

**2003 HSC Notes from  
the Marking Centre  
Armenian**

© 2004 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. 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 candidates in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

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 1 7414 7013 7

2004077

# Contents

Oral Examination .....	5
Written Examination .....	6



# 2003 HSC NOTES FROM THE MARKING CENTRE

## ARMENIAN

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Armenian. It provides comments with regard to responses to the 2003 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 2003 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 Armenian.

### Oral Examination

#### Conversation

In general, candidates were able to demonstrate a good knowledge of vocabulary and structures and provide relevant responses to questions posed.

Candidates who demonstrated a higher level of achievement were able to treat topics in depth and to present and justify opinions and comment.

#### Discussion

Performance in this section of the examination varied in accordance with the candidates' ability to demonstrate their ability against the assessment criteria.

Teachers and candidates are strongly advised to familiarise themselves with the syllabus requirements, which do not specify the delivery of a speech, report or monologue. As in the Conversation, examiners will make an assessment of the candidate based on interaction with the candidate.

In the Discussion, candidates are required to:

- select a topic appropriate for an in-depth discussion with the examiner
- study at least three texts.

The syllabus makes clear that:

*In the Discussion, the student will be expected to explore with the examiner(s) the subject of the in-depth study, and refer to the texts studied.*

Candidates are using a variety of resources in preparing their in-depth study and these included the Internet, novels, short stories and poetry, articles from books and magazines, as well as interviews and information from the local community. Candidates must be prepared to use these texts to support the discussion rather than merely quoting the title or web address. In the better responses, candidates made specific reference to the texts studied and critiqued them rather than merely

referring to them superficially. This is particularly the case where information from the Internet was used.

Candidates who had researched the topic well brought to the discussion a richness of vocabulary and structures not evident where candidates had made only limited or superficial reference to texts.

The best performances were those of candidates who were able to demonstrate their ability to explore issues through texts, to present and discuss information, and to substantiate a point of view.

## **Written Examination**

### **General Comments**

Teachers should emphasise the importance of responding to questions in appropriate detail and making specific reference to the texts rather than drawing upon outside sources for evidence. Teachers and students need to understand the requirements of outcomes 3.2 and 3.3 and the ways in which these outcomes can be assessed. In addition, candidates' written responses in Armenian would be enhanced by further practice in writing in all the prescribed text types.

### **Strengths**

In Sections II and III, written responses in Armenian generally demonstrated sound language skills, with appropriate vocabulary, language features and sentence structures. Overall, the responses were well structured and well expressed, with minor errors in spelling and grammar.

### **Weaknesses**

In Section I, responses demonstrated the need to take greater care in listening to identify not only the main ideas, but also specific details. Responses were also limited by the lack of careful reading of questions. In Question 2, some responses showed a lack of understanding of the expression 'job description'.

In Section II, some candidates tended to include general information from outside sources in their responses rather than making specific reference to the texts.

# Armenian Continuers

## 2003 CCAFL Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Oral Examination</b>			
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Section 1: Listening and Responding</b>			
<b>Part A</b>			
1	3	Leisure and recreation — dialogue	H3.1
2	4	Education and aspirations — announcement	H3.3
3 (a)	1	Arts and entertainment — review	H3.1
3 (b)	4	Arts and entertainment — review	H3.1
4 (a)	1	History and culture — interview	H3.1
4 (b)	2	History and culture — interview	H3.1
4 (c)	5	History And culture — interview	H3.1
<b>Section 1: Listening and Responding</b>			
<b>Part B</b>			
5 (a)	1	Leisure and recreation — conversation	H2.1, H3.1
5 (b)	3	Leisure and recreation — conversation	H2.1, H3.1
6 (a)	2	Leisure and recreation — interview	H2.1, H3.1
6 (b)	4	Leisure and recreation — interview	H2.1, H3.1, H3.3
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
7 (a)	2	World of work — letter (to editor)	H3.2
7 (b)	2	World of work — letter (to editor)	H3.1
7 (c)	4	World of work — letter (to editor)	H3.1, H3.3
8 (a)	1	World of work — speech	H3.1
8 (b)	2	World of work — speech	H3.1
8 (c)	2	World of work — speech	H3.1
8 (d)	3	World of work — speech	H3.1, H3.3
8 (e)	4	World of work — speech	H3.1



<b>Question</b>	<b>Marks</b>	<b>Content (Theme/Topic — text type)</b>	<b>Syllabus outcomes</b>
<b>Section 2: Reading and Responding Part B</b>			
9	10	History and culture — article/letter	H1.2, H1.3, H2.1, H2.3, H3.1, H3.2
<b>Section 3: Writing in Croatian</b>			
10	15	Education and aspirations — diary entry	H2.1, H2.2, H2.3
11	15	Leisure and recreation — article	H2.1, H2.2, H2.3





