

# BOSTES UPDATE



**BOSTES**

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# Who am I?

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# WHAT IS BOSTES NSW?

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## Board of Studies, Teaching and Educational Standards

The Board's responsibilities relate to:

- development of the curriculum for Kindergarten to Year 12
- accreditation of teachers
- development and conduct of the Higher School Certificate and the Record of School Achievement programs
- registration and accreditation of schools

# BOSTES UPDATE

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- New prescriptions for Extension and Background Speakers
- The new *Languages Beginners – Advice on Programming and Assessment* documentation ([http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/advice-prog-language-beg.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/advice-prog-language-beg.pdf))
- Year 11 RoSA graded work samples  
<http://www.boardofstudies.nsw.edu.au/rosa/grades/graded-work-samples/>
- K-10 framework and syllabuses

# MODERN GREEK PRESCRIPTIONS

## Prescribed Text

*Amiliti Agape (Unspoken love) 2014*

Author: Loti Petrovits-Androutsopoulou

The resilience of the human spirit	Relationships	The impact of change on society
For example: <ul style="list-style-type: none"><li>● coping with adversity</li><li>● personal growth</li><li>● expression through the creative arts</li></ul>	For example: <ul style="list-style-type: none"><li>● social responsibility</li><li>● acceptance of difference</li><li>● the power of hope and love</li></ul>	For example: <ul style="list-style-type: none"><li>● Globalisation</li><li>● Socio-political events</li><li>● Use of technology</li></ul>

# NEW SCOPE AND SEQUENCE AND UNIT OF WORK TEMPLATES

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/advice-prog-language-beg.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/advice-prog-language-beg.pdf)

Modern Greek/Spanish Beginners: Advice  
on Programming and Assessment

# SCOPE AND SEQUENCE

	Week 1	Week 2	Week 3	Week 4	Week 5
Term 1	Unit 1: Introducing self and family				
	Focus task 1: Students present information (in one of a range of formats) about themselves to a group of exchange students (class mates) and respond to follow up questions.				
	Focus task 2: Students compose a first letter to a new penfriend.				
Syllabus topic elements: Family life and pastimes					
Focus outcomes:					

## Teaching and learning strategies (potential assessment tasks are in bold):

- Brainstorm in English the sort of information (and related questions to elicit this information) students wish to include in their presentations (and letters)
- Identify any relevant prior learning
- Introduce/Model and practise the simplest form(s) of question(s) with possible answers (include examples)
- Introduce a range of relevant and appropriate interrogatives (include examples)
- As part of the teaching and learning, students engage in a range of activities and exercises: pair work and information gap, matching exercises (include examples)
- Students are introduced to bilingual dictionaries (where appropriate)
- Teacher models a presentation and answers questions
- Students develop presentation
- **Students share their own presentation with the class, following which, teacher and students ask questions**
- Student groups develop and share their joint presentations with the class (Extension task)
- Teacher models the structuring of a letter
- Students read a variety of sample letters and answer related questions
- **Students plan, draft and edit letters for distribution to other class members, who respond to an attached set of questions**
- Student groups write a joint letter to a group of students from [Country] (Extension task)



# YEAR 11 GRADED WORK SAMPLES

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In Arabic, Chinese, French, German, Italian

<http://www.boardofstudies.nsw.edu.au/rosa/grades/graded-work-samples/>

# K-10

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- Framework development
- Syllabus development
- Main features
  - Strands, objectives, outcomes, content statements, examples
  - Differentiated content
  - Retained the current focus on active and purposeful use of [Language]

# TASK DEFINITION (AC)

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. **A task provides an organising structure and context for meaning-focused language learning.** Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome.

# EXERCISE DEFINITION

An **exercise** is a teaching strategy that is used to drill or reinforce learned language.

# EXERCISES, TASKS AND FOOD

Exercise: Cleaning squid

Task: Making Kalamaria Yemista or Paella