

**2005 HSC Notes from  
the Marking Centre  
Russian Background Speakers**

© 2006 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: <http://www.boardofstudies.nsw.edu.au>

ISBN 1 7414 7405 1

2006214

# Contents

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



# 2005 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 2005 Higher School Certificate examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature.

This document should be read along with the relevant syllabus, the 2005 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. The best responses identified Natasha's interest in politics as well as the fact that she felt that there were too few women in politics and that appropriate action had to be taken to remedy this.
- (b) In the best responses, candidates clearly identified why she made the remark at the end of the conversation, eg 'Anton had been insulting Natasha throughout the conversation and mocking her choices and perspectives. His critical attitude led Natasha to respond using the proverb as well as showing an understanding of the proverb and its relationship to the situation, eg 'The use of the proverb shows that she is motivated to fulfil her goal and to prove Anton wrong'. It was important that candidates either translate the proverb or clearly explain its meaning. In the weaker responses, candidates did not refer to the fact that this was a means of 'getting back' at Anton at the end of the conversation.
- (c) In the best responses, candidates demonstrated a perceptive understanding of Anton's attitude towards Natasha's decision, as well as a perceptive understanding of the way in which the language they used reflected this. In the best responses, candidates specifically identified a range of attitudes (undermining, dismissive, unsupportive, indifferent, sarcastic /mocking/ridiculing) and linked each of these to a language feature. Some candidates incorrectly identified irony as an attitude. Candidates are reminded of the need to prepare themselves thoroughly for answering questions in English and to be familiar with a range of English expressions linked to the outcomes assessed in Question 1, ie words to describe points of view, attitudes, values, emotions.

## **Part B**

The majority of the candidates demonstrated a good understanding of the ideas expressed in both texts. However, some of them found it particularly challenging to express these ideas coherently in a new form.

## **Section II – Reading and Responding**

### **Part A**

- (d) In the better responses, candidates demonstrated their understanding of the importance to the author of becoming a soloist and a perceptive understanding of the text.

### **Part B**

The majority of the candidates responded well. They were able to write a response to the speech provided, to discuss the issues raised in it and to express their opinions on the issues in the article format. In the best responses, candidates demonstrated a comprehensive understanding of the issues raised in the speech and presented their ideas in a cohesive and logical manner. In these responses, the argument was supported by references to the text.

## **Section III – Writing In Russian**

In the best responses, candidates demonstrated an excellent control of grammar, vocabulary, idiomatic expressions and punctuation. In these responses candidates demonstrated depth of treatment of the issues raised in the prescribed texts referred to.

# Russian Background Speakers

## 2005 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section 1: Listening and Responding</b>			
<b>Part A</b>			
1 (a)	2	Pressure on young people today – conversation	H3.2, H3.3
1 (b)	3	Pressure on young people today – conversation	H3.6, H3.7
1 (c)	5	Pressure on young people today – conversation	H3.6, H3.7
<b>Section 1: Listening and Responding</b>			
<b>Part B</b>			
2	15	Impact of changing society on an individual – broadcast	H1.1, H2.5, H3.5, H3.8
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
3 (a)	2	Search for identity – diary entry	H3.3
3 (b)	2	Search for identity – diary entry	H3.6, H3.8
3 (c)	3	Search for identity – diary entry	H3.3, H3.4
3 (d)	3	Search for identity – diary entry	H3.7, H3.8
3 (e)	4	Search for identity – diary entry	H3.3, H3.6
3 (f)	5	Search for identity – diary entry	H3.5, H3.6
3 (g)	6	Search for identity – diary entry	H2.4, H3.7, H3.8
<b>Section 2: Reading and Responding</b>			
<b>Part B</b>			
4	25	Changing social and moral values – speech/talk	H1.2, H2.1, H2.2, H2.4, H3.3, H3.8
<b>Section 3: Writing in Russian</b>			
5	25	Human relations in contemporary society – letter	H1.3, H2.1, H2.2, H2.3, H2.4, H2.5
6	25	Changing social and moral values – letter	H1.3, H2.1, H2.2, H2.3, H2.4, H2.5
7	25	Human relationships – letter	H1.3, H2.1, H2.2, H2.3, H2.4, H2.5



## 2005 CCAFL Russian Background Speakers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies main points	2
• Provides some relevant information	1

#### Question 1 (b)

*Outcomes assessed: H3.6, H3.7*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the issues raised in the text, infers points of view, and supports the arguments with very close reference to the text	3
• Demonstrates an appropriate knowledge and understanding of the text. Coherently compares and contrasts information. Supports the argument with close reference to the text	2
• Provides some relevant information	1





