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Published by Board of Studies NSW  
GPO Box 5300  
Sydney 2001  
Australia

Tel: (02) 9367 8111  
Fax: (02) 9367 8484  
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4560 6

2001337

# Contents

1	The Higher School Certificate Program of Study .....	5
2	Introduction to Russian in the Stage 6 Curriculum .....	6
2.1	The Language .....	6
2.2	Description of Target Group.....	6
2.3	Rationale .....	6
3	Continuum of Learning for Russian Stage 6 Students .....	7
4	Aims.....	9
5	Objectives .....	9
6	Course Structure.....	10
7	Objectives and Outcomes .....	11
7.1	Table of Objectives and Outcomes .....	11
7.2	Key Competencies.....	13
8	Content .....	14
8.1	Themes and Contemporary Issues .....	14
8.2	Tasks.....	15
8.3	Texts and Text Types .....	15
8.4	Dictionaries.....	16
8.5	Grammar.....	16
9	Course Requirements .....	21
9.1	HSC Course Prescriptions .....	21
10	Post-school Opportunities .....	22
11	Assessment and Reporting.....	23
11.1	Requirements and Advice .....	23
11.2	Internal Assessment .....	24
11.3	External Examination.....	24
11.4	Board Requirements for the Internal Assessment Mark in Board Developed Courses.....	25
11.5	Assessment Components, Weightings and Tasks .....	26
11.6	HSC External Examination Specifications .....	30
11.7	Summary of Internal and External Assessment .....	33
11.8	Summary of Examination Specifications.....	34
11.9	Criteria for Judging Performance.....	35
11.10	Reporting Student Performance Against Standards .....	36



# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## **2 Introduction to Russian in the Stage 6 Curriculum**

### **2.1 The Language**

The language to be studied and assessed is the modern standard or official version of Russian.

### **2.2 Description of Target Group**

The *Russian Background Speakers Syllabus* is designed for students with a cultural and linguistic background in Russian.

