

**2004 HSC Notes from
the Marking Centre
Armenian**

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2004 HSC NOTES FROM THE MARKING CENTRE

ARMENIAN

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Armenian. It provides comments with regard to responses to the 2004 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 2004 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 Armenian.

Oral Examination

Conversation

In general, candidates were able to demonstrate a good knowledge of vocabulary and structures and provide relevant responses to questions posed.

Candidates who demonstrated a higher level of achievement were able to treat topics in depth and to present and justify opinions and comment.

Discussion

Performance in this section of the examination varied in accordance with the candidates' ability to demonstrate their ability against the assessment criteria.

Teachers and candidates are strongly advised to familiarise themselves with the syllabus requirements which do not specify the delivery of a speech, report or monologue. As in the Conversation, examiners will make an assessment of the candidate based on interaction with the candidate.

In the Discussion, candidates are required to:

- select a topic appropriate for an in depth discussion with the examiner
- study at least three texts.

The syllabus makes clear that:

In the Discussion, the student will be expected to explore with the examiner(s) the subject of the in depth study, and refer to the texts studied.

Candidates are using a variety of resources in preparing their in depth study and these included: the Internet, novels, short stories and poetry, articles from books and magazines, as well as interviews and information from the local community. Candidates must be prepared to use these texts to support the discussion rather than merely quoting the title or web address. In the better responses, candidates made specific reference to the texts studied and critiqued them rather than merely referring to them superficially. This was particularly the case where information from the Internet was used.

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 texts.

The best performances were those of candidates who were able to demonstrate their ability to explore issues through texts, to present and discuss information, and to substantiate a point of view.

Listening Examination

General Comments

Teachers should emphasise the importance of responding to questions in appropriate detail and making specific reference to the texts rather than drawing upon outside sources for evidence. Teachers and candidates need to understand the requirements of outcomes 3.2 and 3.3 and the ways in which these outcomes can be assessed. In addition, candidates' written responses in Armenian would be enhanced by further practice in writing in all the prescribed text types.

The candidates' responses in this section were generally good. In Questions 6 (a) and (b), quite a few candidates had difficulty identifying the positions of the speakers and the purpose of the conversation.

Some candidates found questions assessing outcomes 3.2 and 3.3 quite difficult.

Reading Examination

Although some found this section difficult, most of the candidates managed it quite well. They understood what the written texts were all about and showed maturity in their responses. Some candidates did not observe the discourse forum for Question 10 (b). Candidates need to pay more attention to the requirements of questions.

Writing Examination

Both topics attracted equal number of candidates. The responses were quite impressive.

Armenian Continuers

2004 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Section 1: Listening and Responding			
Part A			
1	3	Arts and entertainment — invitation	H3.1
2	3	Personal identity — conversation	H3.2
3	1	Daily life — conversation	H3.1
4 (a)	1	Leisure and recreation — news item	H3.2
4 (b)	4	Leisure and recreation — news item	H3.3
5 (a)	1	Education and aspiration — interview	H3.1
5 (b)	2	Education and aspiration — interview	H3.3
5 (c)	5	Education and aspiration — interview	H3.3
Section 1: Listening and Responding			
Part B			
6 (a)	2	Personal identity — telephone conversation	H3.2
6 (b)	2	Personal identity — telephone conversation	H3.2
7	6	World of work — interview	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
8 (a)	2	Arts and entertainment — poem	H3.2
8 (b)	2	Arts and entertainment — poem	H3.2
8 (c)	4	Arts and entertainment — poem	H3.3
9 (a)	1	Youth issues — article	H3.1
9 (b)	2	Youth issues — article	H3.2
9 (c)	4	Youth issues — article	H3.3
9 (d)	5	Youth issues — article	H3.2
Section 2: Reading and Responding			
Part B			
10	10	World of work — speech/diary entry	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Armenian			
11	15	History and culture — article	H2.1, H2.2, H2.3
12	15	Daily life — letter	H2.1, H2.2, H2.3



2004 CCAFL Armenian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies all details	3
• Identifies most details	2
• Identifies at least two details	1



2004 CCAFL Armenian 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 comments 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 comments 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

**Question 2***Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship between the speakers	3
• Demonstrates some understanding of the relationship between the speakers	2
• Identifies some relevant information	1

Question 3*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 4 (a)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies emotion from language	1

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

Criteria	Marks
• Demonstrates a sophisticated understanding of the effect created by the language	4
• Demonstrates a good understanding of the effect created by the language	3
• Identifies at least one effect linked to an aspect of language	2
• Identifies some relevant information	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the influence	2
• Demonstrates some understanding of the influence	1

Question 5 (c)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the way in which language features are used to express feelings	5
• Demonstrates a good understanding of the way in which language features are used to express feelings	4
• Demonstrates some understanding of the way in which language features are used to express feelings	2–3
• Identifies some relevant information	1



Section 1: Listening and Responding

Part B

Question 6 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies two positions	2
• Identifies one of the positions	1

Question 6 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies in detail why the conversation is taking place	2
• Identifies an explanation	1

Question 7

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

MARKING GUIDELINES

Criteria	Marks
• Completes the survey sheet and demonstrates a perceptive understanding of follow-up suitability	6
• Completes the survey sheet with most of the information and demonstrates a good understanding of follow-up suitability	4–5
• Completes the survey sheet with some of the information and demonstrates some understanding of follow-up suitability	2–3
• Identifies some relevant information	1



Section 2: Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Explains both references	2
• Explains either reference	1

Question 8 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides a thorough explanation of the lines	2
• Provides some explanation of the lines	1

Question 8 (c)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the way the poet conveys the message • Comments on the effectiveness of the language	4
• Demonstrates a good understanding of the way the poet conveys the message	3
• Demonstrates some understanding of the way the poet conveys the message	2
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies the audience	1

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

Criteria	Marks
• Identifies the effect	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the way the comic effect is achieved	4
• Identifies and explains the comic effect	2–3
• Explains a comic effect	1

Question 9 (d)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the title	5
• Demonstrates a good understanding of the title	4
• Demonstrates some understanding of the title	2–3
• Identifies some relevant information	1



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 Armenian

Questions 11 and 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