

**2005 HSC Notes from
the Marking Centre
Czech**

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2005 HSC NOTES FROM THE MARKING CENTRE CZECH

Written Examination

General Comments

In 2005, twelve candidates attempted Czech exam, eight from New South Wales and four from Victoria. Candidates in general performed very well in this year's exam. Responses to questions in all sections generally showed a thorough understanding and were well expressed.

Section I – Listening and Responding

Part A

Generally most of the questions were well answered. However, a few candidates showed slight difficulty in demonstrating a perceptive understanding of how the tone affects views and experiences in Question 4 (b).

Part B

The majority of candidates performed well in this section of the examination.

Question 5

Responses generally showed a high level of comprehension, and most candidates wrote appropriate notes with nearly all relevant information.

Questions 6

This appeared to be the most challenging question for most candidates, not in the sense of understanding the spoken text but in demonstrating understanding of the tone and the persuasive techniques.

Section II – Reading and Responding

Part A

Question 7

This was very challenging and allowed candidates to engage readily with the content and demonstrate a very good understanding of the language used and its relationship to the theme. Most of the candidates performed and answered this question very well.

Question 8

Candidates demonstrated an excellent understanding of the text which enabled them to answer the given questions well.

Part B

Responses in this part were generally very good. The candidates were mostly able to give in-depth responses using a variety of appropriate vocabulary and language structures.

Section III– Writing in Czech

The majority of candidates attempted the second writing task – Question 11. Their responses were well structured to the prescribed form (report) they could express their own opinion, and ideas very well. A few candidates showed some grammatical errors, mainly in endings, but this did not affect overall communication.

Czech Continuers

2005 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversation	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	Leisure and recreation – announcement	H3.1, H3.3
2	4	Leisure and recreation – conversation	H3.1, H3.2
3 (a)	2	World of work – interview	H3.1
3 (b)	4	World of work – interview	H3.1, H3.2
4 (a)	2	Lifestyles – conversation	H3.1
4 (b)	5	Lifestyles – conversation	H3.1, H3.3
Section 1: Listening and Responding			
Part B			
5	3	Relationships – phone conversation	H3.1
6 (a)	1	Youth issues – speech	H3.1
6 (b)	6	Youth issues – speech	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
7 (a)	2	Relationships – poem	H3.1, H3.3
7 (b)	4	Relationships – poem	H3.1, H3.3
8 (a)	1	Lifestyles – letters to the editor	H3.2
8 (b)	3	Lifestyles – letters to the editor	H3.2
8 (c)	4	Lifestyles – letters to the editor	H3.1, H3.3
8 (d)	6	Lifestyles – letters to the editor	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part B			
9	10	Tourism – advertisement/personal profile letter	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Czech			
10	15	History and culture – invitation	H2.1, H2.2, H2.3
11	15	Youth issues – report	H2.1, H2.2, H2.3



2005 CCAFL Czech 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



2005 CCAFL Czech Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the target audience with most relevant detail	3
• Identifies aspects of the target audience	2
• Identifies some relevant information	1

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Perceptively describes the two speakers' attitudes towards soccer	4
• Demonstrates some understanding of the two speakers' attitudes towards soccer	2–3
• Identifies some relevant information	1

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies both speakers	2
• Identifies one speaker	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the situation• Support a justification with relevant information from the text	4
<ul style="list-style-type: none">• Demonstrates some understanding of the situation• Justifies an opinion about the decision	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Explains the reasons	2
<ul style="list-style-type: none">• Identifies some relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how the tone reflects the views and experiences of his generation	5
<ul style="list-style-type: none">• Demonstrates a good understanding of how the tone reflects the views and experiences of his generation	3–4
<ul style="list-style-type: none">• Demonstrates some understanding of how the tone reflects the views and experiences of his generation	2
<ul style="list-style-type: none">• Identifies some relevant information	1



Section 1: Listening and Responding

Part B

Question 5

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Writes an appropriate note including all relevant information	3
• Writes an note including the main ideas	2
• Attempts an appropriate note	1

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 6 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the tone and persuasive technique	6
• Demonstrates a good understanding of the tone and persuasive technique	4–5
• Demonstrates some understanding of the tone and persuasive technique	2–3
• Identifies some relevant information	1



Section 2: Reading and Responding

Part A

Question 7 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Justifies an appropriate title	2
• Responds to the question with some relevant information	1

Question 7 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of language use and its relationship to the theme	4
• Demonstrates a good understanding of language use and its relationship to the theme	2–3
• Demonstrates some understanding of language use and its relationship to the theme	1

Question 8 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the trigger for the correspondence	1

Question 8 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides a perceptive understanding of Jana	3
• Describes some aspects of Jana and her personality	2
• Identifies some relevant information	1

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

Criteria	Marks
• Responds appropriately to the ideas and tone of Mick Volek's letter	4
• Identifies some relevant aspects of Mick Volek's letter and a possible response	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Perceptively identifies and discusses the reasons for each writer's letter	6
• Identifies and discusses good reasons for each writer's letter	4–5
• Identifies and discusses some reasons for each writer's letter	2–3
• Identifies some relevant information	1



Section 2: Reading and Responding

Part B

Question 9

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 Czech

Questions 10–11

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