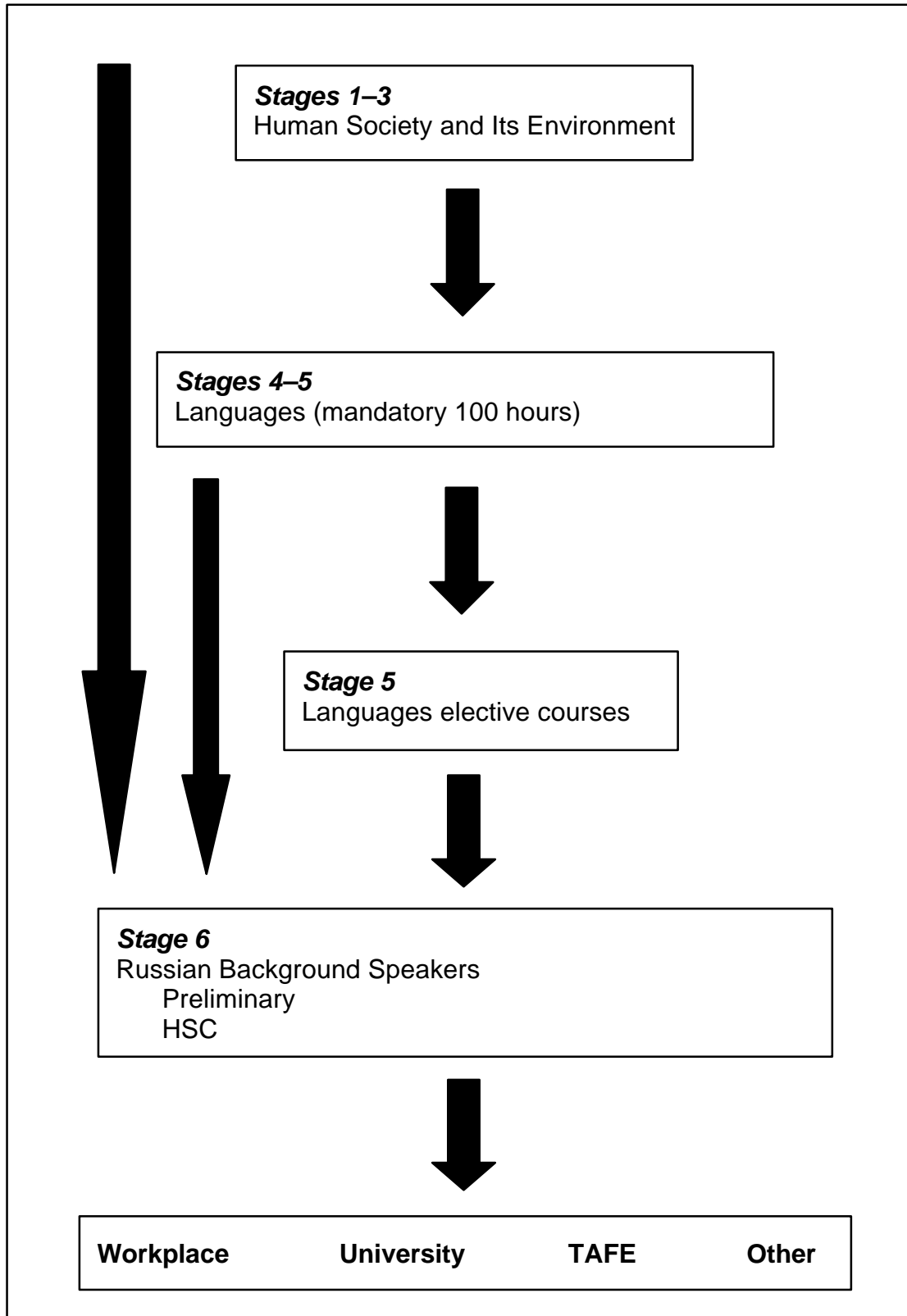
### **2.3 Rationale**

Russian is the official language of Russia, and the first language of significant populations in various parts of the world, particularly Eastern and Western Europe, Asia, America and Australia. Russian is one of the official languages of international organisations such as the United Nations and UNESCO.

The study of Russian provides an insight into, and an appreciation of, Russia's rich culture and history, as well as an understanding of contemporary life in Russia. Russian culture has had a great global influence and it continues to have international influence in such fields as music, the performing and visual arts, sport, film, literature, politics, and the sciences. Many of these areas could be explored in the study of Russian.

People of Russian origin have been contributing to Australia's cultural development since the end of the last century. Trade and cultural links between Australia and Russia have existed for many years. There are vocational opportunities for those with proficiency in Russian in the fields of science and technology, trade, finance, tourism, the arts, education, journalism, and international relations.

### 3 Continuum of Learning for Russian Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Early Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study.

Stage 6 offers students the opportunity to continue the study of a language at Background Speakers level. Students may also begin the study of a language in Stage 6.

## 4 Aims

The aims of the syllabus are to develop the student's:

- ability to use Russian to communicate with others
- understanding and appreciation of the cultural contexts in which Russian is used
- ability to reflect on his or her own and other culture(s)
- understanding of language as a system
- ability to make connections between Russian and English, and/or other languages
- cognitive, learning, and social skills
- potential to apply Russian to work, further study, training or leisure.

## 5 Objectives

The student should be able to achieve the following objectives:

Objective 1 — exchange information, opinions and ideas in Russian

Objective 2 — express ideas through the production of original texts in Russian

Objective 3 — analyse, evaluate, and respond to texts that are in Russian

Objective 4 — understand aspects of the language and culture of Russian-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Russian and English.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary course is intended to provide the student with the opportunities to develop his or her communication skills, knowledge and understanding of the language through the study of a range of authentic Russian texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, the student will develop the skills needed to study the prescribed texts for the HSC course.

### **The HSC Course (120 indicative hours)**

In addition to the development of language and communication skills, the HSC course is structured to provide the student with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

## 7 Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that the student will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which the student achieves these outcomes will be reported in the performance scale.

