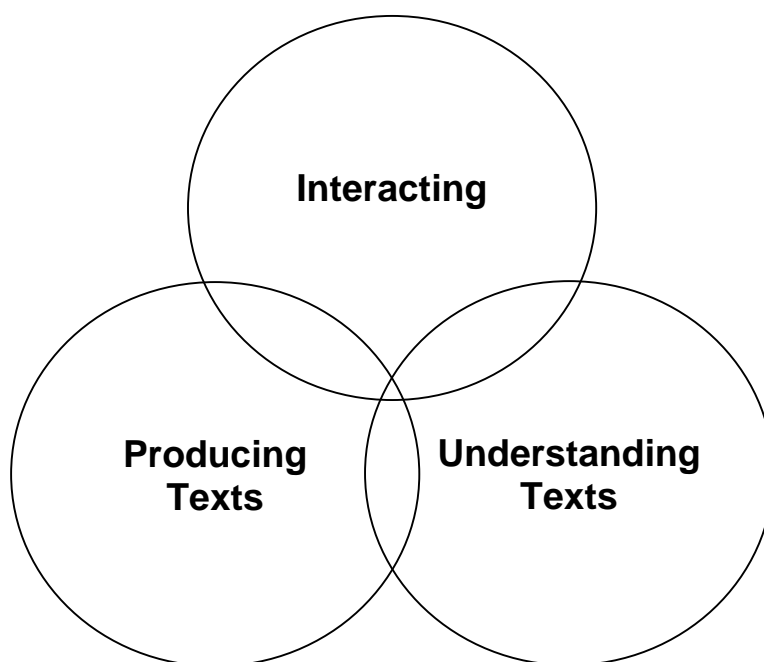
## **4 Aim**

The aim of the *Spanish Beginners Stage 6 Syllabus* is to enable students to develop:

- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.

## 5 Objectives

### Communication



#### Objective 1 – Interacting

Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Spanish in interpersonal situations.

#### Objective 2 – Understanding Texts

Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

#### Objective 3 – Producing Texts

Students will create and present texts in Spanish for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

## **6 Course Structure**

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

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Spanish and their knowledge and understanding of language and culture.

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

In the HSC course students will extend and refine their communication skills in Spanish in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

The outcomes and associated knowledge, understanding and skills that students are expected to achieve at the end of this course are listed below. These outcomes are derived from the objectives.

Objectives	Outcomes
<b>Interacting</b>	A student:
	1.1 establishes and maintains communication in Spanish
	1.2 manipulates linguistic structures to express ideas effectively in Spanish
	1.3 sequences ideas and information
	1.4 applies knowledge of the culture of Spanish-speaking communities to interact appropriately
<b>Understanding Texts</b>	2.1 understands and interprets information in texts using a range of strategies
	2.2 conveys the gist of and identifies specific information in texts
	2.3 summarises the main points of a text
	2.4 draws conclusions from or justifies an opinion about a text
	2.5 identifies the purpose, context and audience of a text
	2.6 identifies and explains aspects of the culture of Spanish-speaking communities in texts
<b>Producing Texts</b>	3.1 produces texts appropriate to audience, purpose and context
	3.2 structures and sequences ideas and information
	3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish
	3.4 applies knowledge of the culture of Spanish-speaking communities to the production of texts.

## 7.2 Key Competencies

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

Key competencies are embedded in the *Spanish Beginners Stage 6 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 the methodologies of the syllabus and through classroom pedagogy. Students interact with one another, and through this interaction the key competencies of ***planning and organising activities*** and ***working with others and in teams*** are developed. In interacting with others via information and communication technologies, the student will develop the key competency of ***using technology***. The skills associated with the interpretation 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 of ***solving problems***.

## **8 Content**

The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The syllabus content is to be studied through the prescribed topics (see Section 8.2).

## 8.1 Content of Spanish Beginners Preliminary and HSC Courses

### Objective 1 – Interacting

#### Outcomes:

A student:

- 1.1 establishes and maintains communication in Spanish
- 1.2 manipulates linguistic structures to express ideas effectively in Spanish
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Spanish-speaking communities to interact appropriately.

#### Students learn about:

- the importance of listening for key words to assist understanding
- the importance of reading for key words to assist understanding
- links in communication
- the purpose and context of communication
- register in language use
- responding to factual and open-ended questions
- ways to support effective interaction
- the logical sequencing of ideas
- formal and informal language, and when and where it is used
- sociolinguistic conventions relating to everyday activities.

