

**2002 HSC Notes from
the Marking Centre
Russian Background Speakers**

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Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 1740996186

200329

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2002 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 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 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.

General Comments

In 2002, 46 candidates attempted the CCAFL Russian Background Speakers examination, 30 from NSW, 11 from South Australia and five from Tasmania.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

Section I – Listening and Responding – Part A

Specific Comments

Question 1

- (a) This question was generally well answered with only 20% of the candidature missing the required answer.
- (b) This question was the least well done by the candidature. The term ‘effects’ was not well understood and therefore the answers were diverse and often failed to produce an appropriate response.
- (c) This question was generally well done by the candidates who could cite at least one example to support the statement that ‘moral values remain constant’ from the passage and had an understanding of the relationship between the statement and the introduction.
- (d) This question was somewhat less well done by candidates. Some candidates simply described what they thought had been accomplished by the speaker, rather than addressing the way in which the speaker had created interest in the film. Others answered the question in very general terms.

Section I – Listening and Responding – Part B

This section was designed primarily to assess the candidates' knowledge and skill in analysing, evaluating and responding to information from spoken texts.

The majority of candidates demonstrated a well developed ability to analyse, evaluate and respond to information from spoken texts.

Some candidates experienced difficulties in structuring the sequencing information, opinions and ideas logically and coherently.

Only a small number of candidates were not able to evaluate, compare and contrast information, opinions and ideas from both texts.

A few candidates experienced difficulties in maintaining accuracy and control of the language.

Only very few candidates were not able to comply with the generic structure of the required text type.

Section II – Reading and Responding – Part A

Question 3

- (a) This question was generally well done.
- (b) This question was the least well done. Some candidates gave very comprehensive answers encompassing quite a number of different aspects. Other responses did not include specific references to the text.
- (c) This question was generally well done and the majority of the candidates provided comprehensive answers. In some cases candidates did not support the answers with sufficiently detailed, relevant references to the text.
- d) In this question the candidates provided a variety of responses which, in most cases, were substantiated with relevant references to the text.

Some candidates discussed moral values, grief, love, devotion, betrayal and friendship. The majority also stated that jumping to conclusions with insufficient facts at one's disposal leads to erroneous assumptions. A few candidates only provided isolated examples from the text.

Section II – Reading and Responding – Part B

General Comments

This section was designed primarily to assess the candidates' knowledge and skill in exchanging information, opinions and ideas, and analysing, evaluating and responding to information, opinions and ideas in written texts.

The majority of candidates demonstrated a well developed ability to understand the context, purpose and audience for the discourse, and were able to exchange information and express ideas and opinions in Russian through the production of original text.

Some students experienced difficulties in structuring information, ideas and opinions logically and coherently, as well as maintaining accuracy while remaining in control of language.

Only a small number of candidates were not able to comply with the generic structure of the required text type.

A few candidates were not able to complete their work. Most candidates had no problems satisfying the requirement of the word length.

Section III – Writing in Russian

This section was designed primarily to assess a candidate's ability to express ideas through the production of an original text in Russian. In this section candidates were expected to make reference to at least two of the texts studied from the required reading list.

The majority of candidates demonstrated a well developed ability to express ideas through the production of original texts in Russian. They were able to understand and appreciate the cultural context in which Russian is used. The candidates demonstrated an appreciation of aesthetic works that they had studied.

Some candidates experienced difficulties in demonstrating relevance and depth of treatment appropriate to the context, purpose and audience. Some candidates were also unable to maintain accuracy while remaining in control of the language.

Only a small number of candidates were not able to comply with the generic structure of the required text type.

Most candidates had no problems writing the required number of words. A few candidates did not refer to any prescribed texts.

Several candidates were not able to complete their work in this section.

The majority of candidates chose questions 5 and 7.