### 7.1 Table of Objectives and Outcomes

Objectives	Outcomes
<p>The student should be able to:</p> <ol style="list-style-type: none"> <li>1. exchange information, opinions, and ideas in Russian</li> </ol>	<p>The student:</p> <ol style="list-style-type: none"> <li>1.1 conveys information, opinions, ideas, feelings, and attitudes accurately and appropriately</li> <li>1.2 exchanges and justifies opinions and ideas</li> <li>1.3 uses appropriate features of language for a variety of contexts, purposes, and audiences</li> <li>1.4 uses strategies to sustain communication</li> </ol>
<ol style="list-style-type: none"> <li>2. express ideas through the production of original texts in Russian</li> </ol>	<ol style="list-style-type: none"> <li>2.1 sequences and structures information, opinions, ideas, feelings, and attitudes logically and coherently</li> <li>2.2 demonstrates control of appropriate language structures and vocabulary</li> <li>2.3 produces texts that are persuasive, creative, and discursive</li> <li>2.4 produces texts appropriate to context, purpose, and audience</li> <li>2.5 uses a variety of features to put forward and defend opinions, and convey meaning, through a wide range of vocabulary and expressions</li> </ol>

<p>3. analyse, evaluate, and respond to texts that are in Russian</p>	<p>3.1 presents information in a different form and/or for a different audience</p> <p>3.2 explains the significance of context in conveying meaning</p> <p>3.3 identifies, discusses, and analyses main points and detailed items of specific information</p> <p>3.4 summarises and interprets information and ideas</p> <p>3.5 compares and contrasts aspects of texts</p> <p>3.6 infers points of view, values, attitudes, and emotions from features of language in texts</p> <p>3.7 responds to fiction and non-fiction texts personally and critically</p> <p>3.8 composes an argument supported by textual references</p>
<p>4. understand aspects of the language and culture of Russian-speaking communities</p>	<p>4.1 demonstrates knowledge of appropriate language structures and semantic relations</p> <p>4.2 examines and discusses sociocultural elements in texts</p> <p>4.3 recognises and employs language appropriate to different sociocultural contexts, and appreciates indirect and culturally appropriate ways of addressing others, including protocols</p>

## 7.2 Key Competencies

The Russian Stage 6 Background Speakers course provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work, and everyday life.

Key competencies are embedded in the *Russian Background Speakers Stage 6 Syllabus* to enhance student learning. The key competencies of ***communicating ideas and information*** and ***collecting, analysing and organising information*** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodology of the syllabus and through classroom pedagogy. Students interact with each other and, through this interaction, the key competencies of ***planning and organising activities*** and ***working with others and in teams***, are developed. In interacting with others via communications technology, the student will develop the key competency of ***using technology***. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency ***solving problems***.

## 8 Content

### 8.1 Themes and Contemporary Issues

Themes provide a context and an organisational focus within which the student will develop his or her knowledge of Russian, and understanding of the cultural contexts in which Russian is used.

Themes will be studied through a range of texts, some of which may be prescribed. The texts will enable the student to reflect on, and respond to, aspects of language and culture of Russian-speaking communities. The student will develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

#### 8.1.1 Prescribed Themes

There are four prescribed themes:

- the individual and the community
- youth culture
- Russian life as depicted in contemporary texts
- relevance of classical Russian literature in contemporary society.

#### 8.1.2 Prescribed Contemporary Issues

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives for each of the issues.

Theme	Contemporary Issues
<ul style="list-style-type: none"> <li>• the individual and the community</li> </ul>	<ul style="list-style-type: none"> <li>• the impact of a changing society on the individual</li> <li>• the search for identity</li> </ul>
<ul style="list-style-type: none"> <li>• youth culture</li> </ul>	<ul style="list-style-type: none"> <li>• education and opportunity</li> <li>• pressures on young people today</li> </ul>
<ul style="list-style-type: none"> <li>• Russian life as depicted in contemporary texts</li> </ul>	<ul style="list-style-type: none"> <li>• human relationships in contemporary society</li> <li>• impact of political change on the individual</li> </ul>
<ul style="list-style-type: none"> <li>• relevance of classical Russian literature in contemporary society</li> </ul>	<ul style="list-style-type: none"> <li>• changing social and moral values</li> <li>• belonging versus alienation</li> </ul>

## 8.2 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and outcomes.

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills, and understanding at increasingly complex levels.

Tasks can be described as having four elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated, or imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

## 8.3 Texts and Text Types

The term 'text' refers to any form of communication — spoken, written, or visual, or combinations of these. Texts are sometimes usefully grouped as 'text types'. For example, texts such as a letter, an interview, or a report, share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each text type has defining characteristics of which the student should be made aware.

