

**2002 HSC Notes from  
the Marking Centre  
Armenian**

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# 2002 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 2002 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.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 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

In 2002, 13 candidates attempted the CCAFL Armenian Continuers examination, seven from NSW and six from Victoria.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

### General Comments – Armenian Continuers Level

The overall performance of the candidates across the paper was above average.

It was apparent that no particular section of the examination paper presented major difficulties for the majority of the candidates.

### Section I – Listening and Responding

#### Part A

This section consisted of seven questions with allocated marks ranging from 2 to 6. The question sequence was such as to target candidates' skills in increasing order of difficulty. The spoken texts required candidates to have a range of knowledge of the Armenian language from basic to perceptive to attempt the questions presented.

This section targeted skills of listening with relevant linguistic and paralinguistic cues. It also required candidates to communicate in English thoughts and ideas expressed in Armenian.

### **Question 1**

Most candidates had no difficulty in answering this question.

### **Question 2**

Most candidates answered the first two sections without difficulty. The third section, requiring knowledge of the word ‘Prime Minister’ in Armenian, seemed to be a problem for most candidates.

### **Question 3**

- (a) Candidates seemed to experience difficulty in identifying the event ‘the tenth anniversary of the introduction of the Armenian Language Program’. Most candidates failed to answer this question correctly.
- (b) Most candidates were successful in identifying the ‘mixed reaction’ of the Armenian community. Appropriate references were provided.

### **Question 4**

- (a) A considerable number of candidates failed to comprehend the complex nature of the sentence – architectural monuments turned into scrolls – in Armenian.
- (b) The overall response to this question was satisfactory. The nature of the question tested the range of skills from analysis to discussion to outlining the language used and the tone. The question was successful in targeting the higher performing candidates.

Most candidates found this question very challenging.

### **Question 5**

- (a) Most candidates were unable to discern the cue ‘in the future’. As a result, few candidates answered the question successfully.
- (b) Most candidates found the task of extracting relevant information very challenging.

The majority of candidates relied on background knowledge to respond, rather than the actual text.

## **Part B**

### **Question 6**

- (a) The candidates in general seemed to have no problems answering this question. The conversational text seemed to be easy to understand.
- (b) Most candidates were able to answer this part of the question satisfactorily. However, the vocabulary relevant to the qualification and attributes of the applicant did challenge a number of candidates.

### Question 7

The conversational nature of the interview seemed to have been of assistance to most candidates who answered this question satisfactorily. The relevance of the text to young people made it accessible to the majority of candidates.

- (a) Most candidates answered the multiple choice question correctly.
- (b) Most candidates answered this part of the question correctly.
- (c) Most candidates were able to identify some of the characteristics of adolescents and some of the responsibilities of adults correctly. However, only a few candidates were able to draw the characteristics of adolescents and the responsibilities of adults together and hence justify that Dr Sarkissian's advice was 'even-handed to both parties'.

## Section II – Reading and Responding

### Part A

Candidates were presented with two texts in Armenian and were required to respond in English. All questions and parts were mandatory. The texts were a letter and a report requiring the candidates to demonstrate knowledge and understanding of vocabulary and sentence structure. Skills of comprehension, and manipulation of language authentically and with creativity, were necessary for candidates to meet the requirements of set tasks.

Text 1 of this section presented no obvious problems to the candidates. Text 2 seemed to have been more challenging in its vocabulary requirements and also in its subject matter.

### Question 9

- (a) Most candidates answered this question correctly, although some of the capable candidates found it difficult.
- (b) Most candidates were able to list the reasons for Australia's being a desirable destination for refugees. Australia is a developed country offering its citizens freedom, equality, opportunities in education and a high standard of living.
- (c) The responses from most candidates were satisfactory. A few candidates were unable to link the causes of world upheaval with the consequences of these upheavals. Concepts such as ideological differences leading to wars seemed to have created some confusion amongst candidates. The vocabulary requirements of the text were a challenge to some candidates.
- (d) Most candidates responded satisfactorily to this question. The weaker responses demonstrated a lack of vocabulary knowledge and understanding of complex sentence structure. This meant that most candidates responded by identifying Dr Arevian's educational and humanitarian contribution, but missed out on her economic contribution, ie having opened up three pharmacies.