Russian Background Speakers

2002 CCAFL Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Section 1: Listening and Responding			
Part A			
1 (a)	1	Changing social and moral values–speech	H3.3
1 (b)	3	Changing social and moral values–speech	H3.2, H3.6
1 (c)	3	Changing social and moral values–speech	H3.4
1 (d)	3	Changing social and moral values–speech	H3.6
Section 1: Listening and Responding			
Part B			
2	15	Youth culture–report	H1.1, H2.5, H3.5, H3.8
Section 2: Reading and Responding			
Part A			
3 (a)	2	Youth culture–short story	H3.4, H3.6
3 (b)	5	Youth culture–short story	H2.2, H2.5, H4.1
3 (c)	8	Youth culture–short story	H3.3, H3.4, H3.6
3 (d)	10	Youth culture–short story	H2.1, H2.5, H4.3
Section 2: Reading and Responding			
Part B			
4	25	Russian life as depicted in contemporary facts–article	H1.2, H2.1, H3.3, H3.8
Section 3; Writing in Russian			
5	25	Search for identity–diary entry	H1.3, H2.1, H2.2, H2.4, H2.5
6	25	Pressure on young people today–letter	H1.3, H2.1, H2.2, H2.4, H2.5
7	25	Impact of changing society and the individual–report	H1.3, H2.1, H2.2, H2.4, H2.5



2002 CCAFL Russian Background Speakers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 1 (b)

Outcomes assessed: H3.2, H3.6

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the effect of the song's inclusion in the text	3
• Demonstrates some understanding of the effect of the song's inclusion	2
• Identifies at least one effect	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the relationship between the statement to the introduction• Supports the argument with close reference to the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of the relationship between the statement to the introduction• Supports statement with some reference to the text	2
<ul style="list-style-type: none">• Lists the statement to the introduction with some support reference to the text	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the way in which the speaker generates interest	3
<ul style="list-style-type: none">• Demonstrates some understanding of the way in which the speaker generates some interest	2
<ul style="list-style-type: none">• Identifies one element/way in which interest is generated	1

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 text • 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 text • 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 text 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: H3.4, H3.6

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies both reactions 	2
<ul style="list-style-type: none"> Identifies one reaction 	1

Question 3 (b)

Outcomes assessed: H2.2, H2.5, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sophisticated understanding of the way in which the writer portrays the relationship between the teacher and the sailor Supports the answer with detailed, relevant references to the text 	5
<ul style="list-style-type: none"> Demonstrates some understanding of the way in which the writer portrays the relationship between the teacher and the sailor Supports the answer with relevant references to the text 	3–4
<ul style="list-style-type: none"> Identifies isolated examples from the text 	1–2

Question 3 (c)

Outcomes assessed: H3.3, H3.4, H3.6

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sophisticated and perceptive of the ways in which the students' attitude changed Supports argument with close reference to the text 	7–8
<ul style="list-style-type: none"> Demonstrates a good understanding and perception of the ways in which the students' attitude changed Supports discussion with reference to the text 	5–6
<ul style="list-style-type: none"> Demonstrates some understanding and perception of the ways in which the students' attitude changed by retelling some parts of the story 	3–4
<ul style="list-style-type: none"> Relates some incidents from the story 	1–2

Question 3 (d)*Outcomes assessed: H2.1, H2.5, H4.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a sophisticated and perceptive understanding of the story's theme	9–10
• Demonstrates a good understanding of the story's theme	7–8
• Demonstrates some understanding of the story's theme	5–6
• Identifies some relevant aspects of the story and links these to an ideas	3–4
• Identifies some relevant aspects of the story	1–2

Section 2: Reading and Responding

Part B

Question 4

Outcomes assessed: H1.1, H2.1, 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

Question 5–7

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Writes perceptively for a specified audience, context and purpose Demonstrates an excellent control of vocabulary and language structures Demonstrates a highly developed and sophisticated control of Russian vocabulary and syntax Demonstrates flair and originality in the selection, presentation and development of ideas Demonstrates 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 purpose Demonstrates a well-developed command of Russian with a comprehensive range of vocabulary and syntax Demonstrates the ability to manipulate language Demonstrates originality in the selection and presentation of ideas Demonstrates 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 purpose Demonstrates a satisfactory command of Russian, with a sound base of vocabulary and syntax Demonstrates the ability to organise and express most ideas reasonably, but with a number of weaknesses in sequencing, linking and grammar Demonstrates 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 ideas Uses a limited range of predictable vocabulary and language structures to express ideas Attempts to sequence and link ideas Makes 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 material Makes some appropriate references to the prescribed texts 	1–5