

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

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# 2002 HSC NOTES FROM THE MARKING CENTRE

## CZECH

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Czech. 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 Czech

### General Comments

In 2002, nine candidates attempted the CCAFL Czech Continuers examination, four from NSW and five 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.

### Section I – Listening and Responding – Part A

#### General Comments

The majority of the candidates performed well in this section of the examination. However, some responses gave only the gist of a text when specific details were required.

In Question 5(b) some candidates gave personal opinions when providing examples to support their answers, rather than referring specifically to the text. Other students presented very sophisticated responses to this question.

#### Listening and Responding – Part B

Some candidates answered this section in English when it was specified that answers had to be written in Czech. Some candidates made notes in the margin in English, but failed to include the details in Czech in their responses. Candidates are reminded that examples from the text need to be given to support their answers. Again, there was some reliance on personal opinion rather than specific reference to the texts.

There were, however, some high quality responses that demonstrated a sophisticated use of language and included all relevant details

## **Section II – Part A**

### **General Comments**

Approximately half of the candidates answered the multiple choice question incorrectly. These candidates did not read the text carefully enough and consequently overlooked specific details needed to answer the question correctly. There was some confusion regarding the meaning of ‘claim’ in Question 9(c), and what was required in the response.

## **Section II – Part B**

The majority of candidates responded to most of the information, ideas and/or opinions presented in the text. Most demonstrated depth in the treatment of the task and organised information and ideas to meet requirements. Many candidates demonstrated a thorough to extensive knowledge and understanding of vocabulary and sentence structure, although there were still some responses with significant grammatical errors. There was a tendency to use informal language in the responses.

## **Section III – Writing in Czech**

Almost all candidates chose to write a speech about the benefits of an exchange program, ie Question 11. Candidates generally demonstrated sound understanding of text types and seemed to have been well prepared for this section of the examination. Most candidates demonstrated breadth and some depth in the treatment of relevant information, ideas and/or opinions. Most candidates were able to sequence and structure ideas effectively, and to use rich vocabulary. However, there was some use of informal language and there was also a significant number of grammatical errors, particularly in case usage.

# Czech 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	Holidays and travel – advertisement	H3.1
2 (a)	1	Arts and entertainment – review	H3.1, H3.3
2 (b)	2	Arts and entertainment – review	H3.1, H3.2, H3.3
3 (a)	2	Career opportunities – radio interview	H3.1
3 (b)	2	Career opportunities – radio interview	H3.1
4 (a)	1	Sport, Health and fitness – advertisement	H3.1
4 (b)	3	Sport, Health and fitness – advertisement	H3.1, H3.2, H3.3
5 (a)	2	Relationships – family and friends, radio interview	H3.1, H3.3
5 (b)	5	Relationships – family and friends, radio interview	H3.1, H3.2, H3.3
<b>Section 1: Listening and Responding</b>			
<b>Part A</b>			
6 (a)	1	Lifestyles – Urban and rural life in Czech Republic – radio news item	H3.1, H3.2
6 (b)	2	Lifestyles – Urban and rural life in Czech Republic – radio news item	H3.1, H3.2, H3.3
7 (a)	1	Environment – radio interview	H3.1, H3.3
7 (b)	2	Environment – radio interview	H3.1, H3.3
7 (c)	4	Environment – radio interview	H3.1, H3.2, H3.3
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
8 (a)	1	Personal Value – diary entry	H3.1, H3.3
8 (b)	2	Personal Value – diary entry	H3.1, H3.2
8 (c)	4	Personal Value – diary entry	H3.1, H3.2, H3.3
9 (a)	1	Youth Issues – interview	H3.1
9 (b)	2	Youth Issues – interview	H3.1, H3.2
9 (c)	2	Youth Issues – interview	H3.1, H3.2
9 (d)	3	Youth Issues – interview	H3.1, H3.2, H3.3
9 (e)	5	Youth Issues – interview	H3.1, H3.2, H3.3
<b>Section 2: Reading and Responding</b>			
<b>Part B</b>			
10	10	World of Work/Technology – article/letter	H3.1, H3.3, H2.1, H2.3, H4.1

**Section 3: Writing in Czech**

11	15	Tourism/Travel at home and abroad – speech	H2.1, H2.2, H2.3, H4.1
12	15	Youth Issues/Media – article	H2.1, H2.2, H2.3, H4.1



## 2002 CCAFL Czech 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 Czech Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies all relevant competition requirements	2
• Identifies some competition requirements	1

**Question 2 (a)**

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

**MARKING GUIDELINES**

Criteria	Marks
• (D)	1

**Question 2 (b)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates understanding of reviewer's mixed opinion of Aña's new CD</li> <li>• Supports answer with reference to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of reviewer's mixed opinion of Aña's new CD</li> </ul> OR <ul style="list-style-type: none"> <li>• Provides limited reference to the text</li> </ul>	1

**Question 3 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Correctly identifies all selection criteria in the job advertisements</li> <li>• Demonstrates ability to understand specific details</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the details of the selection criteria</li> </ul>	1

**Question 3 (b)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Correctly identifies all selection criteria in the job advertisements</li> <li>• Demonstrates ability to understand specific details</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the details of the selection criteria</li> </ul>	1

