

2001 HSC Notes from
the Examination Centre
Vietnamese

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2001 HSC NOTES FROM THE EXAMINATION CENTRE VIETNAMESE

Introduction

This document has been produced for the teachers and candidates of the Stage 6 Continuers course in Vietnamese. It provides comments with regard to responses to the 2001 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 2001 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 Vietnamese.

Continuers

Speaking Skills Examination

Section I – Conversation

Overall, candidates performed well in this part of the examination. Candidates are reminded of the importance of their understanding questions fully before they respond to them.

Strengths

Most candidates knew how to expand their responses and gave evidence to support their views and opinions.

Most candidates responded with a good level of grammatical accuracy, displaying breadth of vocabulary and sentence structures.

Some responded with spontaneity and conveyed their viewpoints and thoughts clearly.

Only a few responded with a set of learnt, prepared answers.

Weaknesses

Some candidates communicated in short sentences with a limited vocabulary range or a predominantly colloquial vocabulary.

Some candidates gave their opinion or point of view without substantiating it, or they presented arguments that lacked depth.

Some candidates used 'him' or 'she' in place of the corresponding Vietnamese third person pronouns and had problems using these appropriately. The third person pronoun is used when speaking about their elders, usually when referring to stepfather, stepmother or in one instance step-grandmother.

A few candidates tried to steer the conversation to topics of their choice by excessively expanding their responses without thinking about the relevance of the information.

Section II – Discussion

Candidates chose a wide range of topics including cloning, a review of a film, song, a poet, a novel, a Vietnamese town or Vietnamese festival, a favourite sport, and environmental concerns such as smoking.

Those candidates who chose and researched a topic that interested them, then related it to the prescribed themes and topics, generally performed well.

Candidates are reminded of the explanation of in-depth study in the *Stage 6 Vietnamese Continuers Syllabus*, page 25. ‘The focus of the Discussion will be to explore aspects of language and culture of the Vietnamese-speaking communities. The in-depth study may be selected from any of the sub-topics suggested for study in the table on page 14, or may range across the prescribed themes and topics. The student will be expected to make reference to texts studied. The student may also wish to refer to personal experiences related to the subject of the in-depth study.’ It was clear that some candidates were unaware of these requirements, as they selected inappropriate topics or topics unconnected to the prescribed themes and topics.

Strengths

Candidates who scored in the high range for the Discussion presented their study in a well-structured and logical manner with relevant supporting examples for their opinions.

The majority of candidates spoke with confidence as in an authentic discussion.

Many candidates knew how to restrict themselves in their choice of details and arguments, and tried to keep their presentation to the set time frame. Usually their presentations formed a cohesive unit.

Weaknesses

A number of candidates used the content of lessons prepared by teachers as their presentations, not realising that the audience and purpose of a discussion are different from those of a lesson. The sophistication of the vocabulary used in their presentation was not evident in the conversation task.

Some candidates confused in-depth with length. Many presentations exceeded the time limit and contained details that were irrelevant. Teachers and candidates are reminded that one of the criteria for judging performance is ‘relevance and depth of treatment of information, opinions, comment’.

Some candidates memorised their presentation, which they recited in a monotonous way.

Some candidates selected topics where they were able to present a vast array of information, but one that they were not able to discuss. Candidates need to be more selective and critical in their details and need to be able to express more of their own viewpoint on the topic.

Written Examination

Section I – Listening and Responding

Part A

General Comments

In general, candidates performed quite well in this part, although Question 4(c) proved quite challenging for many candidates.

Candidates are encouraged to use dictionaries to check for the English equivalents of certain Vietnamese words. In many instances, candidates noted the correct answers in Vietnamese but could not find an appropriate translation eg in place of ‘bottle’, some used ‘glass’, Question 4(a).

Specific Comments

Question 1

- (a) This part presented no problem for candidates.
- (b) This part presented no problem for candidates.

Question 2

Most candidates completed the required information correctly, but some forgot to circle ‘full time’ or to fill in the condition ‘speak Vietnamese fluently’.

Question 3

- (a) This part presented no problem for the majority of the candidates.
- (b) Some candidates did not record the detail, eg ‘Susie tried to greet Hung’s parents’, in Vietnamese.
- (c) Most candidates answered this question correctly.

Question 4

- (a) Most candidates recognised all the details. However many had difficulty communicating the correct English idea (eg ‘cigarette ash’, ‘cigarette butt’).
- (b) This part presented no problem for the candidates.
- (c) Most candidates misinterpreted this part. Instead of basing their answer on the way the speaker delivered her speech, the techniques she used (eg directly addressing the audience, the use of statistics or direct appeal to the audience), candidates quoted arguments that they thought had an impact on the audience. Teachers and candidates are reminded of the need to address Objective 3 and outcomes 3.2 and 3.3.

Part B

General Comments

Most candidates performed well in this part.

Specific Comments

Question 5

Most candidates filled in the details without any difficulty.

