

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

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2003 HSC NOTES FROM THE MARKING CENTRE SLOVENIAN

Introduction

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

Oral Examination

There were no NSW candidates for Slovenian and therefore no Oral Examination.

Written Examination

General Comments

The candidates demonstrated competence in all sections of the examination. Their responses were thorough and demonstrated depth and understanding, particularly in Section I – Listening and Responding.

In Paper 3, the best responses demonstrated authentic and creative manipulation of language to meet the requirements of the task.

Strengths

Responses to the topics in Section III – Writing in Slovenian were creative and well expressed. Candidates were able to demonstrate breadth in their responses to all questions.

Weaknesses

Some candidates found the questions requiring analysis of language features (question 3(b) and question 9) challenging. Those responses that demonstrated a perceptive evaluation of information in the texts (Question 5(b) and Question 7(c)) achieved the best marks.

Slovenian Continuers

2003 CCAFL Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.1, H1.2, H4.1
Section 1: Listening and Responding			
Part A			
1	2	Lifestyle in Slovenia and abroad – announcement	H3.1
2 (a)	1	Personal identity – conversation (phone)	H3.1, H3.2
2 (b)	2	Personal identity – conversation (phone)	H3.1, H3.2
3 (a)	1	Leisure and recreation – advertisement	H3.1, H3.2
3 (b)	3	Leisure and recreation – advertisement	H3.1, H3.2
4 (a)	2	Issues in today's world – news item	H3.1
4 (b)	3	Issues in today's world – news item	H3.1, H3.2
5 (a)	1	Youth issues – conversation (radio talkback)	H3.1, H3.1
5 (b)	5	Youth issues – conversation (radio talkback)	H3.1, H3.2, H3.3
Section 1: Listening and Responding			
Part B			
6 (a)	1	Personal identity – talk	H3.1, H3.2
6 (b)	2	Personal identity – talk	H3.1, H3.2
7 (a)	1	Issues in today's world – interview	H3.1, H3.2
7 (b)	2	Issues in today's world – interview	H3.1, H3.2, H3.3
7 (c)	4	Issues in today's world – interview	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
8 (a)	1	Youth issues – formal letter	H3.1, H3.2
8 (b)	1	Youth issues – formal letter	H3.1, H3.2
8 (c)	2	Youth issues – formal letter	H3.1, H3.2
8 (d)	3	Youth issues – formal letter	H3.1, H3.2, H3.3



Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
9 (a)	2	World of work – article	H3.1, H3.2
9 (b)	2	World of work – article	H3.1, H3.2
9 (c)	4	World of work – article	H3.1, H3.2, H3.3
9 (d)	5	World of work – article	H3.1, H3.2, H3.3, H3.4
Section 2: Reading and Responding Part B			
10	10	Lifestyles in Slovenia and abroad – advertisement/letter	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Slovenian			
11	15	Education and aspirations – article	H2.1, H2.2, H2.3
12	15	Issues in today's world – diary entry	H2.1, H2.2, H2.3



2003 CCAFL Slovenian 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 Slovenian Continuers Marking Guidelines

Section 1: Listening and Responding

Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides date, time and description of event	2
<ul style="list-style-type: none">Provides date and time OR <ul style="list-style-type: none">Description of event	1

Question 2 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">(C)	1

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

Criteria	Marks
<ul style="list-style-type: none">• Presents a detailed comparison between Jana's and Andrej's attitudes	2
<ul style="list-style-type: none">• Presents a limited comparison between the attitudes OR	1
<ul style="list-style-type: none">• Presents the attitude of one person	

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

Criteria	Marks
<ul style="list-style-type: none">• (A)	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the language features that contribute to the success of the advertisement• Supports answer with appropriate references to the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of the language features that contribute to the success of the advertisement• Supports answer with some references to the text	2
<ul style="list-style-type: none">• Identifies isolated references to the text	1

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

Criteria	Marks
<ul style="list-style-type: none">• Identifies two or more facts	2
<ul style="list-style-type: none">• Identifies one fact	1

