

**2002 HSC Notes from
the Marking Centre
Turkish**

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2002 HSC NOTES FROM THE MARKING CENTRE

TURKISH

Introduction

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

General Comments

In 2002, 364 candidates attempted the CCAFL Turkish Continuers examination, 94 from NSW, 269 from Victoria and one 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

Questions 1 – 5 (30 marks)

Question 1

Almost all candidates attempted this question and gave the required answer.

Question 2

Some candidates ticked more boxes than the required answer. The message was completed with most, if not all, of the required answer.

Only a few of the responses were in Turkish, which was not the required language.

Question 3

- (a) There were no problems with this question, as the candidates answered correctly.
- (b) There were many varied correct responses to this question.

Question 4

- (a) Most candidates indicated the correct response.
- (b) The word ‘language’ in the question was misinterpreted by some of the candidates. The question required candidates to explain the language used to describe the beauty of nature.

Almost all of the candidates mentioned offences and fines for littering.

The imperative at the end of the passage was noticed by most candidates.

Some candidates referred to the images created by the language, eg *yemye_il parklar, harika temiz sahiller*.

Question 5

- (a) Almost all of the responses included the two components to this question, that the traditional family is changing and that family members are undertaking tasks that they were not doing before.
- (b) Candidates demonstrated a thorough understanding of the speaker’s point of view and presented and explained relevant references from the text.

Section I – Listening and Responding – Part B

Question 5

In general, this question was well answered. Better responses included examples from the text.

Question 6

- (a) A range of responses was provided by the candidates.
- (b) Responses were quite good and most of the candidates gave all necessary information.

Question 7

This question was answered in detail by most candidates. Their answers were relevant and included a good comparison of ideas of the two generations, both parents and children.

Recommendations

- Candidates need to be reminded to answer in the language specified on the examination paper.
- Candidates should be encouraged to make use of the ‘Notes Column’. They should be reminded, however, to refer to these notes when writing their responses.
- Candidates must be reminded that only one answer is correct in a multiple choice question.

Section II – Reading and Responding – Part A

General Comments

This section was worth 20 marks and contained two questions (8 and 9).

The rubric states that ‘when judging performance in this part, the examiner(s) will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately’.

Specific Comments

- All questions were mandatory and the overwhelming majority of candidates attempted all of the questions.
- The majority of candidates understood the texts well.
- Virtually all candidates responded in the correct language, English.
- Poor handwriting skills added to the problems of deciphering, as did the use of pencils and red pens. Candidates need to be reminded that they are required to write in either blue or black pen.
- Some candidates obviously did not read the texts carefully. They also did not spend much time in analysing the questions, which led to misinterpretation and irrelevant responses.
- Other candidates exceeded expectations, demonstrating high level skills and excellent understanding.

Question 8

- (a) Most candidates responded correctly.
- (b) This question required candidates to extract and summarise information, and sequence relevant details in a logical manner.

The range of responses demonstrated the diverse competencies of candidates.

- (c) This question required the candidates to demonstrate a perceptive ability to analyse and evaluate the text.

Again all candidates responded and marks awarded ranged from 1 to 4. The more capable candidates demonstrated their ability well.

Question 9

- (a) A large number of candidates did not give the correct response, even though some of them received full marks for the rest of the question. The text needed to be read and analysed carefully to find the correct answer.
- (b) A detailed explanation was required to demonstrate good understanding of the text. Most candidates were awarded at least 1 mark.

- (c) Most candidates were able to exchange information in response to the text.
- (d) This was a challenging question, which was handled very well by the more capable candidates, some of whom demonstrated different approaches and supported them with appropriate examples. A few candidates gave quality responses, demonstrating their ability to compare and contrast and to evaluate the text extremely well.

Some candidates, however, gave rather poor responses.

- (e) This was the most challenging part of this question. Candidates had to demonstrate an in-depth understanding of the text, analyse the information and the language used by the writer.

Marks ranged from 1 – 5.

Virtually all candidates attempted this question, regardless of their level of ability.