**Question 4 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• (C) Fitoden – the essence of wellbeing</li> </ul>	1

**Question 4 (b)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the language and tone of the advertisement</li> <li>• Explains how the language and tone contribute to the success of the advertisement</li> <li>• Supports the answer with appropriate references to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of how the language and tone contribute to the success of the advertisement</li> <li>• Supports the answer with some references to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>• Identifies isolated references to the text's language or tone</li> </ul>	1

**Question 5 (a)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Identifies Pavla's problem and demonstrates understanding of the question expressed in her letter</li> <li>• Conveys information accurately and appropriately</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of Pavla's problem.</li> <li>• Conveys information with some accuracy and appropriateness</li> </ul>	1

**Question 5 (b)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of the conversation between the presenter and the doctor</li> <li>• Analyses all possible solutions to Pavla's problem</li> <li>• Supports answers with detailed relevant reference to the text</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the conversation between the presenter and the doctor</li> <li>• Analyses nearly all possible solutions to Pavla's problem</li> <li>• Supports answers with relevant reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the conversation between the presenter and doctor</li> <li>• Presents some possible solutions to Pavla's problem</li> <li>• Supports answers with some examples from the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the conversation between the presenter and doctor</li> <li>• Identifies some relevant solutions to Pavla's problem</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates a rudimentary understanding of the conversation between the presenter and the doctor</li> </ul> <p>OR</p> <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, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 6 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies how living conditions in the country have changed since 1992	2
• Identifies isolated changes to living conditions in the country since 1992	1

#### Question 7 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

#### Question 7 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the survey results</li> <li>• Supports answer with relevant reference to the text</li> <li>• Conveys information accurately and appropriately</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the survey results</li> </ul> OR <ul style="list-style-type: none"> <li>• Provides some examples from the text</li> <li>• Conveys information with some accuracy and appropriateness</li> </ul>	1

**Question 7 (c)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to analyse perceptively the tone of the interviewee's language and the stylistic features he uses</li> <li>• Analyses the way in which tone and language convey the interviewee's enthusiasm for this topic</li> <li>• Supports answer with detailed, relevant reference to the text</li> <li>• Conveys information accurately and appropriately</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates some ability to analyse the tone of the interviewee's language and the stylistic features he uses</li> <li>• Provides some explanation of the way in which tone and language convey the interviewee's enthusiasm for his topic</li> <li>• Supports answer with detailed, relevant reference to the text</li> <li>• Conveys information with some accuracy and appropriateness</li> </ul>	3
<ul style="list-style-type: none"> <li>• Identifies some aspects of the interviewee's tone and language</li> <li>• Provides some relevant reference to describe the way these convey the interviewee's enthusiasm</li> <li>• Attempts to convey information accurately and appropriately</li> </ul>	2
<ul style="list-style-type: none"> <li>• Identifies isolated aspects of the interviewee's tone and language</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Provides isolated references to the text</li> <li>• Conveys information with limited accuracy and appropriateness</li> </ul>	1

## Section 2: Reading and Responding

### Part A

#### Question 8 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

#### Question 8 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the way in which the parents view their son's request	2
• Identifies isolated information relating to the parents' view	1

#### Question 8 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive understanding of the writer's use of language</li> <li>• Analyses the way in which the language reflects his feelings</li> <li>• Supports the answer with relevant detailed reference to the text</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the link between the writer's use of language and his feelings</li> <li>• Supports the answer with relevant reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the writer's language and/or his feelings</li> <li>• Quotes relevant examples from the text</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the writer's feelings</li> </ul> OR <ul style="list-style-type: none"> <li>• Provides isolated examples from the text</li> </ul>	1

**Question 9 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Correctly identifies the reason for the parents' concerns</li> </ul>	1

**Question 9 (b)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Correctly defines the importance of the reference to history</li> </ul>	2
<ul style="list-style-type: none"> <li>Demonstrates limited understanding of the importance of the reference to history</li> </ul>	1

**Question 9 (c)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Correctly identifies and explains claim made about piercing</li> </ul>	2
<ul style="list-style-type: none"> <li>Demonstrates limited understanding of text</li> </ul> OR <ul style="list-style-type: none"> <li>Provides isolated reference to the text</li> </ul>	1

**Question 9 (d)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of the attitudes expressed in the text</li> <li>Supports answer with evidence from the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the attitudes expressed</li> <li>Provides some supporting evidence from the text</li> </ul>	2
<ul style="list-style-type: none"> <li>Demonstrates limited understanding of the attitudes expressed</li> </ul> OR <ul style="list-style-type: none"> <li>Provides isolated examples from the text</li> </ul>	1

**Question 9 (e)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to evaluate perceptively the advice provided by Dr Novak</li> <li>• Describe a sophisticated logical, interpretative response</li> <li>• Supports the answer with detailed, relevant references to the text</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates the ability to evaluate some aspects of the opinions</li> <li>• Provides a logical, interpretative response</li> <li>• Supports the answers with relevant references to the text</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Provides some isolated examples from the text</li> </ul>	1–2

## Section 2: Reading and Responding

### Part B

#### Question 10

*Outcomes assessed: H2.1, H2.3, H3.1, H3.3, H4.1*

#### 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 Czech

### Questions 11 and 12

*Outcomes assessed: H2.1, H2.2, H2.3, H4.1*

#### 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