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

Criteria	Marks
• Expresses opinion, provides detailed evidence to support opinion, listing positive and negative aspects	3
• Expresses opinion, provides some evidence to support opinion	2
• Provides opinion and limited evidence to support opinion	1

Question 5 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

Question 5 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Evaluates perceptively Bojan's response to peer pressure • Supports answer with detailed reference to the text	5
• Provides a sound evaluation of Bojan's response to peer pressure • Supports answer with reference to the text	4
• Provides a sound summary of Bojan's response • Supports answer with some reference to the text	3
• Provides a limited summary of Bojan's response • Provides limited reference to the text	2
• Isolated reference to the text	1



Section 1: Listening and Responding

Part B

Question 6 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 6 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides a detailed summary of the two rules • Conveys the information accurately and appropriately	2
• Provides isolated items of information • Conveys the information intelligibly	1

Question 7 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Accurately identifies the purpose of this interview • Conveys the information intelligibly	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed description• Supports answer with reference to the interview• Conveys information accurately and appropriately	2
<ul style="list-style-type: none">• Provides a limited description• Demonstrates a sound knowledge of the Slovenian language structures, vocabulary, syntax, idiom, colloquialisms and grammar• Conveys information intelligibly	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates the ability to interpret perceptively what has influenced Marina's change in attitude• Supports answer with evidence from the text• Demonstrates an excellent grasp of Slovenian language structures and vocabulary	4
<ul style="list-style-type: none">• Demonstrates the ability to interpret what has influenced Marina's change in attitude• Demonstrates a sound knowledge of Slovenian language structures, and vocabulary• Supports answer with some evidence from the text	3
<ul style="list-style-type: none">• Demonstrates a limited understanding of what has influenced Marina's change in attitude• Demonstrates a basic knowledge of Slovenian language structures and vocabulary	2
<ul style="list-style-type: none">• Provides isolated examples from the text• Demonstrates a limited knowledge of Slovenian language structures and vocabulary	1

**Section 2: Reading and Responding****Part A****Question 8 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

Question 8 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

Question 8 (c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates the ability to deduce accurately the significance of the reference to jazz	2
• Summarises the paragraph with the reference to jazz	1

**Question 8 (d)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed evaluation of the situation of young people todaySupports answer with reference to the text	3
<ul style="list-style-type: none">Provides a sound evaluation of the situation of young people todaySupports answer with reference to the text	2
<ul style="list-style-type: none">Demonstrates a basic understanding of the situation of young people today	1

Question 9 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed explanation of the significance of the title	2
<ul style="list-style-type: none">Provides a limited explanation of the significance of the title	1

Question 9 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed explanation of what the people in the article had in common	2
<ul style="list-style-type: none">Provides a limited explanation of what people in the article had in common	1

**Question 9 (c)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies linguistic devices used by the writer to gain the reader's attentionDemonstrates a perceptive understanding of how these linguistic devices are used to gain the reader's attentionSupports answer with detailed reference to the text	4
<ul style="list-style-type: none">Identifies some linguistic devices used by the writer to gain the reader's attentionDemonstrates a comprehensive understanding of how these linguistic devices are used to gain the reader's attentionSupports answer with detailed reference to the text	3
<ul style="list-style-type: none">Identifies one or two linguistic devices appropriatelyProvides limited reference to the text	2
<ul style="list-style-type: none">Demonstrates minimal understanding of the text OR <ul style="list-style-type: none">Provides isolated references to the text	1

Question 9 (d)*Outcomes assessed: H3.1, H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies perceptively motivational aspects of the two textsProvides a sophisticated analysis of the motivational value of the two textsDraws relevant conclusionsSupports answer with detailed reference to the texts	5
<ul style="list-style-type: none">Identifies some of the motivational aspects of the two textsProvides a comprehensive analysis of the motivational value of the two textsDraws some relevant conclusionsSupports answer with detailed reference to the texts	3–4
<ul style="list-style-type: none">Identifies a limited number of the motivational aspects of the textsProvides isolated references to the texts	1–2

**Section 2: Reading and Responding****Part B****Question 10***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 Slovenian****Questions 11–12***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