

**2006 HSC Notes from
the Marking Centre
Armenian**

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2006 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 2006 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 2006 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.

General Comments

The majority of candidates demonstrated a sound knowledge of the Armenian language. The written expression in Armenian was generally coherent and logical. The use of correct discourse forms was much better than in previous years. However, some candidates did not read questions properly, thereby only providing a partial response. A number of candidates had difficulty responding to questions which required an analysis of language and the way meaning is conveyed. These candidates merely translated sections of the text, with no attempt made to analyse features of the language used. Candidates need to practise responding to a range of different question types so that they can be fully prepared for the examination.

Oral Examination

Conversation and Discussion

The overall standard of the candidates' performance in the Oral Examination was pleasing, with most candidates able to express themselves clearly and confidently.

Conversation

The general communicative competence demonstrated was sound. Candidates were able to respond appropriately to the questions asked and relevant cultural aspects were well-handled.

The main area of weakness was confusion with word order and the reliance of some candidates on anglicisms. Candidates need to be aware of the correct usage of the nominative and dative cases, and also the appropriate use of tenses. Knowledge of a wider range of vocabulary would have assisted some candidates to express their ideas more easily.

Discussion

While the majority of candidates met the requirements of this section, some candidates were not adequately prepared for a discussion. Candidates should be reminded that the Discussion focuses on an individual in-depth study, which is 'designed to enable candidates to extend their understanding of an aspect or aspects of one of the topics or sub-topics listed in the table [of themes and topics], or to explore links between two or more of these topics or sub-topics. The in-depth study may provide

candidates with opportunities to make comparisons between their learning and personal experience.’ [See Section 8.2 of the Syllabus: In-depth Study].

Candidates must have undertaken research on their chosen study and be able to incorporate reference to their resources in their discussion. It is not sufficient merely to state the name or type of the resources used. Candidates also need to be reminded that this section of the examination does not involve an oral presentation.

The aim of the Discussion is to assess a candidate’s ability to explore with the examiner the topic of the In-depth Study and to make appropriate reference to the texts and resources studied. In discussing the topic, the candidate may be asked to express his/her own ideas on particular aspects of the study and to justify and substantiate opinions.

When preparing this section of the examination, a number of factors need to be considered:

- The appropriateness of the topic of the In-depth Study. Will it enable candidates to meet the requirements of the Syllabus? Topics which involve, for example, descriptions of places of interest or cultural festivals do not necessarily provide candidates with the opportunity to demonstrate a perceptive understanding and a sophisticated use of the language, or to explore their chosen subject in sufficient depth to be able to express opinions.
- The use of supporting objects. The Syllabus allows candidates to support both the Conversation and Discussion with individual objects such as photographs, pictures and maps. It does not, however, include items such as cue cards, notes, scrapbooks, posters, magazines, newspapers or photo albums. There must be no written information or annotations either in English or in Armenian. Candidates need to be reminded that a supporting object serves only as a prompt and in no way contributes to the mark awarded.
- The suitability of supporting objects. Any object, image or photograph brought to the examination must conform to community ethical standards. All material will be checked prior to the examination. Candidates will not be permitted to take into the examination room any item or items which are deemed to be inappropriate or do not conform to the identified specifications.

Written Paper Section I – Listening and Responding

Part A

General Comments

There was a wide variety of responses, with Questions 2(b), 3(b) and 4(b) proving challenging for some candidates.

In general, candidates were able to identify the main points of the text, but a number did not support their responses with reference to the text. Better responses demonstrated a perceptive understanding of the texts and the requirements of the questions, with appropriate reference to supporting evidence from the text.

Question 2(b)

Sample response:

Vache approaches Karineh in a concerned way about her goals. He uses questions such as, 'How are you going to spend time with your friends if you've got no money?' He also rebuts her statements in terms of her responses to her reasons for why she is reluctant to work. He uses inclusive language such as 'we graduated' and is consistently supportive in his statements such as 'we've got to start university' in order to persuade Karineh. Hence, through supportive and inclusive language, he is successful.

The candidate demonstrated a clear understanding of the persuasive language used in the text and supported the response with relevant references.

Question 3(b)

Sample response:

The mother started the conversation with a sarcastic expression, 'My memory is also getting bad, just as yours.' Her frustration is further illustrated through her demanding tone. 'I am also busy and I need a change!', 'You will iron your pants yourself.' Towards the end when her son asks again for her to iron his pants, she replies by the action of leaving the house with his aunt and concludes it with the wish: 'Have a good time', reinforcing that she is determined that there will be change.

This response shows a good understanding of both the language and the actions used by the speaker. The response highlights the sarcastic language and demanding tone. Appropriate references are made to the text to support the response.

Question 4(b)

Sample response:

The interviewer's opinion is that she is very disappointed in Ruben. She believes he is very rude, vain and inconsiderate, and also has no kindness. When Ruben states that he has no time to read or answer his fan mail because 'he is at the beach to escape his problems' and spends his time 'worrying about what to wear to feel confident', the interviewer is not impressed. She believes he is too wrapped up in himself and his problems to even bother replying to his fans. The interviewer also believes that Ruben is not very intellectual, because his message to the listeners was not very impressive or interesting. 'Gather together, be happy and party' was not the message she was

expecting to hear. She was sorely disappointed and believed he should not be the idol he is to his fans.

While this response is not perfect, it shows a perceptive understanding of the task.

Part B

Candidates demonstrated a good understanding of both Question 5 and Question 6, with the majority able to identify the purpose of the speech in Question 6(a) and justify the reasons for their response in Question 6(b).