Section II – Reading and Responding – Part B

Question 10

Performance in this section was judged by the examiners taking into account the following points:

- The extent to which a response demonstrated the candidate’s capacity to understand general and specific aspects of the text read (by identifying, analysing and responding to information).
- The extent to which the response conveyed information coherently and appropriately.

The outcomes assessed were H1.4, H1.3, H3.1 and H3.3.

The majority of the responses included some of the information, ideas and/or opinions from the text when writing about experiences as an exchange student, but failed to present depth of treatment, even when responses conveyed information with variety in vocabulary and good sentence structure.

Many of the experiences comprised lengthy descriptions of how they decided to join the program and how they were picked up by their Australian host family at the airport, in addition to shorter references and information from the given text.

A lot of the information from the text was chosen appropriately, but not treated in depth.

There were also responses where the level of language knowledge and capacity was satisfactory or basic, but where the response contained references to most of the points mentioned in the text with simple, but meaningful experiences and examples, instead of just mentioning that they were shown around or that they got to know other cultures.

Most of the responses included points regarding friendships, language, education and cultural exchange, and encouragement to take part in the program. It was interesting to see that experiences in Australia and with the host family were described in a very positive way, eg ‘In a country that doesn’t discriminate against age, weight, height, culture – all possess a sense of freedom to live their lives the way they like. I lived in a community with strong ties to life, that puts lots of importance on nature.’

Some responses included most information treated with depth of ideas and opinions. Some of those demonstrated extensive understanding, others a thorough knowledge and understanding of vocabulary and sentence structure. Most of these responses tried to convey information by using the correct text type and its conventions.

Unfortunately the text types seemed to have caused some difficulty. It appeared that there was, in general, a lack of understanding of how to write an article, and how to structure and sequence ideas.

Some responses merely copied sections of information from the text without putting it into the context of the question.

Even though the number of copied responses was very few, there seemed to be a lack of depth and description in incorporating one's own experiences into a relevant response. On the other hand, some of the responses that detailed the candidate's own experiences, did not relate to the given text and were inappropriate.

Weaknesses in language were evident in:

- the incorrect spelling of words, which can change the meaning of the word completely.
- the omission of punctuation
- sentence structure/syntax/tense.

Overall, Question 10 was understood. Virtually all candidates attempted the question and only very few wrote minimal responses. Even though the language tended to be more colloquial and the text type was not fully followed by a lot of candidates, the majority of responses demonstrated a satisfactory to extensive level of language and included responses to some, or most, of the information presented in the text.

Section III – Writing in Turkish

Almost all candidates attempted this Section. Question 12 was more popular than Question 11. Only one candidate wrote responses to both questions.

The quality of the responses covered the entire range of performance levels.

Overall candidates understood the questions and showed maturity in handling the requirements of the tasks and structured their responses well.

Generally, candidates did not answer these questions in depth.

In some cases candidates wrote minimal responses even though they seemed to be able to express complex ideas and the level of Turkish seemed to be high. In some instances there was a lack of creativity.

The majority of the candidates wrote appropriately for the specified text type.

Of the two text types, a diary entry and a speech, the former was more popular.

While candidates did not have problems addressing the requirements of the text types, there were, at times, some problems with linking relevant ideas and with the organisation of the ideas.

Generally candidates adhered to the specified word length of 200 – 250 words.

It was very pleasing that in expressing their ideas, many candidates used effective expressions, appropriate words, and a broad vocabulary as well as complex sentence structures.

Some candidates were quite successful in comparing positive and negative points of view when answering questions. They were linguistically correct in terms of grammar, syntax, spelling, and relevant choice of vocabulary.

Some spelling mistakes were apparent, and punctuation was not always correctly applied. Sometimes punctuation was not used at all. Very good candidates used a wide range of interesting vocabulary but some used only familiar and predictable vocabulary, as well as simple sentences.

Common errors included:

- Incorrect vocabulary
- Incorrect grammatical structures
- Linking sentences together to carry the same idea.
- Overuse of simple conjunctions (*evet, ama*).

Very few candidates inserted English words into their sentences.