The student will read, listen to, and view a range of texts and text types in Russian relevant to the prescribed themes and contemporary issues. English language texts may also provide a perspective on the themes and contemporary issues being explored. However, most of the texts studied must be in Russian. In addition, the student will be expected to construct a range of texts appropriate to a variety of contexts, purposes, and audiences.

The student will analyse and evaluate texts from linguistic perspectives (language forms and features, structure), and cultural perspectives (thematic, contextual, social, and political), and consider the relationships between them. The student will analyse and evaluate the way texts convey their message and how they impact on their audience.

In this way, the student will develop skills in listening, speaking, reading, and writing. The student will also develop skills in critical literacy by reflecting on his or her own and other cultures, and by making connections between Russian and English, and/or other languages.

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those that the student may be expected to produce in the external examination. In their teaching and learning program, teachers may introduce the student to a wider range of text types than are presented here.

advertisement*	essay*	poem
announcement	film	recount
article*	interview	report*
broadcast	letter*	review*
description*	narrative account*	speech/talk (script)*
diary entry*	news item	short story
discussion*	personal profile	song
documentary	play	speech/talk*

## 8.4 Dictionaries

The student should be encouraged to use dictionaries. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively.

Information on the use of dictionaries in examinations is in the 'Assessment' section of this syllabus under 'External Examination'.

## 8.5 Grammar

Grammar can be described as the organisation of, and the relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used below are not intended to promote or favour any particular theory of grammar.

The student will already have acquired a significant understanding of the function of grammar in Russian through prior knowledge or study of Russian. Developing the student's ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending his or her awareness of the system of structures that underlie the language, as well as the ability to apply and adapt this knowledge.

The student studying Russian in a Background Speakers course is expected to recognise and use the following grammatical structures.

Grammatical item	Sub-elements	Example(s)
Nouns	<p>declension</p> <p>gender</p> <p>case – with and without prepositions</p> <p>indeclinable</p> <p>used only in the singular</p> <p>used only in the plural</p> <p>most common suffixes – used to express endearment, diminutive forms, etc</p> <p>compound</p> <p>denoting profession</p> <p>declension of names, patronymics and surnames, geographical names</p>	<p>гора, Боря стол, село кровать кошка, кот окно, дело (читаю) книгу о книге под книгой пальто кофе серебро ножницы девочка Петенька стаканчик котёнок солнышко пароход кинофильм кафе-ресторан юго-восток экс-чемпион рабочий, врач служащий Ивана Петровича Семашко; Иванов Ростова-на-Дону</p>

Grammatical item	Sub-elements	Example(s)
Pronouns	gender  number  case  personal possessive demonstrative definitive interrogative relative negative indefinite	он, она, оно этот, эта я/мы вы/они я мной(ю) вами я, ты, он/она/оно мой, твой, его тот, этот сам, весь, каждый кто? что? чей? кто, что, который никто, ничто некто, кое-что
Adjectives	formation  qualitative and relative  gender number case  adjective and noun agreement  comparative or superlative (simple and compound forms)  long and short forms adjectives used as nouns  possessive adjectives  negative particle <i>НЕ</i>	атом-ный талант-лив-ый зуб-н-ой загорелый мартовский новый/новая новый/новые синий/синего синяя/синей большая книга тяжелый груз больший наибольший/ самый большой высокий/высок рабочий столовая дядин мамин Петин некрасивый

Grammatical item	Sub-elements	Example(s)
Verbs	the infinitive mood indicative – present tense (1st, 2nd and mixed conjugations) past and future tenses imperative conditional other aspects – perfective and imperfective negative particle <i>HE</i>  transitive and intransitive verbs  reflexive impersonal voice active passive	петь, касаться  пишу, привожу бегу писал, напишу пиши написал бы  писал/написал не писал ненавидеть писать (письмо) ходить одеваться светает  писать (письмо) (письмо) пишется дом построен
Participles	formation  declension  present active and passive and past active and passive  short forms  negative particle <i>HE</i>  conversion of participles into adjectives and nouns	стучащий пишущий встречающееся стучащего о работающем идущий, ведомый шедший, прочитанный прочитан освещен не прочитан не освещен непрочитанный неосвещенный служащий