Question 6

Most candidates responded well although some only recorded the main points of the conversation between Mai and Nam without giving their own point of view or opinions about the conversation or the characters.

Section II – Reading and Responding

Part A

General Comments

Most candidates answered this part quite well, but there were a great number of candidates who did not address the requirements of the questions properly.

Some candidates had difficulty expressing their thoughts in English. Many of the answers were difficult to understand.

Overall, candidates were not familiar with the style of the poem in Question 8. The majority of candidates demonstrated some understanding of the ironic tone of the poem but could not express their ideas effectively.

Specific Comments

Question 7

- (a) A large number of responses considered only the negative aspect of the email and not the positive one.
- (b) Most candidates answered this part correctly.
- (c) Most candidates answered this part correctly.
- (d) A large number of candidates only stated that the employer could check employees' email.
- (e) Some candidates simply recorded the role of NSA.

Question 8

- (a) Most candidates answered this question correctly.
- (b) Some responses were not based on the passage but on what the candidate had learnt.
- (c)
 - (i) Most candidates answered this part correctly.
 - (ii) Some candidates did not understand the demands of the question and simply stated that Vietnamese women in former times were not allowed to take part in the affairs of the state or had to take charge of domestic chores.
- (d) Most of the candidates did not know how to respond to this part. Some simply rewrote the two verses in question (in their own words) or justified why the women played an important role even if their role was not acknowledged. Only a few mentioned the humorous or ironic tone.
- (e) Most candidates found it difficult to make the connection between the poem and its title. Some just summarised the duties of women and hence the importance of their role. Other candidates wrote about how men depend on women to survive, yet treat their wives as inferior.

Part B

Question 9

Almost every candidate performed well in this question. Candidates related well to the topic and to the problem facing the character in the text who aspires to be a singer, actor and model.

Most of the candidates were able to provide solid arguments to support Thanh Lan. A popular but less valid argument with the candidates was the actress has a short career and she will not be able to find work when she reaches 30 years old.

A small number of candidates did not refer to the ‘aspiration to be a lawyer’, and just wrote about what they wanted to be later in life.

The language used by candidates was appropriate to the text type and some tried to be humorous, making jokes about the character’s voice.

Teachers and candidates are reminded that one of the criteria for judging performance in this task is ‘a capacity to convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of text types)’ (*Syllabus*, page 30). Accuracy of vocabulary and sentence structure includes correct spelling.

Section III – Writing in Vietnamese

General comments

In general, candidates did not perform as well as in Question 9. The possible causes are:

- unfamiliarity with the text types (script of a speech and article)
- difficulty of selecting an issue to discuss (eg in Question 10(b)).

Many candidates attempted to use a variety of structures and vocabulary. However, some candidates wrote in simple sentences and used informal language in part (b).

Some candidates used English structures or inappropriate variants of Vietnamese.

There were many mistakes in spelling and some candidates had problems with the tones and accents. Many candidates had problems in choosing relevant details, examples and information to support their arguments. Some had problems organising or sequencing their ideas.

Specific Comments

Question 10

- (a) This question was popular with candidates. However, most misinterpreted what was required of them. Instead of examining the role of Vietnamese values in the Vietnamese Community living in Australia, candidates simply wrote about some Vietnamese festivals, or the contributions of Vietnamese migrants to a multicultural Australia.
- (b) Most candidates chose to write about issues such as environmental concerns, drug abuse, drug dealing in Cabramatta, the generation gap or smoking but some had difficulty defining the purpose and the audience of their ‘articles’. Some candidates simply rearranged ideas and notions and discussed these issues without giving an appropriate structure to their work. Those who chose this question used various text types such as a news report, news item, an account of an event, rather than the ‘article’ referred to in the question.

Vietnamese Continuers

2001 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	15	Conversation	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
	10	Discussion	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3, H4.1, H4.2, H4.3
Section I: Listening and Responding			
1a	1	Personal Identity (Relationships, Lifestyles)	H3.1
1b	1	Message	H3.1
2	5	World of Work (Employment) - Conversation	H3.1
3a	1	Personal Identity (Lifestyles) - Conversation & Youth Issues (Generation Gap)	H3.1
3b	2	Personal Identity (Lifestyles) - Conversation & Youth Issues (Generation Gap)	H3.1, H3.2
3c	2	Personal Identity (Lifestyles) - Conversation & Youth Issues (Generation Gap)	H3.3
4a	3	Environment - Speech	H3.1, H3.3
4b	1	Environment - Speech	H3.1, H3.3
4c	4	Environment - Speech	H3.1, H3.2
5	4	Folk Literature (Celebrations/Festivities - Announcement)	H1.2, H2.3, H3.3
6	6	World of Work (Gender Equality) - Conversation	H1.2, H1.3, H1.4, H3.1, H3.2, H3.3
Section II: Reading and Responding			
7a	2	Science and Technology - Article	H3.1
7b	1	Science and Technology - Article	H3.2
7c	1	Science and Technology - Article	H3.1
7d	2	Science and Technology - Article	H3.4
7e	2	Science and Technology - Article	H3.3
8a	2	Traditional Values (role of women) Poem	H3.1, H3.2
8b	2	Traditional Values (role of women) Poem	H3.3
8c	2	Traditional Values (role of women) Poem	H3.3, H3.4
8d	2	Traditional Values (role of women) Poem	H3.2
8e	4	Traditional Values (role of women) Poem	H3.2, H3.3
9	10	Future Aspirations - Letter	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3
Section III: Writing in Vietnamese			
10	15	Traditional Values - Script and Youth Issues - Report	H2.1, H2.2, H2.3

