

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

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2003 HSC NOTES FROM THE MARKING CENTRE

CZECH

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Czech. 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 Czech.

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

Candidates performed very well in this year's examination. Responses to questions in all sections generally showed a thorough understanding and were well expressed.

Section I – Listening and Responding

Part A

The texts were challenging and appropriate in length. The questions were generally well answered.

In Question 3(a), some responses demonstrated a lack of understanding of specific detail in the question, that is, who was most affected by the flood devastation.

In Question 3(b), most candidates responded quite well, but some did not refer to losses in terms of culture as well as loss of life.

Part B

Responses generally showed a high level of comprehension of both the main ideas and specific details.

Greater care should be taken in referring closely to the text when justifying responses.

Section II – Reading and Responding

Part A

The texts were excellent, allowing candidates to engage readily with the content and demonstrate the depth of their understanding.

In Question 7 there were some attempts to justify responses without specific reference to the text. Question 8 comprised an interesting and complex text that was challenging for all candidates. Most responses showed a sound understanding of the text content.

Responses to Question 8(d) demonstrated the need for candidates to develop their skills in identifying language features and explaining their effects.

Part B

Responses in this part were generally very good. The text was appropriate for young people and encouraged the creativity of candidates who were mostly able to provide in-depth responses, using a variety of appropriate vocabulary and language structures.

Section III – Writing In Czech

Each writing task was attempted by approximately the same number of candidates.

Responses were generally creative, well expressed and well structured, with minor errors in grammatical endings that did not affect overall communication.

Czech Continuers

2003 CCAFL Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Section 1: Listening and Responding			
Part A			
1 (a)	1	Relationships – announcement	H3.1
1 (b)	2	Relationships – announcement	H3.1, H3.2
2 (a)	2	Arts and entertainment – discussion	H3.1, H3.2
2 (b)	2	Arts and entertainment – discussion	H3.1, H3.2
3 (a)	2	History and culture – news item	H3.1, H3.2
3 (b)	3	History and culture – news item	H3.1, H3.2, H3.3
4 (a)	1	Relationships – interview	H3.1
4 (b)	3	Relationships – interview	H3.1
4 (c)	4	Relationships – interview	H3.1, H3.2, H3.3
Section 1: Listening and Responding			
Part B			
5 (a)	1	Leisure and recreation – message	H3.1
5 (b)	2	Leisure and recreation – message	H3.1
6 (a)	2	Lifestyles – text of a speech	H3.1
6 (b)	5	Lifestyles – text of a speech	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
7 (a)	1	Personal identity – diary entry	H3.1
7 (b)	2	Personal identity – diary entry	H3.1
7 (c)	2	Personal identity – diary entry	H3.1, H3.2
7 (d)	3	Personal identity – diary entry	H3.1, H3.2, H3.3



Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
8 (a)	2	World of work – text of a talk	H3.1
8 (b)	2	World of work – text of a talk	H3.2
8 (c)	3	World of work – text of a talk	H3.2
8 (d)	5	World of work – text of a talk	H3.2, H3.3
Section 2: Reading and Responding Part B			
9	10	Tourism – advertisement/letter	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Czech			
10	15	Youth issues – speech	H2.1, H2.2, H2.3
11	15	Lifestyle – article	H2.1, H2.2, H2.3



2003 CCAFL Czech 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"> • Communicates confidently and fluently with correct intonation and pronunciation • Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment • Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13–15
<ul style="list-style-type: none"> • Communicates effectively, with some degree of fluency and authenticity • Responds with relevant information and a range of relevant opinions and/or comment • Responds with a range of vocabulary and structures, but with some minor inaccuracies 	10–12
<ul style="list-style-type: none"> • Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary • Responds with relevant information and opinions 	7–9
<ul style="list-style-type: none"> • Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors • Presents some relevant information, opinions or ideas 	4–6
<ul style="list-style-type: none"> • Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax 	1–3



Discussion

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

MARKING GUIDELINES

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



2003 CCAFL Czech Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies all relevant information	1

Question 1 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Demonstrates an understanding why young Czechs would be interested in the announcementSupports answer with reference to the text	2
<ul style="list-style-type: none">Identifies a relevant piece of information	1



Question 2 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the interest with some relevant detail	2
• Identifies some detail	1

Question 2 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the couple's differing points of view	2
• Identifies some isolated detail	1

Question 3 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies all the individuals affected by the floods	2
• Identifies relevant information	1

Question 3 (b)

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an excellent understanding of 'the way the text, including its language, conveys a sense of tragic loss.	3
• Demonstrates some understanding of the text and its language and grammar	2
• Identifies isolated information	1

**Question 4 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

Question 4 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies the nature of the program with all relevant details	3
• Identifies the nature of the program with most relevant details	2
• Identifies the program	1

Question 4 (c)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of the text • Provides the whole range of options open for a young family	4
• Demonstrates some understanding of the text • Describes some options open for young family	2–3
• Identifies some relevant information	1

**Section 1: Listening and Responding
Part B****Question 5 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

**Question 5 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies all relevant information	2
• Identifies some relevant information	1

Question 6 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies correctly all relevant details	2
• Identifies some details	1

Question 6 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the text by identifying ‘the speakers’ attitude towards Bill	5
• Demonstrates some understanding of the text by identifying ‘the speakers’ attitude towards Bill	3–4
• Identifies some relevant information	1–2

**Section 2: Reading and Responding**
Part A**Question 7 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

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

Criteria	Marks
• Identifies all the essential criteria required to succeed in the school contest	2
• Identifies some of the criteria required to succeed in the school contest	1

Question 7 (c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an excellent understanding of the reasons why Jindra said 'thank you' in German	2
• Demonstrates some understanding of the reasons why Jindra said 'thank you' in German	1

**Question 7 (d)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text by describing David's personality• Supports the answers with appropriate references to the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of David's personality	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Identifies most aspects of Bonnet's background	2
<ul style="list-style-type: none">• Identifies some relevant information	1

Question 8 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides at least two pieces of information that identifies the audience	2
<ul style="list-style-type: none">• Identifies one relevant detail	1

Question 8 (c)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the text	3
<ul style="list-style-type: none">• Demonstrates sound understanding of the text	2
<ul style="list-style-type: none">• Identifies some relevant information	1



Question 8 (d)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the way in which the writer uses language to persuade his audience	5
• Demonstrates a good understanding of the way in which the writer uses language to persuade his audience	3–4
• Identifies some relevant details relating to the speech	1–2



Section 2: Reading and Responding

Part B

Question 9

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

MARKING GUIDELINES

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



Section 3: Writing in Czech

Questions 10–11

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

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