Recommendations

- Candidates should be reminded that their writing should be legible and neat.
- Candidates must use a black or blue pen NOT pencil to write their answers.
- Teachers should remind candidates to use the formal ‘you’ ie *siz* in their writing, not *ser* which is informal.
- Candidates should write either formally or informally, as appropriate to the question.
- Candidates should break their words into proper syllables eg *okul’a* to school, *saat’iml* my watch.
- Emphasis should be given to grammatical structures and vocabulary eg:
 - selecting personal pronouns to match noun endings
 - using the same tense throughout complex sentences
 - combining two or three simple sentences (ideas) into complex sentences without losing track of content
 - differentiating between similar sounding words
 - emphasising how dots, eg *u, _, _, i, o, _* and tails eg *ç, c, _ s*, can change meaning completely
 - *pitik* at the end
 - using double consonants in writing ie *akillca, hissedip, te_ekk_r*
 - using phrases incorrectly.

Oral Examination

Conversation

Candidates were well prepared to discuss a variety of familiar topics in this section of the examination. Most candidates were able to demonstrate a good knowledge of vocabulary and structures and provide relevant responses to questions posed.

Some candidates needed prompting to respond appropriately to more complex questions and some responses showed interference from Anglicism and English structures. Candidates are reminded of the need to provide relevant detail in their answers and be prepared to support comment and opinion.

Discussion

Responses to this section of the examination varied in accordance with the candidates' ability to support information, opinion and comment with relevant information from resources studied.

Candidates appeared to have used a variety of resources in preparing their in-depth study and these included the Internet, articles from books and magazines as well as interviews and information from the local community. Candidates must be prepared to use the resources to support the discussion rather than merely quoting the title of the resource. Better responses showed candidates could quote from and critique the resources accessed rather than merely referring to them superficially.

Candidates demonstrated a sound use of appropriate vocabulary, expressions and sentence structures in the discussion. Candidates discussing topics that involved emerging technologies tended to rely on Anglicism for some vocabulary and expressions. 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 resources.

Turkish Continuers

2002 CCAFL Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
Conversation			H1.1, H1.2, H1.3, H1.4
Discussion			H1.1, H1.2, H4.1, H4.2, H4.3
Section 1: Listening and Responding Part A			
1	1	Tourism–announcement	H3.1
2	3	Leisure–telephone message	H3.1
3(a)	1	Cultural Diversity–conversation	H3.1
3(b)	3	Cultural Diversity–conversation	H3.1
4(a)	1	Issues now and in the future–advertisement	H3.1
4(b)	4	Issues now and in the future–advertisement	H3.1, H3.2
5(a)	2	Younger Generation–interview	H3.1
5(b)	5	Younger Generation–interview	H3.1, H3.2, H3.3
Section 1: Listening and Responding Part B			
6(a)	1	Migration	H3.1, H3.2
6(b)	3	Migration	H3.1, H3.2
7	6	Future Aspirations–interview	H3.1, H3.2, H3.3
Section 2: Reading and Responding Part A			
8(a)	1	Sport and Health–email	H3.1, H3.2, H3.3
8(b)	2	Sport and Health–email	H3.1, H3.2, H3.3
8(c)	4	Sport and Health–email	H3.1, H3.2, H3.3
9(a)	1	Younger Generation/World of Work – The impact of technology–letter to the editor	H3.1
9(b)	2	Younger Generation/World of Work – The impact of technology–letter to the editor	H3.1, H3.2, H3.3
9(c)	2	Younger Generation/World of Work – The impact of technology–letter to the editor	H3.1, H3.2, H3.3
9(d)	3	Younger Generation/World of Work – The impact of technology–letter to the editor	H3.1, H3.2, H3.3, H3.4
9(e)	5	Younger Generation/World of Work – The impact of technology–letter to the editor	H3.1, H3.2, H3.3, H3.4
Section 2: Reading and Responding Part B			
10	10	Future Aspirations–notice	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.3
Section 3: Writing in Turkish			
11	15	The Younger Generation–text of speech	H2.1, H2.2, H2.3
12	15	World of Work–diary entry	H2.1, H2.2, H2.3