2001 HSC Vietnamese Continuers Marking Guidelines — Oral Examination

Conversation (15 marks)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Communicates confidently and fluently with correct intonation and pronunciation Demonstrates depth of 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 (10 marks)

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

2001 HSC Vietnamese Continuers Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B) Classmates	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D) To inform Thao about the change of date for her barbecue	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Responds to the information of the text	4 – 5
• Organises information to meet the requirements of the task	
• Demonstrates a limited understanding of the text	1 – 3

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

Criteria	Marks
• Correctly identifies Lien's parents' reaction to her boyfriend	1

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

Criteria	Marks
• Demonstrates thorough understanding of the relevant information by providing both details	2
• Demonstrates basic understanding of the information, providing one detail	1

Question 3 (c)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates thorough understanding of the relevant information by providing all details	2
• Demonstrates basic understanding of the information by referring to hair and clothes/appearance OR • By referring to Vietnamese language/maintenance of Vietnamese culture	1

Question 4 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides both details for the three fines	3

Question 4 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (C) According to the EPA, the campaign was successful	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the speaker's point of view • Presents and explains relevant references from the text	3 – 4
• Demonstrates a satisfactory understanding of the speaker's point of view • Presents some relevant references from the text	2
• Demonstrates a limited understanding of the speaker's point of view OR • Cites isolated references from the text	1

Section I — Listening and Responding

Part B

Question 5

Outcomes assessed: H2.3, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of the task through the identification of relevant information of the text• Manipulates language authentically and appropriately	3 – 4
<ul style="list-style-type: none">• Demonstrates a basic understanding of the text• Presents some of the information or ideas in the text	1 – 2

Question 6

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Responds to all the information in the text• Demonstrates depth in the treatment of the task through the identification of relevant information	5 – 6
<ul style="list-style-type: none">• Responds to most of the information of the text• Manipulates language with some degree of authenticity	3 – 4
<ul style="list-style-type: none">• Demonstrates an elementary understanding the text• Use single words and set formulae to express information	1 – 2

Section II — Reading and Responding

Part A

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies and describes both positive and negative impacts of computers	2
• Identifies positive and negative or describes either positive or negative effects of computers	1

Question 7 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• People have no control over their personal details/private lives	1

Question 7 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• E-mail is replacing a variety of forms of office communication: letter, fax, talk and phone call	1

Question 7 (d)

Outcomes assessed: H3.4

MARKING GUIDELINES

Criteria	Marks
• Identifies the key question and provides detail	2
• Identifies key question	1

Question 7 (e)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies the role of the NSA and the implications of its power	2
• Identifies the role of the NSA or describes what it can do	1

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

Criteria	Marks
• Identifies two relevant aspects of the comparison	2
• Makes reference to a relevant aspect of the nature of the comparison	1

Question 8 (b)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies that the role of women in Vietnamese society is unchanged, with examples of women's role	2
• Identifies that women's role is unchanged	1

Question 8 (c) (i)*Outcomes assessed: H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies the comparison	1

Question 8 (c) (ii)*Outcomes assessed: H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides clear, detailed explanation of how the comparison highlights social status of Vietnamese women in former times	1

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

Criteria	Marks
<ul style="list-style-type: none">Identifies an appropriate moodLinks the two lines with the mood	2
<ul style="list-style-type: none">Identifies a mood with some textual reference	1

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

Criteria	Marks
<ul style="list-style-type: none">Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to the textDemonstrates a detailed understanding of the significance of the title of the poem in relation to the poem, the ideas expressed and the language usedCites relevant references from the text to highlight and explain the link between the title and the poems	4
<ul style="list-style-type: none">Responds to most of the information, ideas and/or opinions of the textDemonstrates an understanding of the significance of the title of the poem in relation to the text and/or the ideas expressed and/or the language usedCites relevant references from the poem to highlight the link between the title and the poem	3
<ul style="list-style-type: none">Responds to some of the information, ideas and/or opinions of the textDemonstrates a basic understanding of the titleCites an/some example/s from the poem, without necessarily explaining its/their link with the title	2
<ul style="list-style-type: none">Demonstrates a limited understanding of the textCites an/some example/s from the poem, without necessarily explaining its/their link with the title	1

Section II — Reading and Responding

Part B

Question 9

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, 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 III — Writing in Vietnamese

Question 10 (a) and (b)

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