#### Students learn to:

- listen for meaning
- read for meaning
- use strategies to initiate, maintain and conclude an interaction, eg Buenos días! pues, de acuerdo, adiós
- select and incorporate particular vocabulary and structures to achieve specific communication goals
- interact with reference to context, purpose and audience, eg ¿De dónde eres? ¿De dónde es usted? ¡Oye! ¡Oiga!
- maintain an interaction by responding to and asking questions and sharing information
- use appropriate language features to enhance communication, eg tone, intonation
- structure information and ideas coherently
- apply appropriate social conventions in formal and informal contexts, eg terms of address Señor Gómez, Doña Rosa
- use language and/or behaviour appropriate to social context, eg at mealtimes, accepting/declining invitations, on the phone ¡Qué aproveche! Por supuesto. ¡Dígame!

## Objective 2 – Understanding Texts

### Outcomes:

A student:

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Spanish-speaking communities in texts.

### Students learn about:

- ways in which texts are constructed for specific purposes
- ways in which texts are formatted for particular purposes and effects
- ways of identifying relevant details in texts when listening or reading for specific information
- ways of inferring meaning from text
- resources available to access, enhance or promote independent learning
- the effect of syntax on meaning
- cultural attitudes that add meaning to texts
- language used to express cultural values, and to represent people and cultures in texts
- register and common expressions in language use.

### Students learn to:

- identify why, how or to whom a text is delivered or presented
- explore the way text content is presented and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts
- make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text
- use contextual and other clues to infer meaning from text
- access available resources to assist comprehension of a text, eg dictionaries, word lists, glossaries, charts
- analyse ways in which words, phrases and sentences are constructed, eg how words are modified for grammatical effect *Muchas/muchísimas gracias, sólo comí/comí solo.*
- identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements and films
- explain cultural references in texts, eg *fiesta, siesta*
- explain the use of words and expressions with particular cultural significance in texts, eg idiomatic expressions, colloquialisms



### Objective 3 – Producing Texts

#### Outcomes:

A student:

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish
- 3.4 applies knowledge of the culture of Spanish-speaking communities to the production of texts.

#### Students learn about:

- the structure and format of particular texts
- the purpose and context of a text and their influence on the choice of structure, format and vocabulary
- the logical sequencing of ideas in extended text
- the application of known linguistic structures in new contexts
- language choices and their effect on intended meaning
- resources available to enhance and expand independent learning
- register in language use.

#### Students learn to:

- present and organise information in ways appropriate to audience, purpose and context
- plan, draft and edit text
- sequence ideas and information in texts
- apply a range of vocabulary and linguistic structures across a range of contexts
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- extend and refine their use of language, eg by using dictionaries, word lists and grammar references, accessing authentic texts in print and online
- use culturally appropriate language when creating and presenting texts, eg *¿Cómo está usted? ¿Qué tal? una chica, una tía.*

## 8.2 Topics

The prescribed topics should be studied from two interdependent perspectives:

- the personal world
- the Spanish-speaking communities.

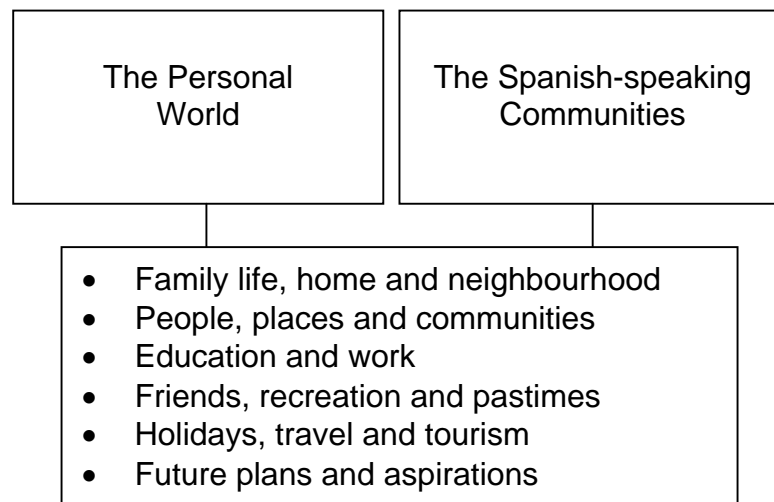
The two perspectives will enable students to develop knowledge and understanding of and skills in the Spanish language, linked to cultural values, attitudes and practices.

