

**2003 HSC Notes from
the Marking Centre
Russian Background Speakers**

© 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

ISBN 1 7414 7018 8

2004087

Contents

Written Examination	5
Section I – Listening and Responding.....	5
Section II – Reading and Responding.....	5
Section III – Writing In Russian	6

2003 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 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 Russian Background Speakers.

Written Examination

Section I – Listening and Responding

Part A

Part A was generally well done. The majority of candidates were able to identify the main points and refer to specific information given in the text. Some candidates identified language features (such as simile and metaphor) but did not give any examples from the text. It was clear that these candidates did not know the meaning of the terms they used. Many other candidates answered the questions appropriately without using linguistic terminology.

Part B

The majority of candidates understood the passage. When answering this question some used their general knowledge about the issue (that is, whether to study at university or not) and did not refer to the information given in the text.

Section II – Reading and Responding

Part A

The majority of candidates were very enthusiastic about the text, understood the humour, and demonstrated a deep understanding of the ways in which language was used to convey the meaning. A few candidates used some linguistic terminology that was not known to them and consequently were unable to provide examples from the text.

Part B

Although the instructions stated that responses were to be written in Russian, a number of candidates responded to the question in English. However, responses to the question were generally well expressed.

Most of the candidates demonstrated their ability to identify and evaluate the information, opinions and ideas presented in the text.

A few responses comprised sentences copied word for word from the text.

Section III – Writing In Russian

Most of the candidates demonstrated understanding of the task, but only a few of them demonstrated a range of appropriate language structures and vocabulary.

In some responses there was reference to a text that was not prescribed for study.

Russian Background Speakers

2003 CCAFL Examination Mapping Grid

Question	Marks	Content (Prescribed contemporary issue/text — text type)	Syllabus outcomes
Section 1: Listening and Responding			
Part A			
1 (a)	1	The search for identity – interview	H3.3
1 (b)	4	The search for identity – interview	H3.3, H3.4
1 (c)	5	The search for identity – interview	H3.6
Section 1: Listening and Responding			
Part B			
2	15	Education and opportunity – conversation/report	H1.1, H2.5, H3.5, H3.8
Section 2: Reading and Responding			
Part A			
3 (a)	2	Impact of changing society on the individual – article	H3.2
3 (b)	2	Impact of changing society on the individual – article	H3.4, H3.6
3 (c)	3	Impact of changing society on the individual – article	H3.6
3 (d)	4	Impact of changing society on the individual – article	H3.2, H3.4
3 (e)	4	Impact of changing society on the individual – article	H3.6, H3.7
3 (f)	4	Impact of changing society on the individual – article	H3.2, H3.7
3 (g)	6	Impact of changing society on the individual – article	H3.6, H3.7
Section 2: Reading and Responding			
Part B			
4	25	Human relationships in contemporary society – article/speech	H1.2, H2.1, H2.2, H2.4, H3.3, H3.8
Section 3: Writing in Russian			
5	25	Human relationships in contemporary society –report	H1.3, H2.1, H2.2, H2.3, H2.4, H2.5
6	25	Changing social and moral values – speech	H1.3, H2.1, H2.2, H2.3, H2.4, H2.5
7	25	The search for identity – article	H1.3, H2.1, H2.2, H2.3, H2.4, H2.5



2003 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: H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which Tatiana has been influenced by others in the text	4
• Demonstrates a good understanding of the extent to which Tatiana has been influenced by others in the text	2–3
• Provides some relevant information	1



Question 1 (c)

Outcomes assessed: H3.6

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the ways in which language is used by Tatiana to express her feelings• Supports the argument with close reference to the text	5
<ul style="list-style-type: none">• Demonstrates good understanding of some of the text and language features	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 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: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies the purpose of the first paragraph with some detail	2
• Identifies some relevant information	1

Question 3 (b)*Outcomes assessed: H3.4, H3.6***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 (c)*Outcomes assessed: H3.6***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the tone of the article	3
• Demonstrates a good understanding of the tone of the article	2
• Demonstrates some understanding of the tone of the article	1

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

Criteria	Marks
• Summarises the main reasons for Misha's decision to leave home	4
• Demonstrates some understanding of Misha's decision to leave home	2–3
• Identifies some relevant information	1



Question 3 (e)

Outcomes assessed: H3.6, H3.7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated understanding of the comic effects	4
• Demonstrates a good understanding of the comic effects	2–3
• Demonstrates some understanding of the comic effects	1

Question 3 (f)

Outcomes assessed: H3.2, H3.7

MARKING GUIDELINES

Criteria	Marks
• Demonstrate a perceptive understanding of the targeted audience	4
• Demonstrates a good understanding of the targeted audience	2–3
• Demonstrates some understanding of the targeted audience	1

Question 3 (g)

Outcomes assessed: H3.6, H3.7

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a sophisticated understanding of the story's heading	6
• Demonstrates a good understanding of the story's heading	4–5
• Demonstrates some understanding of the story's heading	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 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