

**2004 HSC Notes from
the Marking Centre
Russian Background Speakers**

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2004 HSC NOTES FROM THE MARKING CENTRE RUSSIAN BACKGROUND SPEAKERS

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Russian Background Speakers. It provides comments with regard to responses to the 2004 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2004 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Russian Background Speakers.

Written Examination

Section I – Listening and Responding

Part A

Question

- (a) This question was well handled by most candidates.
- (b) In the best responses, candidates described a series of relevant emotions experienced by Seryozha, with the emotional state linked to information from the text. Typically these candidates described the anger at not being phoned, the anger and shock of discovering that the trip is off and finally reluctant agreement.
- (c) In the best responses, candidates demonstrated a perceptive understanding of the personalities of Lena and Seryozha and their relationship, as well as a perceptive understanding of the way in which the language they used reflected this. Candidates included in their responses a range of comments about the language used in the exchange and what this revealed about the speakers and their relationship.
- Lena's reference to weighing things up and the reference to the decision as my decision.
 - The emotional blackmail of 'I thought you loved me'.
 - Lena's general upper hand in the relationship, her decision, her compromise.
 - Lena's use of her mother to influence the situation.
 - Seryozha's rather sarcastic 'thank you, thank you'.
 - Seryozha's willingness to accept a compromise and his understanding that he has been led to this decision 'Why do I always agree with you?'

Many candidates commented on the underlying affection that both have for each other and their similarities, their emotionalism and their volatility.

Part B

The majority of the candidates answered the questions competently. However, some of them did not present their piece of writing in the form of a diary entry.

Section II – Reading and Responding

Part A

- (a) This question was handled well.
- (b) Some candidates misinterpreted the meaning of ‘age group’ and ‘generation’.
- (d) The better responses referred to more than just physical pain.
- (e) This question was handled well.
- (f) This question proved challenging to candidates.

Part B

The majority of the candidates responded well. They were able to write a response to the ‘letter’ provided, to discuss the issues raised in it and to express their opinions on the issues, as well as providing advice to the author of the letter.

Section III – Writing In Russian

Most candidates addressed the audience (the participants of the Youth Conference) and linked the topics of the Conference to the contemporary issues presented in the prescribed texts. The majority of candidates selected Question 7.

Russian Background Speakers

2004 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section 1: Listening and Responding			
Part A			
1 (a)	1	Human relationships in contemporary society — conversation	H3.3
1 (b)	3	Human relationships in contemporary society — conversation	H3.4
1 (c)	6	Human relationships in contemporary society — conversation	H3.2, H3.5, H3.8
Section 1: Listening and Responding			
Part B			
2	15	Pressures on young people today— interview	H1.1, H2.5, H3.5, H3.8
Section 2: Reading and Responding			
Part A			
3 (a)	2	Changing social and moral values — short story	H3.2, H3.3
3 (b)	3	Changing social and moral values — short story	H3.2
3 (c)	3	Changing social and moral values — short story	H3.2, H3.4, H3.8
3 (d)	4	Changing social and moral values — short story	H3.3, H3.6
3 (e)	5	Changing social and moral values — short story	H3.2, H3.6
3 (f)	8	Changing social and moral values — short story	H3.6, H3.7, H3.8
Section 2: Reading and Responding			
Part B			
4	25	The impact of changing society on the individual — letter	H1.2, H2.1, H2.2, H2.4, H3.3, H3.8
Section 3: Writing in Russian			
5	25	Human relationships in contemporary society— speech	H1.3, H2.1, H2.2, H2.3, H2.4, H2.5
6	25	The search for identity — speech	H1.3, H2.1, H2.2, H2.3, H2.4, H2.5
7	25	The impact of changing society on an individual — speech	H1.3, H2.1, H2.2, H2.3, H2.4, H2.5



2004 CCAFL Russian Background Speakers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 1 (b)

Outcomes assessed: H3.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which Seryozha's emotions are depicted in the text	3
• Demonstrates a good understanding of the extent to which Seryozha's emotions are depicted in the text	2
• Provides some relevant information	1



Question 1 (c)

Outcomes assessed: H3.2, H3.5, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the ways in which language is used by Seryozha and Lena to reflect their personalities and their relationship• Supports the argument with very close reference to the text	6
<ul style="list-style-type: none">• Demonstrates good understanding of some of the text and language features• Supports the argument with close reference to the text	5
<ul style="list-style-type: none">• Demonstrates a fair understanding of the text and language features• Provides some relevant information	3–4
<ul style="list-style-type: none">• Provides some relevant information	1–2