- (e) Although the better responses demonstrated that candidates were able to extract relevant details from both texts and draw parallels between the two characters, others found the question challenging. They were unable to extract from two different texts the necessary information to meet the task of drawing parallels between the two characters.

## **Part B**

There was one question in this part of the examination. The question required the candidates to write a letter in Armenian to the editor of the local newspaper in response to an article.

### **Question 10**

Most candidates were able to meet the requirements of the task adequately. Better responses from candidates showed a high level of understanding of vocabulary and sentence structure. These candidates also skilfully manipulated the language and drew relevant ideas and opinion from the stimulus text to fulfil the task requirements.

A few candidates were unable to use the stimulus material as a source of ideas to develop the required letter. In these responses only limited knowledge and understanding of vocabulary and sentence was evident.

## **Section III – Writing In Armenian**

This section had two questions with candidates being given a choice of responding to Question 11 or Question 12. The majority of candidates responded to Question 12.

Question 11 required candidates to write a letter to a friend. Question 12 required candidates to make a journal/diary entry expressing emotion.

Most candidates observed the limit of 200 – 250 words for their responses, although a few responses exceeded the suggested length substantially.

The general quality of candidates' responses was above average, showing a satisfactory ability to use Armenian as an effective language for communication.

## **Oral Examination**

### **Conversation**

Candidates were well prepared and appeared familiar with the syllabus topics. All candidates were able to maintain a conversation, some at a basic level, others at quite a sophisticated level.

In general, candidates responded promptly with relevant responses and comment. Some candidates did repeat information from one question to the next rather than choosing information that was appropriate for the particular question.

Candidates demonstrated a high level of fluency and accuracy, as well as a good range of vocabulary and structures.

However, some Anglicisms were used, particularly in relation to contemporary vocabulary and expressions, such as those relating to technology and the local curriculum.

## **Discussion**

Candidates appeared well prepared for the discussion and demonstrated the ability to use a variety of texts and resources to support and maintain the discussion. Candidates had accessed a wide range of resources, including books, the Internet and articles from newspapers, as well as personal experiences. Less able candidates tended to rely more on personal experiences than on other resources.

Better candidates were able to speak in depth about the chosen topic and give a range of opinions and ideas to support their discussions, whereas less able candidates, by relying on personal experiences, provided superficial comment only.

The most able candidates used sophisticated vocabulary and structures that related to the topic under discussion, while less able candidates tended to have a more limited vocabulary to discuss the chosen topic.

It is recommended that candidates make thorough and appropriate use of resources and be prepared to comment on and give opinions about the information contained in them.

# Armenian Continuers

## 2002 CCAFL Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
<b>Oral Examination</b>			
Conversation			H1.1, H1.2, H1.3, H1.4
Discussion			H1.1, H1.2, H4.1, H4.2, H4.3
<b>Section 1: Listening and Responding</b>			
<b>Part A</b>			
1	2	Personal Identity Family Celebrations – Dialogue	H3.1
2	3	History & Culture Festivals – Phone Message	H3.1, H3.3
3 (a)	1	Arts/Education Creative Arts – Announcement	H3.1
3 (b)	3	Arts/Education Creative Arts – Announcement	H3.2, H3.3
4 (a)	1	Tourism Travel At Home & Abroad – Advertisement	H3.1
4 (b)	4	Tourism Travel At Home & Abroad– Advertisement	H3.2, H3.3, H3.4
5 (a)	1	Leisure & Recreation Study vs Recreation – Article	H3.1
5 (b)	5	Leisure & Recreation Study vs Recreation – Article	H3.2, H3.3, H3.4
<b>Section 1: Listening and Responding</b>			
<b>Part B</b>			
6 (a)	1	Education & Aspirations Part Time Work – Conversation	H3.1
6 (b)	3	Education & Aspirations Part Time Work – Conversation	H3.1, H3.3
7 (a)	1	Youth Issues Relationships – Interview	H3.1
7 (b)	1	Youth Issues Relationships – Interview	H3.1, H3.2
7 (c)	4	Youth Issues Relationships – Interview	H3.2, H3.3, H3.4