The perspective, *the personal world*, will enable students to use Spanish to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, *the Spanish-speaking communities*, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where Spanish is spoken.

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

### Topics



The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. The length of time devoted to each topic will vary according to the needs and interests of students and the availability of resources.

### 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 may be expected to produce the following written texts in the external examination. The language to be used is the modern standard version of Spanish.

article (eg for a school magazine)	message
diary/journal entry	note
email	postcard
informal letter	script of a talk (to an audience)

### 8.4 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 students 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 include aspects such as where, when and who is involved)
- 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 of the student's overall cognitive development)
- an audience (the person/people at whom or to whom the task is targeted or directed).

### 8.5 Vocabulary

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

### 8.6 Dictionaries

Students should be encouraged to use dictionaries to enhance learning. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions will be included in the List of Resources on the Board of Studies website. 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 Spanish Beginners Stage 6*.

## 8.7 Grammar

Throughout the Spanish Beginners course, students will learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures that will be defined are those that students will be expected to recognise and use by the end of the HSC course. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

Students will be expected to **recognise** and **use** the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
<b>Nouns</b>	gender number compound nouns common borrowed words	<i>el niño, la niña, el amor</i> <i>los niños, las niñas, las clases</i> <i>el supermercado</i> <i>el fútbol, el líder</i>
<b>Articles</b>	definite indefinite contraction used with: generic nouns names and titles days of the week omission of article, eg with a profession	<i>el, la, los, las</i> <i>un, una, unos, unas</i> <i>al, del</i>  <i>me gustan las manzanas</i> <i>el señor Suárez</i> <i>el sábado, los domingos</i>  <i>soy estudiante</i>
<b>Adjectives</b>	agreement: gender number position demonstrative possessive interrogative apocopated (shortened) comparative and superlative	<i>el perro pequeño</i> <i>los gorros verdes</i> <i>la casa blanca, el último ejercicio</i> <i>este, ese, aquel</i> <i>mi, tu, su, nuestra, vuestros</i> <i>¿cuántos...? ¿qué...?</i> <i>buen, algún, cien, gran</i> <i>más alto, menos difícil,</i> <i>buenísimo, mi mejor amigo</i>

Grammatical Items	Sub-elements	Example(s)
<b>Pronouns</b>	subject reflexive direct object indirect object possessive demonstrative relative indefinite with prepositions position: with imperatives with two verbs	<i>yo, tú, él/ella, usted, nosotros, vosotras, ellos, ustedes</i> <i>me, te, se, nos, os</i> <i>me, te, lo(s), la(s), nos, os</i> <i>me, te, le, nos, os, les</i> <i>mío, tuyo, suyo, nuestra</i> <i>esto, eso, aquél</i> <i>que</i> <i>alguien, algo, varios</i> <i>mí, ti, conmigo, contigo</i>  <i>déjalo, escúchame</i> <i>lo quiero comprar, quiero comprarlo</i>
<b>Verbs</b>	regular verbs common stem-changing verbs common irregular verbs auxiliaries use of <i>ser</i> and <i>estar</i>  reflexive infinitive  indicative mood: present  progressive present imperfect  preterite perfect future  <i>Ir a</i> + infinitive  conditional in common phrases imperative mood in common phrases subjunctive mood in common phrases	<i>cantar, beber, subir</i> <i>jugar, querer, pedir</i>  <i>ser, ir, tener, hacer</i> <i>haber, estar</i> <i>¿cómo están? ¿cómo son? era</i> <i>aburrido, estaba aburrido</i> <i>llamarse, lavarse</i> <i>me gusta bailar, hablar español</i> <i>es fácil</i>  <i>canto, bebo, subo, quiero, son, vamos</i> <i>estoy cantando</i> <i>cantaba, bebía, subía, eran, querías</i> <i>canté, bebí, subí, fui, tuvimos</i> <i>ha bebido, han sido</i> <i>cantaré, beberé, subiré, serás, haremos</i> <i>voy a comer</i>  <i>me gustaría, ¿podrías...?</i>  <i>¡escucha! ¡vengan aquí!</i>  <i>¡que te vaya bien!</i> <i>¡qué tengas buen viaje!</i> <i>¡venga!</i>

