

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

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2005 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 2005 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.

This document should be read along with the relevant syllabus, the 2005 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.

General Comments

During the process of marking, it was very noticeable that all candidates utilised extensive vocabulary, well structured phrasing and paragraphing. Overall, student performance in the whole paper – all 3 sections - was excellent.

The extent to which candidates demonstrated relevance, depth of treatment of ideas and information was very good. Accuracy and range of vocabulary was comprehensive and sentence structures were very good.

The candidates reflected a good capacity to structure and sequence responses and utilise the conventions of the text type required.

Slovenian 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 (a)	1	Leisure and recreation — radio news report	H3.1
1 (b)	2	Leisure and recreation — radio news report	H3.1, H3.2
2 (a)	1	Issues in today's world — radio announcement	H3.1
2 (b)	3	Issues in today's world — radio announcement	H3.1, H3.3
3 (a)	2	Youth issues — radio advertisement	H3.1
3 (b)	4	Youth issues — radio advertisement	H3.2
4 (a)	2	Personal identity — dialogue	H3.1, H3.2
4 (b)	5	Personal identity — dialogue	H3.3
Section 1: Listening and Responding			
Part B			
5	4	Youth issues — dialogue	H2.1, H2.3, H3.2
6 (a)	1	Education and aspirations — speech	H3.1
6 (b)	5	Education and aspirations — speech	H2.1, H2.2, H3.1, H3.3
Section 2: Reading and Responding			
Part A			
7 (a)	1	Youth issues — diary entry	H3.1
7 (b)	3	Youth issues — diary entry	H3.1, H3.2
7 (c)	4	Youth issues — diary entry	H3.3
8 (a)	2	Leisure and recreation — magazine interview	H3.2
8 (b)	4	Leisure and recreation — magazine interview	H3.2, H3.3
8 (c)	6	Leisure and recreation — magazine interview	H3.3, H3.4
Section 2: Reading and Responding			
Part B			
9	10	Youth issues — feature article/letter to editor	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Slovenian			
10	15	Issues in today's world — speech	H2.1, H2.2, H2.3
11	15	Arts and entertainment — review	H2.1, H2.2, H2.3



2005 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 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 Slovenian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 1 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Presents a detailed comparison of Rok Novak's progress in the semi-final and final	2
• Presents a limited comparison of Rok Novaks progress in the semi-final and final	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed evaluation of the appropriateness of the statement• Supports answer with reference to the text	3
<ul style="list-style-type: none">• Provides a sound evaluation of the appropriateness of the statement• Supports answer with reference to the text	2
<ul style="list-style-type: none">• Demonstrates a basic understanding of the appropriateness of the statement	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed description of the service the centre offers for teenagers	2
<ul style="list-style-type: none">• Provides a limited description of the service the centre offers for teenagers	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how the language features in the advertisement are used to appeal to teenagers• Makes detailed reference to the text	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of how the language features in the advertisement are used to appeal to teenagers• Makes reference to the text	3
<ul style="list-style-type: none">• Demonstrates a limited understanding of how the language features in the advertisement are used to appeal to teenagers• Makes little reference to the text	2
<ul style="list-style-type: none">• Identifies isolated references to the text	1

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

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

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

Criteria	Marks
<ul style="list-style-type: none">• Evaluates perceptively the fathers effectiveness in responding to his daughters actions• Supports answer with detailed reference to the text	5
<ul style="list-style-type: none">• Provides a sound evaluation of the father's effectiveness in responding to his daughter's actions• Supports answer with reference to the text	4
<ul style="list-style-type: none">• Provides a sound summary of the father's response• Supports answer with reference to the text	3
<ul style="list-style-type: none">• Provides a limited summary of how the father's response• Provides limited reference to the text	2
<ul style="list-style-type: none">• Isolated reference to the text	1



