

**2004 HSC Notes from
the Marking Centre
Czech**

© 2005 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School candidates in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

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

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: www.boardofstudies.nsw.edu.au

ISBN 1 7414 7205 9

2005024

Contents

Written Examination.....	5
Section I – Listening and Responding	5
Section II – Reading and Responding.....	5
Section III – Writing In Czech.....	6

2004 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 2004 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2004 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.

Written Examination

General Comments

In 2004, five candidates attempted the CCAFL Czech exam, one from NSW and four from Victoria. In general, candidates performed very well in this year's exams. Responses to questions in all sections generally showed a thorough understanding and were well expressed.

Section I – Listening and Responding

Part A

Although the texts were challenging, candidates performed very well in this section of the examination.

Part B

Responses generally showed a high level of comprehension of both the main ideas and specific details.

Section II – Reading and Responding

Part A

Candidates demonstrated an excellent understanding of the text, which enabled the candidates to express their own opinion (with specific references to the text).

Better responses to Question 9 (c) were able specifically to refer to the language used in the interview.

Part B

Responses in this part were generally very good. The text encouraged the creativity of candidates, who were mostly able to provide in-depth responses, using a variety of appropriate vocabulary and language structures. Some candidates did not use the required text type, and there were some mistakes in formal language.

Section III – Writing In Czech

The first topic appealed to all candidates. They were well prepared and responses were generally creative, well expressed and well structured. There were some minor errors in grammar, eg endings etc.

Czech Continuers

2004 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Section 1: Listening and Responding			
Part A			
1	2	Leisure and recreation — invitation by message on the answering machine	H3.1
2	3	Youth issues — announcement	H3.1, H3.2
3	4	Education and aspirations — radio talk	H3.1, H3.2, H3.3
4	4	Leisure and recreation — report	H3.1, H3.2, H3.3
5 (a)	2	Youth issues — interview	H3.1, H3.2, H3.3
5 (b)	5	Youth issues — interview	H3.1, H3.2, H3.3
Section 1: Listening and Responding			
Part B			
6 (a)	1	Personal identity — conversation	H3.1
6 (b)	3	Personal identity — conversation	H3.1, H3.2
7	6	Lifestyles — interview	H3.2, H3.3
Section 2: Reading and Responding			
Part A			
8 (a)	3	Relationships — email	H3.2, H3.3
8 (b)	4	Relationships — email	H3.2, H3.3
9 (a)	3	Relationships — interview	H3.1, H3.2, H3.3
9 (b)	4	Relationships — interview	H3.1, H3.2, H3.3
9 (c)	6	Relationships — interview	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part B			
10	10	Arts and entertainment — article	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Czech			
11	15	Leisure and recreation — diary entry	H2.1, H2.2, H2.3
12	15	History and culture — story	H2.1, H2.2, H2.3



2004 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"> Communicates confidently and fluently with correct intonation and pronunciation Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comments Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13–15
<ul style="list-style-type: none"> Communicates effectively, with some degree of fluency and authenticity Responds with relevant information and a range of relevant opinions and/or comments Responds with a range of vocabulary and structures, but with some minor inaccuracies 	10–12
<ul style="list-style-type: none"> Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary Responds with relevant information and opinions 	7–9
<ul style="list-style-type: none"> Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors Presents some relevant information, opinions or ideas 	4–6
<ul style="list-style-type: none"> Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax 	1–3



Discussion

Outcomes assessed: H1.3, H4.2, H4.3

MARKING GUIDELINES

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



2004 CCAFL Czech Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Clearly and comprehensively explains the reason for the call	2
• Identifies some relevant information	1

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the possible impact of the text	3
• Demonstrates some understanding of the possible impact of the text	2
• Identifies some relevant information	1

**Question 3***Outcomes assessed: H3.1, H3.2 H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how Blanka is able to help Tomas• Makes specific reference to the way she uses language	4
<ul style="list-style-type: none">• Demonstrates a good understanding of how Blanka is able to help Tomas• Makes some reference to the way she uses language	2–3
<ul style="list-style-type: none">• Provides some explanation of the help given	1

Question 4*Outcomes assessed: H3.1, H3.2 H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the way the reporter creates interest in what he is describing	4
<ul style="list-style-type: none">• Demonstrates a good understanding of the way the reporter creates interest in what he is describing	2–3
<ul style="list-style-type: none">• Identifies at least one way in which interest is created	1

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

Criteria	Marks
<ul style="list-style-type: none">• Clearly and comprehensively explains the reason why Radek is having this conversation with the Doctor	2
<ul style="list-style-type: none">• Identifies some relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and comprehensive understanding of the impact on listeners	5
<ul style="list-style-type: none">• Demonstrates a good understanding of the impact on listeners	4
<ul style="list-style-type: none">• Demonstrates some understanding of the impact on listeners	2–3
<ul style="list-style-type: none">• Identifies some relevant information	1



Section 1: Listening and Responding

Part B

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies one difference	1

Question 6 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides a perceptive description of Lenka's feelings	3
• Demonstrates some understanding of Lenka's feelings	2
• Identifies some relevant information	1

Question 7

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Completes the table demonstrating an excellent understanding of the text	6
• Completes the table demonstrating a good understanding of the text	4–5
• Completes the table demonstrating some understanding of the text	2–3
• Completes some of the questionnaire	1



Section 2: Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons for Marek sending this email	3
• Demonstrates some understanding of the email	2
• Identifies some relevant information	1

Question 8 (b)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Perceptively analyses the likely impact of the email on the recipient	4
• Demonstrates some understanding of the impact of the email on the recipient	2–3
• Identifies some relevant information	1

Question 9 (a)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates an excellent understanding of the reasons for the interview	3
• Demonstrates some understanding of the reasons for the interview	2
• Identifies some relevant information	1

Question 9 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Pavlína personality and background	4
• Demonstrates some understanding of Pavlína personality and background	2–3
• Identifies some relevant information	1



Question 9 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the impact of the text	6
• Demonstrates a good understanding of the impact of the text	4-5
• Demonstrates some understanding of the impact of text	2-3
• Identifies some relevant information	1



Section 2: Reading and Responding

Part B

Question 10

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Responds to the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Responds to most of the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	7–8
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text (includes points)• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words and set formulae to express information	1–2



Section 3: Writing in Czech

Questions 11 and 12

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

MARKING GUIDELINES

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