2002 CCAFL Turkish 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: H1.1, H1.2, H1.3, H1.4, H4.1, 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



2002 CCAFL Turkish Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides the telephone number of the caller and details of the message accurately	3
• Details the message accurately OR • Provides the telephone number and part of the message	2
• Provides the telephone number of the caller OR • Provides limited information regarding the message	1

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 3 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the way Suzan’s new school has influenced her way of thinking • Supports answer with reference to the text 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the way Suzan’s new school has influenced her way of thinking • Provides some supporting evidence from the text 	2
<ul style="list-style-type: none"> • Demonstrates limited understanding of the text <p>OR</p> <ul style="list-style-type: none"> • Provides isolated examples from the text 	1

Question 4 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 4 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive ability to analyse and evaluate effectiveness of language used • Supports answer with detailed references to text's language or images 	4
<ul style="list-style-type: none"> • Demonstrates an understanding of how language and images are used to make the ads effective • Supports answer with references to the language and images used 	2–3
<ul style="list-style-type: none"> • Cites isolated references to the text's language or images 	1

Question 5 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies changing family roles • Identifies the way in which responsibilities are now shared 	2
<ul style="list-style-type: none"> • Identifies isolated points of information 	1

Question 5 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the speaker's point of view • Presents and explains relevant references from the text 	5
<ul style="list-style-type: none"> • Demonstrates a satisfactory understanding of the speaker's point of view • Presents some relevant references from the text 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the speaker's point of view <p>OR</p> <ul style="list-style-type: none"> • Cites isolated references from the text 	1–2

Section 1: Listening and Responding

Part B

Question 6 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 6 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the text• Identifies relevant information and explains in detail• Conveys information accurately and appropriately	3
<ul style="list-style-type: none">• Demonstrates an understanding of the text• Identifies some relevant information and provides some explanation• Conveys information with some accuracy and appropriateness	2
<ul style="list-style-type: none">• Provides isolated details• Conveys details in comprehensible Turkish	1

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

Criteria	Marks
<ul style="list-style-type: none">• Identifies and demonstrates in depth understanding of different opinions• Supports answer with relevant references to the text• Conveys information accurately and appropriately	5–6
<ul style="list-style-type: none">• Identifies and demonstrates some understanding of different opinions• Refers to some relevant examples from text• Conveys information with some accuracy and appropriateness	3–4
<ul style="list-style-type: none">• Identifies and demonstrates limited understanding of different opinions• Provides isolated references to the text• Conveys information in comprehensible Turkish	1–2

Section 2: Reading and Responding

Part A

Question 8 (a)

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

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 8 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Identifies what led Ali to attend the camp	2
• Identifies isolated reasons which led Ali to attend the camp	1

Question 8 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive ability to analyse and evaluate text	4
• Demonstrates a satisfactory ability analysing and evaluating text	2–3
• Demonstrates a limited understanding of the text	1

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 9 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Explains in detail why the writer was keen to write the letter 	2
<ul style="list-style-type: none"> Demonstrates limited understanding 	1

Question 9 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates an understanding of the impact of technology on education Identifies some relevant information and provides some relevant explanation 	2
<ul style="list-style-type: none"> Provides isolated details Conveys information with some accuracy and appropriateness 	1

Question 9 (d)

Outcomes assessed: H3.1, H3.2, H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of the texts Identifies the role of computers in people's life Compares and summarises accurately and appropriately 	3
<ul style="list-style-type: none"> Demonstrates an understanding of the texts Identifies some relevant information Provides isolated details 	1–2

Question 9 (e)

Outcomes assessed: H3.1, H3.2, H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies and demonstrates an in-depth understanding of different opinions • Supports answer with relevant references to the text and to the writer's use of language 	5
<ul style="list-style-type: none"> • Identifies and demonstrates some understanding of different opinions • Refers to some relevant examples from text and to the writer's use of language 	3–4
<ul style="list-style-type: none"> • Identifies and demonstrates limited understanding of different opinions • Provides isolated references to the text 	1–2

Section 2: Reading and Responding

Part B

Question 10

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.3

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 Turkish

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