Section 1: Listening and Responding

Part B

Question 5

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates the ability to interpret perceptively how Matej's attitude will hinder or help his goal• Supports answer with reference to the text• Demonstrates an excellent grasp of Slovenian language structures and vocabulary	4
<ul style="list-style-type: none">• Demonstrates the ability to interpret how Matej's attitude will hinder or help his goal• Supports answer with some evidence from the text• Demonstrates a sound knowledge of Slovenian language structures and vocabulary	3
<ul style="list-style-type: none">• Demonstrates a limited understanding of how Matej's attitude will hinder or help his goal• Supports answer with little or no evidence from the text• Demonstrates a basic knowledge of Slovenian language structures and vocabulary	2
<ul style="list-style-type: none">• Summarises Matej's attitude• Provides isolated references to text• Demonstrates a limited knowledge of Slovenian language structures and vocabulary	1

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

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

**Question 6 (b)***Outcomes assessed: H2.1, H2.2, H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates the ability to perceptively analyse the effect of the time management advice in the text• Supports answer with detailed reference to the text• Demonstrates an excellent grasp of Slovenian language structures and vocabulary	5
<ul style="list-style-type: none">• Demonstrates the ability to analyse the effect of the time management advice in the text• Supports answer with reference to the text• Demonstrates a sound grasp of Slovenian language structures and vocabulary	4
<ul style="list-style-type: none">• Demonstrates a limited ability to analyse the effect of the time management advice in the text• Supports answer with reference to the text• Demonstrates a sound grasp of Slovenian language structures and vocabulary	3
<ul style="list-style-type: none">• Provides a sound summary of the time management advice• Supports answer with isolated references to the text• Demonstrates a limited grasp of Slovenian language structures and vocabulary	2
<ul style="list-style-type: none">• Provides a limited summary of the time management advice• Supports answer with isolated references to the text• Demonstrates a poor grasp of Slovenian language structures and vocabulary	1



Section 2: Reading and Responding

Part A

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies who and explains why	1

Question 7 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Presents a comprehensive explanationSupports answer with detailed reference to the text	3
<ul style="list-style-type: none">Presents a sound explanationSupports answer with reference to the text	2
<ul style="list-style-type: none">Presents a limited explanationSupports answer with little or no reference to text	1

Question 7 (c)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides a comprehensive assessment of how attitudes affected lifestyle and relationshipsSupports answer with detailed reference to the text	4
<ul style="list-style-type: none">Provides a sound assessment of how attitudes affected lifestyle and relationshipsSupports answer with reference to the text	3
<ul style="list-style-type: none">Provides a basic assessment of how attitudes affected lifestyle and relationshipsSupports answer with reference to the text	2
<ul style="list-style-type: none">Summarises the diary writer's attitudesSupports answer with limited reference to the text	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a sound explanation• Supports answer with reference to the text	2
<ul style="list-style-type: none">• Provides a basic evaluation• Makes no reference to text	1

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a comprehensive analysis of Jan's attitudes• Supports answer with detailed reference to the text	4
<ul style="list-style-type: none">• Provides a sound analysis of Jan's attitudes• Supports answer with reference to the text	3
<ul style="list-style-type: none">• Provides a basic analysis of Jan's attitudes• Supports answer with limited reference to the text	2
<ul style="list-style-type: none">• Summarises Jan's attitudes• Supports answer with isolated reference to text	1

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

Criteria	Marks
<ul style="list-style-type: none">• Identifies language devices used to maintain reader interest• Provides a thorough evaluation of how these language devices are used to maintain teenage interest• Supports answer with detailed reference to the text	6
<ul style="list-style-type: none">• Identifies some language devices used to maintain reader interest• Provides a sound evaluation of how these language devices are used to maintain teenage interest• Supports answer with reference to the text	4–5
<ul style="list-style-type: none">• Identifies one or two language devices• Provides a limited evaluation of how these language devices are used to maintain teenage interest• Provides limited reference to text	3–2
<ul style="list-style-type: none">• Demonstrates minimal understanding of the text	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 Slovenian

Question 10

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



Section 3: Writing in Slovenian

Question 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