Section 1: Listening and Responding

Part B

Question 2

Outcomes assessed: H1.1, H2.5, H3.5, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them• Composes a coherent argument demonstrating a comprehensive understanding of the texts• Demonstrates a highly-developed understanding of context and audience• Demonstrates an excellent control of vocabulary and language structures	13–15
<ul style="list-style-type: none">• Identifies the main issues in the texts and compares and contrasts them in a lucid way• Composes an effective argument with close reference to the texts• Writes effectively for the context and audience• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary	10–12
<ul style="list-style-type: none">• Coherently compares and contrasts information in the texts• Writes coherently and with some appropriate textual reference• Relates information to context and audience• Writes using a range of language structures and vocabulary	7–9
<ul style="list-style-type: none">• Compares and contrasts some opinions, ideas and information in the texts• Demonstrates a limited ability to structure and sequence information and ideas• Demonstrates an awareness of context and audience	4–6
<ul style="list-style-type: none">• Demonstrates some understanding of the texts and the ability to compare and contrast information• Shows some evidence of the ability to organise information	1–3



Section 2: Reading and Responding

Part A

Question 3 (a)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the effect of the phrase	2
• Demonstrates some understanding of the effect of the phrase	1

Question 3 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the age group the author belongs to	3
• Demonstrates a good understanding of the age group the author belongs to	2
• Demonstrates some understanding of the age group the author belongs to	1

Question 3 (c)

Outcomes assessed: H3.2, H3.4, H3.8

MARKING GUIDELINES

Criteria	Marks
• Identifies the purpose of the use of the wartime experiences with great detail	3
• Identifies the purpose of the use of the wartime experiences	2
• Identifies some relevant information	1

**Question 3 (d)***Outcomes assessed: H3.3, H3.6***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a sophisticated understanding of the author's feelings	4
• Demonstrates a good understanding of the author's feelings	2–3
• Demonstrates some understanding of the author's feelings	1

Question 3 (e)*Outcomes assessed: H3.2, H3.6***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the effect of rhetorical questions	4–5
• Demonstrates some understanding of the effect of rhetorical questions	2–3
• Provides some relevant information	1

Question 3 (f)*Outcomes assessed: H3.6, H3.7, H3.8***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a sophisticated understanding of the main idea of the story	8
• Demonstrates a very good understanding of the main idea of the story	6–7
• Demonstrates a good understanding of the main idea of the story	4–5
• Demonstrates some understanding of the main idea of the story	2–3
• Identifies some relevant information	1



Section 2: Reading and Responding

Part B

Question 4

Outcomes assessed: H1.2, H2.1, H2.2, H2.4, H3.3, H3.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the issues raised in the text• Responds with a sophisticated level of ability to the opinions, ideas and information in the text• Composes a coherent argument demonstrating a comprehensive understanding of the text• Demonstrates a highly-developed understanding of context and audience• Demonstrates an excellent control of vocabulary and language structures	21–25
<ul style="list-style-type: none">• Identifies the main issues in the text• Responds lucidly to the opinions, ideas and information in the text• Composes an effective argument with close reference to the text• Writes effectively for the context and audience• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary	16–20
<ul style="list-style-type: none">• Exchanges information in response to the opinions, ideas and information in the text• Writes coherently and with some appropriate textual reference• Relates information to context and audience• Writes using a range of language structures and vocabulary	11–15
<ul style="list-style-type: none">• Responds to some opinions, ideas and information in the text• Demonstrates a limited ability to structure and sequence information and ideas• Demonstrates an awareness of context and audience	6–10
<ul style="list-style-type: none">• Demonstrates some understanding of the text• Shows some evidence of the ability to organise information	1–5



Section 3: Writing in Russian

Questions 5–7

Outcomes assessed: H1.3, H2.1, H2.2, H2.3, H2.4, H2.5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Writes perceptively for a specified audience, context and purposeDemonstrates an excellent control of vocabulary and language structuresDemonstrates a highly developed and sophisticated control of Russian vocabulary and syntaxDemonstrates flair and originality in the selection, presentation and development of ideasDemonstrates a perceptive and sophisticated understanding of the relationship between at least two of the prescribed texts and the requirements of the task	21–25
<ul style="list-style-type: none">Writes effectively for an audience, context and purposeDemonstrates a well-developed command of Russian with a comprehensive range of vocabulary and syntaxDemonstrates the ability to manipulate languageDemonstrates originality in the selection and presentation of ideasDemonstrates depth of understanding of the relationship between at least two of the prescribed texts and the requirements of the task	16–20
<ul style="list-style-type: none">Writes original and interesting text appropriate to audience, context and purposeDemonstrates a satisfactory command of Russian, with a sound base of vocabulary and syntaxDemonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammarDemonstrates some understanding of the relationship between at least two of the prescribed texts and the requirements of the task	11–15
<ul style="list-style-type: none">Demonstrates an awareness of audience and context using only a narrow range of information and ideasUses a limited range of predictable vocabulary and language structures to express ideasAttempts to sequence and link ideasMakes some appropriate references to the prescribed texts and links these to the requirements of the task	6–10
<ul style="list-style-type: none">Communicates a limited range of ideas with little attempt to organise and sequence materialMakes some appropriate references to the prescribed texts	1–5