Grammatical item	Sub-elements	Example(s)
Verbal Adverbs	formation  use  negative particle <i>НЕ</i>	издавая глядя сознавшись Шел, глядя под ноги. не боясь не глядя
Adverbs	formation  comparative and superlative forms (regular and irregular)  types – time, place, manner  negative particle <i>НЕ</i>	издали справа впустую по-русски строже/ строжайше лучше всех накануне издали печально негде некуда
Numerals	cardinals simple, compound, composite  used with a noun  used with an adjective and a noun  declension ordinals declension collective fractional	один, два шесть, семь восемьдесят двадцать один пять человек трое детей трое маленьких детей троих первый, второй первого, второго трое, пятеро одна восьмая
Prepositions	use with nouns use after verbs	по дороге скучать по семье

## 9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course
- themes and contemporary issues are prescribed for study.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes, contemporary issues, and texts are prescribed for study.

### 9.1 HSC Course Prescriptions

There are prescribed texts required for study in the Russian Background Speakers Stage 6 HSC course. These are published on the Board of Studies website (<http://www.boardofstudies.nsw.edu.au>). The prescribed texts will also be published in the *Board Bulletin*. As the prescribed texts are reviewed, the amendments will be published on the Board of Studies website and in the *Board Bulletin*.

The study of prescribed texts will not commence prior to the completion of the Preliminary course.

## **10 Post-school Opportunities**

The study of Russian provides the student with knowledge, skills and understanding that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Russian assists the student to prepare for employment, and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

## 11 Assessment and Reporting

### 11.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

*Assessment* is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

*Reporting* refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, skills and understanding described for each course.

#### **Standards Referencing and the HSC Examination**

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students — the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding — the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

## **11.2 Internal Assessment**

The internal assessment mark submitted by the school provides a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of the student and relative differences between students' achievements.

Internal assessment provides a measure of the student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on pages 28 and 29. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give the student the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

## **11.3 External Examination**

In Russian Stage 6, the external examination consists of a written examination. The specifications for the examination in Russian Background Speakers Stage 6 begin on page 30.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting is related to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling the student to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

## **11.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses**

For each course, the Board requires schools to submit an assessment mark for each candidate.

Collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and suggested tasks specified in the table on pages 28 and 29.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC Course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

## 11.5 Assessment Components, Weightings and Tasks

### Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are detailed below.

Component	Weighting	Suggested Tasks
Objectives 1 and 4 <ul style="list-style-type: none"> <li>• Spoken exchanges in Russian</li> <li>• Written exchanges in Russian</li> </ul>	10  10	<ul style="list-style-type: none"> <li>• Discuss a position on one of the contemporary issues; substantiate the position in response to class discussion</li> <li>• Interview a character from a text</li> <li>• Conduct an interview with a classmate on an aspect of one of the contemporary issues</li> <li>• Respond to a letter/article</li> </ul>
Objectives 3 and 4 <ul style="list-style-type: none"> <li>• Listening and responding</li> <li>• Reading and responding</li> </ul>	20  40	<ul style="list-style-type: none"> <li>• Summarise the similarities and differences in opinion between two spoken texts</li> <li>• Rewrite an interview in report form</li> <li>• Listen to/view a text, then answer a series of questions, analysing the content</li> <li>• Summarise a spoken text in English</li> <li>• Read a text, then answer a series of questions analysing content and ideas</li> <li>• Read a series of items on a contemporary issue, intended for a compilation, then write a foreword for that compilation</li> <li>• Summarise the plot of a text from the point of view of one of the characters</li> </ul>

Component	Weighting	Suggested Tasks
		<ul style="list-style-type: none"> <li>• Write a letter to an author, expressing the student's appreciation of the text, substantiating his or her views from the text</li> <li>• Compare and contrast aspects of two or more literary texts, either orally or in writing</li> </ul>
Objectives 2 and 4 <ul style="list-style-type: none"> <li>• Writing in Russian</li> </ul>	20	<ul style="list-style-type: none"> <li>• Write the text of a speech, or a personal letter persuading the listener/reader on a particular point of view</li> <li>• Write a diary entry reflecting the student's personal response to one of the contemporary issues</li> <li>• Write a discursive response to a quotation from a text focusing on the relevant contemporary issues</li> </ul>
<b>Marks</b>	<b>100</b>	

It is assumed that all tasks will involve assessment of Objective 4, the understanding of aspects of the Russian-speaking communities.