Section II – Reading and Responding

Part A

In general, candidates demonstrated a good understanding of Questions 7(a) and 7(b). However, some candidates found questions 8(a), 8(b) and 8(c) more challenging and had difficulty addressing the requirements of the tasks, especially where they had to evaluate and analyse information from the text.

Question 7(b)

Sample response:

Many differences can be observed over the two diary entries. In the first entry, she acts childlike, hates the way her parents treat her like an infant and wishes for independence and freedom. However, in the second diary entry, she consistently questions whether she'll be capable of living alone. She acts more mature about the situation, taking a realistic approach. She exemplifies her parents' role in her life as being significant, in referencing to their financial support they had provided her for over many years. In terms of emotions, the first entry reveals hatred to her parents and sister as compared to the second entry, where she is more appreciative of their support. As well, in the second entry, she comes to the realisation that independence and freedom often associates with difficulty.

This response has successfully compared and contrasted the two diary entries, drawn conclusions about the way the writer has expressed attitudes and emotions, and commented on the writer's level of maturity.

Question 8(c)

Sample response:

This editorial might impact on parents with young children in different ways. It may broaden the minds of some parents, enabling them to understand the sacrifices they will be facing in the future as parents both financially and socially. This editorial may scare some parents who did not fully understand the responsibilities that come with raising children in the 21st century. It may anger some readers as they may believe that this article is generalising all parents, and some parents may not want their children to leave home as early as possible. They don't want to take a 'break'. They don't see child-rearing as something to detest.

In this detailed response, the candidate has analysed the information presented to draw conclusions about the expected impact of the text.

Section III – Writing in Armenian

General Comments

As in Section II Part B, candidates demonstrated a good command of written Armenian. However, candidates are advised to read the question carefully and to plan their response, to ensure that their written response is appropriate and remains relevant to the question.

Armenian Continuers

2006 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	Leisure and recreation – conversation	H3.1
2 (a)	2	World of work – conversation	H3.1
2 (b)	3	World of work – conversation	H3.2
3 (a)	2	Personal identity – conversation	H3.1
3 (b)	3	Personal identity – conversation	H3.2
4 (a)	2	Arts and entertainment – interview	H3.2
4 (b)	5	Arts and entertainment – interview	H3.3
Section 1: Listening and Responding			
Part B			
5	3	Tourism – telephone conversation	H3.1
6 (a)	3	Education and aspirations – speech	H3.1
6 (b)	4	Education and aspirations – speech	H3.2
Section 2: Reading and Responding			
Part A			
7 (a)	3	Youth issues – diary entry (two)	H3.1
7 (b)	5	Youth issues – diary entry (two)	H3.4
8 (a)	3	Personal identity – editorial	H3.1
8 (b)	4	Personal identity – editorial	H3.2
8 (c)	5	Personal identity – editorial	H3.3
Section 2: Reading and Responding			
Part B			
9	10	Leisure and recreation – article	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Armenian			
10	15	Daily life – speech	H2.1, H2.2, H2.3



Question	Marks	Content	Syllabus outcomes
11	15	Education and aspirations – report	H2.1, H2.2, H2.3
12	15	Personal identity – informal letter	H2.1, H2.2, H2.3



2006 CCAFL Armenian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides detailed explanation of the advantages in the summary	3
• Provides some explanation of the advantages in the summary	2
• Provides some relevant details	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies reasons for her reluctance to work	2
• Provides some relevant information	1



Question 2 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the way language is used to persuade Karineh	3
• Demonstrates good understanding of the way language is used to persuade Karineh	2
• Demonstrates limited understanding	1

Question 3 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the points the mother is trying to make	2
• Identifies some relevant information	1

Question 3 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the way action and language are used	3
• Demonstrates good understanding of the way action and language are used	2
• Identifies some understanding of the way action and language are used	1

Question 4 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Ruben's attitude	2
• Demonstrates some understanding of Ruben's attitude	1



Question 4 (b)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the interviewer's opinion and tone of voice	5
• Demonstrates a good understanding of the interviewer's opinion and tone of voice	4
• Demonstrates some understanding of the interviewer's opinion and tone of voice	3-2
• Identifies some relevant information	1



Section 1: Listening and Responding

Part B

Question 5

Outcomes assessed: H3.1

MARKING GUIDELINES

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

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the purpose of the speech	3
• Demonstrates a good understanding of the purpose of the speech	2
• Identifies one of the purposes of the speech	1

Question 6 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the influence of the advices and tone of voice	4
• Demonstrates a good understanding of the influence of the advices and tone of voice	2–3
• Demonstrates a limited understanding of the influence of the advices and tone of voice	1



Section 2: Reading and Responding Part A

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies in detail writer's concerns	3
• Identifies some of the writer's concerns	2
• Provides some relevant information about the writer's concerns	1

Question 7 (b)

Outcomes assessed: H3.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the writer's attitude and emotion towards her family	5
• Demonstrates a good understanding of the writer's attitude and emotion towards her family	4
• Demonstrates a some understanding of the writer's attitude and emotion towards her family	2-3
• Demonstrates a limited understanding of the writer's attitude and emotion towards her family	1

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies main points with detail	3
• Identifies most points with detail	2
• Identifies one of the points	1



Question 8 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the attitude of parents	4
• Demonstrates a some understanding of the attitude of parents	2–3
• Demonstrates a limited understanding of the attitude of parents	1

Question 8 (c)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the impact of the editorial	5
• Demonstrates a good understanding of the impact of the editorial	4
• Demonstrates some understanding of the impact of the editorial	2–3
• Identifies at least one example of the impact of the editorial	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 Armenian

Questions 10–12

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