

**2008 HSC Notes from
the Marking Centre
Armenian**

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2008 HSC NOTES FROM THE MARKING CENTRE ARMENIAN

Introduction

This document has been produced for the teachers and candidates of the Stage 6 Armenian course. It contains comments on candidate responses to the 2008 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2008 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

Most candidates were well prepared for this section of the oral examination. The candidates communicated confidently with appropriate pronunciation and intonation. The best responses showed an extensive vocabulary, a wealth of ideas and a command of a variety of linguistic structures. A few candidates were less well prepared and tended to answer questions using a limited vocabulary with less breadth and depth of ideas.

Discussion

Candidates were very well prepared for this section of the examination as well, and all demonstrated that they had researched a topic for the in-depth study and made use of a number of resources. Candidates used excellent expressions in this section, particularly. A few students were very poor and appeared to be under prepared, used English words, simple language, and often answered with single words and simple phrases.

Topics which lent themselves well to discussion of information, ideas and opinions included the following:

- the importance of language maintenance in the Armenian Diaspora
- generational differences
- political issues.

Candidates should carefully consider their choice of topic. Factual recounts tend to limit candidates' ability to discuss in depth. 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 of issues and a sophisticated use of language, or to engage in a discussion.

All candidates demonstrated that they had used a number of resources. Examiners felt that some candidates could have better exploited the resources used or accessed a wider range of texts, such as film and documentaries, journal articles and interviews. Candidates need to be reminded that they should be using a minimum of three different resources: *'It is expected that at least three different texts will form the basis of the in-depth study, so that the candidate is able to explore their chosen subject in sufficient depth.'* (Armenian syllabus)

Few candidates brought supporting objects to the examination. Should candidates choose to bring such material, they are reminded that these should be such items as photographs, pictures and maps. Notes and cue cards are not permitted, and there must be no written information or annotations, either in English or in Armenian, on the objects. Supporting objects serve only as a prompt and in no way contribute to the mark awarded.

Section I – Listening and Responding

Part A

Question 1

Most candidates answered this question correctly, demonstrating a good understanding of the content.

Question 2

- (a) Most candidates identified the reasons for the conversation.
- (b) The majority of candidates explained why the salesman was successful and made appropriate references to the text.

Question 3

Most candidates answered this question satisfactorily with most identifying the advice given to students. Better responses identified the relationship between the advice given about tennis and its connection to real life, and also demonstrated understanding of the speaker's tone and purpose. Very few candidates identified the Armenian ethnicity of the speaker.

Question 5

- (b) The best responses described perceptively Alex's character and his relationship to Gayanè. However, many candidates recounted the events with limited deduction about his character and in these instances most referred to the relationship between Alex and Gayanè without referring to the shortcomings identified in Alex's character.

Part B

Question 6

Most responses demonstrated a satisfactory understanding of the justification for Dr Vartainan's concerns.

Question 7

Candidates in the main perceived the question to require justifying the likely success of Manoog as a job applicant, rather than weighing up the pros and cons of his success. While he had youth, enthusiasm and ambition on his side, his lack of expertise, experience and qualifications were against him. Candidates are reminded that where two sides of a situation are presented, it is advantageous to consider and explain both.

Section II – Reading and Responding

Part A

Question 8(a) and (b)

Most candidates identified the metaphor of the Armenian language and most identified some of the emotions expressed by the poet in stanzas 3 and 4. The best responses referred to a range of emotions such as joy, amazement, admiration, as well as the emotions expressed as enjoyment of the senses and spiritual satisfaction.

Question 8

- (c) Some candidates were able to identify a range of devices and language features to describe the effectiveness of the text with the best responses referring to metaphors, the use of adjectives and how the emotional journey was expressed.

Question 9

- (a) Most candidates identified the content of the editorial which prompted the responses.
- (b) This question was answered particularly well.
- (c) Most candidates answered the question with reasonable knowledge and skill, commenting on how language structures conveyed the writers' different views.

Part B

Question 10

Candidates generally demonstrated a sound understanding of the stimulus text and offered wide-ranging responses in the ensuing conversation to Arpy's diary entry. Candidates wrote quite fluently and accurately with many candidates showing creativity in the conversation text.

Section III – Writing

In this section candidates are expected to demonstrate the ability to write accurately and appropriately using a range of vocabulary and structures creatively, and to sequence and structure ideas appropriately to the topic and task. Most candidates did this to some degree.

Most candidates answered Question 11, a letter to a friend, and did so competently and with appreciable skill. The treatment of the topic showed depth and skilful manipulation of language in the majority of responses. The best responses demonstrated creativity and good sequencing of ideas in a well-structured and coherent text.