Component	Weighting	Suggested Tasks
		<ul style="list-style-type: none"> <li>• Write an essay, analysing plot, character, theme or style of a text</li> </ul>
Objectives 2 and 4 <ul style="list-style-type: none"> <li>• Writing in Russian</li> </ul>	20	<ul style="list-style-type: none"> <li>• Write a newspaper article or letter to the editor on an aspect of one of the contemporary issues</li> <li>• Write a short story or a scene from a play, reflecting the student's personal response to one of the contemporary issues</li> <li>• Write a discursive response to a quotation from one of the texts focusing on the relevant contemporary issues</li> </ul>
<b>Marks</b>	<b>100</b>	

It is assumed that all tasks will involve assessment of Objective 4, the understanding of aspects of the Russian-speaking communities.

One task may be used to assess several components and may include one or more assessment instruments. It is suggested that 3–5 tasks be used to assess the HSC course outcomes.

## 11.6 HSC External Examination Specifications

The external examination consists of a written examination.

### **Written Examination (3 hours, including 10 minutes' reading time)**

The student is allowed to use monolingual and/or bilingual printed dictionaries in the written examination.

The written examination has three sections.

#### ***Section I: Listening and Responding***

##### ***Purpose***

Section I of the written examination is designed primarily to assess the student's knowledge and skill in analysing, evaluating, and responding to information from spoken texts. It relates to Objectives 3 and 4.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and to respond, in English in Part A and Russian in Part B, to questions on this information. The questions may require the student to identify:

- the ideas and opinions expressed in the texts
- language features, such as style and register.

##### ***Specifications***

Section I of the written examination has two parts, Part A and Part B. In both parts, the student will listen and respond to recorded texts in Russian. Questions will be written in Russian and/or English, for answers in either Russian or English, as specified. The texts in this section will be related to one or more of the prescribed contemporary issues. Texts will be drawn from a range of spoken text types, such as discussion, interview, and broadcast.

##### **Part A**

The student will hear one text in Russian. The total listening time, for one reading of the text without pauses, will be approximately three minutes. The text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given 12 minutes after the second reading to complete his or her answers.

The student will be expected to answer a number of questions, one or more of which will require extended paragraphs. Questions will require the student to respond to information in the spoken text by, for example:

- providing a summary of the main points, ideas, arguments, or points of view
- analysing ways in which language is used to convey meaning
- identifying the purpose, context, and audience of the text.

Questions will be written in Russian and/or English for answers in English.

The student will be given an indication of the length of the answers required.

**Part B**

The student will hear two texts in Russian, which will be related to the same prescribed contemporary issue. The total listening time, for one reading of both texts without pauses, will be approximately four minutes. The texts will be heard in sequence and then repeated once. There will be a pause after the first reading of both texts, in which the student may take notes. The student will be given 20 minutes after the second reading of both texts to complete his or her answer.

The student will be expected to evaluate, compare, and contrast the information, opinions, and ideas from the spoken texts and present these in a new form.

The question will be written in Russian and English, for a response in Russian.

The student will be given an indication of the length of the response required.

***Section II: Reading and Responding***

***Purpose***

Section II of the written examination is designed primarily to assess the student's knowledge and skill in exchanging information, opinions, and ideas, and analysing, evaluating, and responding to information, opinions, and ideas in written texts. It relates to Objectives 1, 3 and 4.

***Specifications***

Section II of the written examination has two parts, Part A and Part B. In both parts, the student will respond to written texts in Russian. Questions will be written in Russian and/or English, for answers in either Russian or English, as specified. The texts in this section will be related to the prescribed contemporary issues. Texts will be drawn from a range of written text types, such as extracts from a novel, article, letter, or review.

**Part A**

The student will read one text in Russian of a maximum of 500 words, which will be related to one of the prescribed contemporary issues. The student will be expected to analyse, evaluate, and respond to the text.

The student will be expected to answer a number of questions, one or more of which will require an extended answer. Questions will require the student to respond to information in the written text by, for example:

- providing a summary of the main points, ideas, arguments, or points of view
- analysing ways in which language is used to convey meaning

- analysing and evaluating textual features
- identifying the purpose, context, and audience of the text.

Questions will be written in Russian and/or English, for answers in either Russian or English, as specified.