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
8 (a)	1	Education & Aspirations Further Education – Formal Letter	H3.1
8 (b)	2	Education & Aspirations Further Education – Formal Letter	H3.1
8 (c)	2	Education & Aspirations Further Education – Formal Letter	H3.1, H3.2
8 (d)	3	Education & Aspirations Further Education – Formal Letter	H3.1, H3.2, H3.3, H3.4
9 (a)	1	Youth Issues/ World Of Work Gender Equality/Career Opportunity – Article	H3.1, H3.2
9 (b)	2	Youth Issues/ World Of Work Gender Equality/Career Opportunity – Article	H3.1
9 (c)	2	Youth Issues/ World Of Work Gender Equality/Career Opportunity – Article	H3.1
9 (d)	3	Youth Issues/ World Of Work Gender Equality/Career Opportunity – Article	H3.1, H3.2, H3.3
9 (e)	4	Youth Issues/ World Of Work Gender Equality/Career Opportunity – Article	H3.1, H3.4
<b>Section 2: Reading and Responding</b>			
<b>Part B</b>			
10	10	History and Culture/Festivals and Customs – Formal letter	H1.2, H1.3, H2.1, H2.2, H2.3
<b>Section 3: Writing in Armenian</b>			
11	15	Personal Identity/Self, Family Friends–informal letter	H2.1, H2.2, H2.3
12	15	Personal Identity/Self, Family Friends–diary entry	H2.1, H2.2, H2.3



## 2002 CCAFL Armenian 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"><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li><li>• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	13–15
<ul style="list-style-type: none"><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Responds with relevant information and a range of relevant opinions and/or comment</li><li>• Responds with a range of vocabulary and structures, but with some minor inaccuracies</li></ul>	10–12
<ul style="list-style-type: none"><li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li><li>• Responds with relevant information and opinions</li></ul>	7–9
<ul style="list-style-type: none"><li>• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li><li>• Presents some relevant information, opinions or ideas</li></ul>	4–6
<ul style="list-style-type: none"><li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li></ul>	1–3

## Discussion

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• 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</li> <li>• Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> <li>• Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation</li> <li>• Consistently justifies and substantiates a point of view</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• 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</li> <li>• Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies</li> <li>• Responds with relevant information, opinion or comment</li> <li>• Justifies and substantiates a point of view</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied</li> <li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li> <li>• Shows some evidence of justifying a point of view</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the chosen topic and texts studied</li> <li>• Sustains basic communication</li> <li>• Responds using simple structures and vocabulary with frequent pauses and errors</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the chosen topic</li> <li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li> </ul>	1–2



## 2002 CCAFL Armenian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies ALL details to meet the requirements of the task	2
• Identifies at least TWO details to meet the requirements of the task	1

#### Question 2

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

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies ALL details in the table	3
• Identifies TWO details correctly	2
• Identifies ONE detail correctly	1

#### Question 3 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies program	1

**Question 3 (b)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the way in which the Armenian community would react to the survey</li> <li>• Supports answer with evidence from the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the way in which the Armenian community would react to the survey</li> <li>• Supports answer with some relevant examples from the text</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides isolated examples from the text</li> </ul>	1

**Question 4 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

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

**Question 4 (b)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of the text</li> <li>• Analyses the way in which the language and tone of the advertisement make Armenia sound inviting</li> <li>• Supports answers with relevant detailed references to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the text</li> <li>• Discusses the way in which the language and tone of the advertisement make Armenia sound interesting</li> <li>• Supports answers with relevant references to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the text</li> <li>• Outlines the way in which the language of the advertisement makes Armenia sound interesting</li> <li>• Supports answers with a number of references to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> </ul> OR <ul style="list-style-type: none"> <li>• Provides isolated references</li> </ul>	1