Armenian Continuers

2008 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	2	Leisure and recreation – conversation	H3.1, H3.3
2 (a)	2	Personal identity – conversation	H3.1, H3.2, H3.3
2 (b)	4	Personal identity – conversation	H3.1, H3.2, H3.3
3	5	Education and Aspiration	H3.1, H3.2, H3.3, H3.4
4	1	Daily life – conversation	H3.2
5 (a)	1	Personal identity – conversation	H3.3
5 (b)	5	Personal identity – conversation	H3.1, H3.2, H3.3, H3.4
Section 1: Listening and Responding			
Part B			
6	4	Youth issues – interview	H3.1, H3.2, H3.3
7	6	World of work – interview	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
8 (a)	1	History and culture – poem	H3.2, H3.3, H4.2, H4.3
8 (b)	2	History and culture – poem	H3.2, H3.3, H4.2, H4.3
8 (c)	4	History and culture – poem	H3.2, H3.3, H4.2, H4.3
9 (a)	3	Personal identity – article/letters	H3.2, H3.3, H3.4, H4.2, H4.3
9 (b)	4	Personal identity – article/letters	H3.2, H3.3, H3.4, H4.2, H4.3
9 (c)	6	Personal identity – article/letters	H3.2, H3.4, H4.2, H4.3
Section 2: Reading and Responding			
Part B			
10	10	Personal identity – diary entry	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Armenian			
11	15	Education and aspirations — letter	H2.1, H2.2, H2.3
12	15	Daily life — editorial	H2.1, H2.2, H2.3



2008 HSC Armenian Continuers Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Armenian Continuers, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.



Section 1: Listening and Responding

Part A

Question 1

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies four items of missing information	2
• Identifies two item of missing information	1

Sample answer:

Duration of Trip <u>14</u> days	
Event	Date
Arrival	23 April 2008
Sahak's Birthday	29 April 2008
Boat cruise	30 April 2008
Opera	

Question 2 (a)

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

MARKING GUIDELINES

Criteria	Marks
• Identifies the two reasons for conversation	2
• Identifies only one reason for the conversation	1

Sample answer:

She is looking for a book/gift for her 18-year-old son. She has exhausted all other options and been to all other bookstores.



Question 2 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Presents a concise, accurate summary of ALL the reasons	4
• Presents a summary of some of the reasons	2–3
• Present at least one reason	1

Question 3

Outcomes assessed: H3.1, H3.2, H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the speaker's tone and purpose • Identifies ALL the elements of advice and connections to real life	5
• Demonstrates a good understanding of the speaker's purpose • Identifies most of the elements of advice and connections to real life	3–4
• Demonstrates some understanding of the speaker's purpose • Identifies some of the elements of advice	2
• Identifies at least one element of advice offered by the speaker	1

Question 4

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 5 (a)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• (A)	1

**Question 5 (b)***Outcomes assessed: H3.1, H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of Alex's character and his relationship with Gayanè	5
• Demonstrates a good understanding of Alex's character and his relationship with Gayanè	3–4
• Demonstrates some understanding of Alex's character and his relationship with Gayanè	2
• Identifies some relevant information	1

Sample answer:

Soccer is more important to Alex than his friendship with Gayanè. He is arrogant saying she'll understand because she loves him and takes her for granted, because he is prepared to cancel a date at the last minute so he can attend a match. He is a bit naive in not understanding the repercussions of his decisions, until he is reminded by his sister. He only changes his mind about taking Gayanè very reluctantly, not because of her feelings, but because he might lose her as valuable 'possession'. He is a bit sneaky in asking her to come even though he hopes she will say 'no'.



Section 1: Listening and Responding

Part B

Question 6

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Dr Vartanian's justification of his concerns	4
• Demonstrates a good understanding of Dr Vartanian's justification of his concerns	2–3
• Demonstrates some understanding of Dr Vartanian's justification of his concerns	1

Sample answer:

Dr Vartanian identifies alcohol abuse by youth as a problem. He makes the point that youth are unable to appreciate the harmful effects of alcohol abuse, which leads to problems in adulthood.

Identifies the problems as:

- fatalities as a result of drink driving
- He points out that at social gatherings alcohol is used excessively by the youth. Leading to DUI and road deaths
- Combination of drug and alcohol abuse results in major harm to health

Question 7

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of qualities required by employer • Identifies Manoog's shortcomings and attributes	6
• Demonstrates a good understanding of qualities required by employer • Identifies most of Manoog's shortcomings and attributes	4–5
• Demonstrates some understanding of qualities required by employer	2–3
• Identifies some relevant information	1



Section 2: Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.2, H3.3, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
• Identifies comparison	1

Sample answer:

An orchard paradise

Question 8 (b)

Outcomes assessed: H3.2, H3.3, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
• Describes all the emotions expressed	2
• Describes some of the emotions expressed	1

Question 8 (c)

Outcomes assessed: H3.2, H3.3, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of poetic devices and use of in text	4
• Demonstrates a good understanding of poetic devices and use of in text	2–3
• Identifies some poetic devices or use in text	1

Question 9 (a)

Outcomes assessed: H3.2, H3.3, H3.4, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of reasons for the article	3
• Demonstrates a good understanding of reasons for the article	2
• Identifies some reasons for the article	1



Question 9 (b)

Outcomes assessed: H3.2, H3.3, H3.4, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
• Summaries all the points in letter 1	4
• Summaries some of the points in letter 1	2–3
• Summaries a few points in letter 1	1

Question 9 (c)

Outcomes assessed: H3.2, H3.4, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the use of language and its justification	6
• Demonstrates a good understanding of the use of language and its justification	4–5
• Demonstrates some understanding of the use of language and its justification	2–3
• Identifies a number of points from the texts	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 11–12

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