## 2003 CCAFL Armenian Continuers Marking Guidelines — Oral Examination

### Conversation

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Communicates confidently and fluently with correct intonation and pronunciation</li> <li>Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li> <li>Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13–15
<ul style="list-style-type: none"> <li>Communicates effectively, with some degree of fluency and authenticity</li> <li>Responds with relevant information and a range of relevant opinions and/or comment</li> <li>Responds with a range of vocabulary and structures, but with some minor inaccuracies</li> </ul>	10–12
<ul style="list-style-type: none"> <li>Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li> <li>Responds with relevant information and opinions</li> </ul>	7–9
<ul style="list-style-type: none"> <li>Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li> <li>Presents some relevant information, opinions or ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li> </ul>	1–3



## Discussion

*Outcomes assessed: H1.3, H4.2, H4.3*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates depth in the treatment of the chosen topic through the development of relevant information, ideas and/or opinions with appropriate reference to texts studied</li><li>• Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li><li>• Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation</li><li>• Consistently justifies and substantiates a point of view</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates depth in the treatment of the chosen topic through the development of some relevant information, ideas and/or opinions with appropriate reference to texts studied</li><li>• Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies</li><li>• Responds with relevant information, opinion or comment</li><li>• Justifies and substantiates a point of view</li></ul>	7–8
<ul style="list-style-type: none"><li>• Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied</li><li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li><li>• Shows some evidence of justifying a point of view</li></ul>	5–6
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the chosen topic and texts studied</li><li>• Sustains basic communication</li><li>• Responds using simple structures and vocabulary with frequent pauses and errors</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the chosen topic</li><li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li></ul>	1–2



## 2003 CCAFL Armenian Continuers Marking Guidelines

### Section 1: Listening and Responding

#### Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies all the details to meet the requirements of the task	3
• Identifies some detail to meet the requirements of the task	2
• Identifies at least two details to meet the requirements of the task	1

#### Question 2

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the text by providing an accurate summary of the job description	4
• Demonstrates some understanding of the text	2–3
• Lists at least one element of the job description	1



**Question 3 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the age group	1

**Question 3 (b)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the text by explaining how the review creates interest	4
• Demonstrates some understanding of the text by explaining how the review creates interest	2–3
• Identifies at least one aspect of the way in which the review creates interest	1

**Question 4 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the topic	1

**Question 4 (b)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly identifies background	2
• Identifies one aspect of his background	1



**Question 4 (c)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a sophisticated understanding of why both Armenians are selected	5
• Demonstrates some understanding of why both Armenians are selected	3–4
• Identifies aspects of why both Armenians are selected	1–2



## Section 1: Listening and Responding

### Part B

#### Question 5 (a)

*Outcomes assessed: H2.1, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies plans	1

#### Question 5 (b)

*Outcomes assessed: H2.1, H3.1,*

#### MARKING GUIDELINES

Criteria	Marks
• Constructs a text appropriate to context, purpose and audience in comprehensible Armenian	3
• Constructs a text demonstrating some understanding of the text	2
• Identifies at least ONE appropriate element of the conversation and includes this in a letter format	1

#### Question 6 (a)

*Outcomes assessed: H2.1, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the purpose of the interview	2
• Identifies at least ONE aspect of the purpose of the interview	1



**Question 6 (b)**

*Outcomes assessed: H2.1, H3.1, H3.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the way Mrs Sarkissian justifies her point of view	4
• Demonstrates some understanding of the way Mrs Sarkissian justifies her point of view	2–3
• Identifies at least ONE aspect of the way Mrs Sarkissian justifies her point of view	1

**Section 2: Reading and Responding****Part A****Question 7 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the tone by making a clear reference to the text	2
• Identifies some relevant information	1

**Question 7 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies all the ways a person can save time	2
• Identifies some of the ways a person can save time	1

**Question 7 (c)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the way the text persuades parents	4
• Demonstrates some understanding of the way the text persuades parents	2–3
• Identifies some relevant information	1

**Question 8 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C)	1



**Question 8 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly states how acceptable behaviour should be observed	2
• Identifies ONE aspect of how acceptable behaviour should be observed	1

**Question 8 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Explains the skills	2
• Identifies at least ONE skill	1

**Question 8 (d)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and opinions relating to the text	3
• Demonstrates depth in the treatment of task through the development of some relevant information, ideas and/or opinions	2
• Demonstrates satisfactory depth of treatment	1

**Question 8 (e)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the way the text explains the parent's role	4
• Demonstrates some understanding of the way the text explains the parent's role	2–3
• Identifies at least one aspect of the role	1

**Section 2: Reading and Responding****Part B****Question 9***Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li><li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li><li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	9–10
<ul style="list-style-type: none"><li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li><li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li><li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–8
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	5–6
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited evidence of the ability to organise information and ideas</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the text</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words and set formulae to express information</li></ul>	1–2

**Section 3: Writing in Armenian****Questions 10–12***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions</li><li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task</li><li>• Demonstrates the ability to sequence and structure ideas and information coherently and effectively</li></ul>	13–15
<ul style="list-style-type: none"><li>• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions</li><li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Demonstrates the ability to sequence and structure ideas and information effectively</li></ul>	10–12
<ul style="list-style-type: none"><li>• Presents information and a range of ideas and/or opinions relevant to the task</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–9
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the task</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited evidence of the ability to organise information and ideas</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words and set formulae to express information</li></ul>	1–3