**Question 5 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

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

**Question 5 (b)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of the text</li> <li>• Critically analyses the way in which language conveys the author's argument</li> <li>• Compares and contrasts the pros and cons of the argument</li> <li>• Supports answers with relevant detailed references to the text</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the text</li> <li>• Discusses the way in which language conveys the author's argument</li> <li>• Supports answers with relevant references to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a reasonable understanding of the text</li> <li>• Recognises the use of language to convey the author's argument</li> <li>• Supports answers with references to the text</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of text</li> </ul> OR <ul style="list-style-type: none"> <li>• Provides isolated references to the text</li> </ul>	1

## Section 1: Listening and Responding

### Part B

#### Question 6 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 6 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the text</li> <li>• Lists skills and character qualities for the position</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the text</li> <li>• Lists some of the qualities for the position</li> </ul>	1–2

#### Question 7 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 7 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the adolescent characteristic	1

**Question 7 (c)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the text</li> <li>• Identifies the characteristics of adolescents</li> <li>• Identifies the role of adults</li> <li>• Justifies the statement</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the text</li> <li>• Identifies some of the characteristics of the adolescents</li> <li>• Identifies some of the adults</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of Dr Sarkission’s advice</li> </ul> OR <ul style="list-style-type: none"> <li>• Provides isolated reference to adolescent characteristics AND/OR the role of adults</li> </ul>	1

## Section 2: Reading and Responding

### Part A

#### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A) or (B)	1

#### Question 8 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies BOTH reasons for her inability to receive her academic record	2
• Identifies ONE reason for her inability to receive her academic record	1

#### Question 8 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the text	2
• Identifies the causes of Hasmik's having to stop her education	
• Identifies ONE of the causes	1

**Question 8 (d)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the text</li> <li>• Evaluates Hasmik's mood from the tone of the letter</li> <li>• Supports answer with relevant references to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the text</li> <li>• Describes Hasmik's mood from the tone of the letter</li> <li>• Supports answer with some reference to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Gives examples of events reflecting Hasmik's mood</li> </ul>	1

**Question 9 (a)**

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

**MARKING GUIDELINES**

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

**Question 9 (b)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the text</li> <li>• Identifies the TWO reasons for Australia being a desirable destination</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the text</li> <li>• Identifies at least ONE reason for Australia being a desirable destination</li> </ul>	1

**Question 9 (c)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the text</li> <li>• Identifies the uncertainty created</li> <li>• Lists a number of consequences</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the text</li> <li>• Lists a few consequences of world upheaval</li> </ul>	1

**Question 9 (d)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the text</li> <li>• Identifies Arpi Arevian's contribution in the fields of education business and humanitarian aid</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates understanding of the text</li> <li>• Provides some details related to Arpi Arevian's contribution</li> </ul>	2-1

**Question 9 (e)**

*Outcomes assessed: H3.1, H3.4*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of both texts</li> <li>• Extracts relevant details from both texts</li> <li>• Compares the achievements of Dr Arevian to the potential of Hasmik Boghossian</li> <li>• Identifies the use of language as a means of imparting desire to achieve vs satisfaction upon achievement</li> <li>• Supports answer with relevant references to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a reasonable understanding of both texts</li> <li>• Extracts relevant details from both texts</li> <li>• Describes the circumstances of Dr Arevian and Hasmik Boghossian</li> <li>• Supports answer with references to the text</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of BOTH texts</li> <li>• States any parallel between Dr Arevian and Hasmik Boghossian</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Cites any example of similarities directly from the text</li> </ul>	1

## Section 2: Reading and Responding

### Part B

#### Question 10

*Outcomes assessed: H1.2, H1.3, H2.1, H2.2, H2.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	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"> <li>• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task</li> <li>• Demonstrates the ability to sequence and structure ideas and information coherently and effectively</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Demonstrates the ability to sequence and structure ideas and information effectively</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions relevant to the task</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–3