The student will be given an indication of the length of the answers required.

**Part B**

The student will read one text in Russian. The text will be between 250 and 350 words, and will be related to one of the prescribed contemporary issues. The task will require the student to exchange information in response to the opinions, ideas, and information in the text. The task will specify a purpose, a context, and an audience.

The question will be written in Russian and English, for a response in Russian.

The student will be given an indication of the length of the response required.

***Section III: Writing in Russian***

***Purpose***

Section III of the written examination is designed primarily to assess the student's ability to express ideas through the production of original text in Russian. It relates to Objectives 2 and 4.

***Specifications***

The student will be expected to write one original text in Russian. There will be a choice of three questions. Each question will be related to one of the prescribed contemporary issues. The student will be expected to make reference to at least two of the texts studied from the required reading list. All questions will specify a purpose, a context, and an audience.

The questions will be written in Russian and English, for a response in Russian.

The student will be given an indication of the length of the response required.

## 11.7 Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting
Objectives 1 and 4			
• Spoken exchanges in Russian	10	• A written examination consisting of	
• Written exchanges in Russian	10	– Listening and Responding	
		Part A	10
		Part B	15
Objectives 3 and 4			
• Listening and responding	20	– Reading and Responding	
• Reading and responding	40	Part A	25
		Part B	25
Objectives 2 and 4			
Writing in Russian	20	– Writing in Russian	25
<b>Marks</b>	<b>100</b>	<b>Marks</b>	<b>100</b>

## 11.8 Summary of Examination Specifications

<b>Written Examination: 3 hours (including 10 minutes reading time)</b>	
Section I: Listening and responding	<p>Objectives 3 and 4</p> <p>Part A Weighting – 10%</p> <ul style="list-style-type: none"> <li>• one text in Russian for answers in English</li> </ul> <p>Part B Weighting – 15%</p> <ul style="list-style-type: none"> <li>• two texts in Russian for response in Russian</li> </ul>
Section II: Reading and responding	<p>Objectives 1, 3 and 4</p> <p>Part A Weighting – 25%</p> <ul style="list-style-type: none"> <li>• one text in Russian for answers in Russian or English</li> </ul> <p>Part B Weighting – 25%</p> <ul style="list-style-type: none"> <li>• one text in Russian for response in Russian</li> </ul>
Section III: Writing in Russian	<p>Objectives 2 and 4</p> <p>Weighting – 25%</p> <ul style="list-style-type: none"> <li>• one original text to be written in Russian</li> </ul>

## **11.9 Criteria for Judging Performance**

### **Written Examination**

#### **Section I: Listening and Responding**

##### **Part A**

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- identify the main points and specific information;
- demonstrate understanding of the ways in which language is used to convey meaning, eg analyse and evaluate textual features;
- structure and sequence information, opinions, and ideas logically and coherently;
- convey information, opinions, and ideas accurately and appropriately.

##### **Part B**

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- identify the main points and specific information;
- evaluate, compare, and contrast information, opinions, and ideas from both texts;
- structure and sequence information, opinions, and ideas logically and coherently;
- convey information, opinions, and ideas accurately and appropriately.

#### **Section II: Reading and Responding**

##### **Part A**

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- identify, discuss, and analyse the main points and specific information;
- identify, discuss, and analyse the context, purpose, and audience of the text;
- demonstrate understanding of the ways in which language is used to convey meaning, eg analyse and evaluate textual features;
- structure and sequence ideas, information, opinions logically and coherently;
- convey information, opinions, and ideas accurately and appropriately.

## **Part B**

When judging performance in this part, the examiner(s) will take into account the extent to which the student demonstrates the capacity to:

- identify and evaluate the information, opinions, and ideas in a text;
- present an argument supported by textual references;
- structure and sequence information, opinions, and ideas logically and coherently;
- exchange information, opinions, and ideas accurately and appropriately.

## **Section III: Writing in Russian**

When judging performance in this section, the examiner(s) will take into account the extent to which the student demonstrates:

- relevance and depth of treatment appropriate to the context, purpose, and audience;
- understanding and appreciation of the aesthetic work(s);
- control and range of appropriate language structures and vocabulary;
- the capacity to structure and sequence information, opinions, and ideas logically and coherently.

## **11.10 Reporting Student Performance Against Standards**

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.