<b>Grammatical Items</b>	<b>Sub-elements</b>	<b>Example(s)</b>
<b>Adverbs</b>	location manner time quantity comparative	<i>aquí, allí, cerca, lejos</i> <i>bien, mal, rápidamente</i> <i>siempre, nunca, ahora, tarde, temprano</i> <i>mucho, muy, demasiado</i> <i>más, menos, tan.... como</i>
<b>Prepositions</b>	simple compound verbs followed by a preposition a with direct objects which refer to people	<i>a, de, para, por, con, en</i> <i>al lado de, encima de, detrás de</i> <i>jugar a, acabar de</i> <i>quiero ver a mi madre</i>
<b>Interrogatives</b>		<i>¿por qué? ¿quién? ¿qué?</i> <i>¿cuándo? ¿dónde? ¿cómo?</i> <i>¿cuántos? ¿cuál?</i>
<b>Conjunctions/ connectives</b>		<i>y/e, o/u, pero, porque, por eso</i>
<b>Interjections/ exclamations</b>		<i>¡hola!, ¡oiga!, ¡fatal! ¡ay!</i>
<b>Negation</b>	common negatives negative constructions	<i>no, nada, nadie, nunca, ni....ni</i> <i>no hemos comido nada, no calla nunca, no como ni pan ni tortillas</i>
<b>Numerals</b>	cardinal ordinal quantities time	<i>uno, dos</i> <i>primer(o), segunda</i> <i>dos kilos, cien gramos, un litro</i> <i>la una, las dos y media, las tres menos cuarto, las quince y quince</i>

In addition, students will be expected to **recognise** the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
<b>Articles</b>	the form <i>lo</i> + adjectives to express abstract ideas masculine article with feminine noun	<i>lo mejor de esta idea</i> <i>el agua, el hada, un águila</i>
<b>Pronouns</b>	double object	<i>yo te lo doy, dámelos, se lo dije</i>
<b>Verbs</b>	impersonal forms indicative mood: progressive past pluperfect conditional imperative mood subjunctive mood: present past	<i>se habla español</i>  <i>estábamos comiendo, estuve comiendo</i> <i>había bebido, habían ido</i>  <i>cantaría, bebería, subiría, sería, tendrían</i>  <i>pongan la mesa, no te lo pierdas</i>  <i>esperamos que haga buen tiempo, ¿quieres que te ayude?</i> <i>si fuera/fuese más barato lo compraría</i>
<b>Numerals</b>	proportion	<i>medio, un tercio, tres cuartos, cien por cien, veinte por ciento</i>
<b>Prefixes and suffixes</b>	common formations	<i>descansar, rebajas, señorita, Carlitos, muchachón</i>

## 9 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Spanish Beginners syllabus is contained in *Assessment and Reporting in Spanish Beginners 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 Spanish Beginners are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)



## 10 Post-school Opportunities

The study of Spanish Beginners Stage 6 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 Spanish Beginners Stage 6 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

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 or other Registered Training Organisations (RTOs).

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 industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

### 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 Spanish 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. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Spanish Beginners Stage 6. This information can be found on the TAFE NSW website ([www.det.nsw.edu.au/hsctafe](http://www.det.nsw.edu.au/hsctafe)).

### Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Spanish Beginners Stage 6 so that the degree of recognition available can be determined.

## 11 Glossary

article	a self-contained piece of writing on a specific topic. It can appear in a printed publication such as a magazine or journal, or be posted as news.
culture	the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle.
colloquialism	an informal expression, which is used in everyday speech and writing, and is conversational in tone. It adds colour to the language and is not usually used in formal speech or writing.
dialect	a regional or social variety of a language, distinguished by pronunciation, grammar or vocabulary, especially a variety of speech differing from the modern standard version of the language.
idiom	an expression which cannot be translated literally. It has a different meaning from that conveyed by its individual words.
register	language which is used for a particular purpose, or in a particular social setting (eg formal or informal language). It often reflects cultural expectations and can differ between countries and regions. Register can be influenced by the subject matter, the relationship between the participants and whether the communication is spoken or written.
text	the actual wording of anything spoken or written.
texts	communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended, unified works or series of related topics.