**Question 1 (c)**

*Outcomes assessed: H3.6, H3.7*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a sophisticated understanding of Anton's attitude to Natasha's decision from features of language in the text. Supports the argument with very close reference to the text	5
• Demonstrates a good understanding of Anton's attitude to Natasha's decision from features of language in the text. Supports the argument with reference to the text	4
• Demonstrates some understanding of the text and supports the argument	3
• Demonstrates an awareness of the text with some textual references	2
• Demonstrates an awareness of the text. Provides some relevant information	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"><li>• Demonstrates a comprehensive understanding of the issues raised in the texts and a sophisticated level of ability to compare and contrast them</li><li>• Composes a coherent argument demonstrating a comprehensive understanding of the texts</li><li>• Demonstrates a highly-developed understanding of context</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	13–15
<ul style="list-style-type: none"><li>• Identifies the main issues in the texts and compares and contrasts them in a lucid way</li><li>• Composes an effective argument with close reference to the texts</li><li>• Writes effectively for the context</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	10–12
<ul style="list-style-type: none"><li>• Coherently compares and contrasts information in the texts</li><li>• Writes coherently and with some appropriate textual reference</li><li>• Relates information to context</li><li>• Writes using a range of language structures and vocabulary</li></ul>	7–9
<ul style="list-style-type: none"><li>• Compares and contrasts some opinions, ideas and information in the texts</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context</li></ul>	4–6
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the texts and the ability to compare and contrast information</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–3



## Section 2: Reading and Responding

### Part A

#### Question 3 (a)

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies main points and gives specific information regarding author's family and place where he lived	2
• Demonstrates some understanding of the text	1

#### Question 3 (b)

*Outcomes assessed: H3.6, H3.8*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of the significance of the descriptions of the weather and links with the author's moods	2
• Identifies some relevant information	1

#### Question 3 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies, discusses main points and items of specific information	3
• Summarises and interprets information and ideas	2
• Demonstrates some understanding of the text	1

#### Question 3 (d)

*Outcomes assessed: H3.7, H3.8*

#### MARKING GUIDELINES

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

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

<b>Criteria</b>	<b>Marks</b>
• Identifies, discusses and analyses main points	4
• Infers points of view, value, attitudes and emotions of the author	3
• Demonstrates a good understanding	2
• Identifies some relevant information	1

**Question 3 (f)***Outcomes assessed: H3.5, H3.6***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the text. Supports the answer with very close reference to the text	5
• Demonstrates a good understanding of some of the text and language features	3–4
• Demonstrates a fair understanding of the text and language features	2
• Provides some relevant information	1

**Question 3 (g)***Outcomes assessed: H2.4, H3.7, H3.8***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a sophisticated understanding of the main character	6
• Demonstrates a very good understanding of the main character	4–5
• Demonstrates a good understanding of the main character	2–3
• Demonstrates some understanding of the main character	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"><li>• Demonstrates a comprehensive understanding of the issues raised in the text</li><li>• Responds with a sophisticated level of ability to the opinions, ideas and information in the text</li><li>• Composes a coherent argument demonstrating a comprehensive understanding of the text</li><li>• Demonstrates a highly-developed understanding of context and audience</li><li>• Demonstrates an excellent control of vocabulary and language structures</li></ul>	21–25
<ul style="list-style-type: none"><li>• Identifies the main issues in the text</li><li>• Responds lucidly to the opinions, ideas and information in the text</li><li>• Composes an effective argument with close reference to the text</li><li>• Writes effectively for the context and audience</li><li>• Demonstrates an appropriate knowledge and understanding of language structures and vocabulary</li></ul>	16–20
<ul style="list-style-type: none"><li>• Exchanges information in response to the opinions, ideas and information in the text</li><li>• Writes coherently and with some appropriate textual reference</li><li>• Relates information to context and audience</li><li>• Writes using a range of language structures and vocabulary</li></ul>	11–15
<ul style="list-style-type: none"><li>• Responds to some opinions, ideas and information in the text</li><li>• Demonstrates a limited ability to structure and sequence information and ideas</li><li>• Demonstrates an awareness of context and audience</li></ul>	6–10
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the text</li><li>• Shows some evidence of the ability to organise information</li></ul>	1–5



## Section 3: Writing in Russian

### Questions 5–7

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

#### MARKING GUIDELINES

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