



<b>COURSE</b>	Year 12 Russian Continuers
<b>TASK NUMBER</b>	Assessments 3 and 4 (Trial HSC)
<b>COMPONENTS</b>	Assessment 3: Speaking Assessment 4: Listening & Responding, Reading & Responding, Writing in Russian
<b>TASK WEIGHT</b>	Total: 40% Assessment 3: Speaking – 10% Assessment 4: Listening – 10%, Reading – 10%, Writing – 10%
<b>MARK ALLOCATION</b>	Assessment 3: Speaking – 25 marks Assessment 4: Listening – 30 marks, Reading – 25 marks, Writing – 20 marks
<b>DATE OF TASK</b>	<b>Supervised task</b> to be completed on: <b>Friday, 26 July 2024</b> <b>Important</b> – students must complete and hand in to their supervisor the <i>Assessment Attendance Confirmation Notice</i> on p. 3 of this notice.
<b>TIME ALLOWED</b>	Assessment 3: approximately 15 minutes Assessment 4: 2 hours and 30 minutes plus 10 minutes reading time
<b>VENUE</b>	NSW School of Languages ( <i>Metropolitan students</i> ) Home School ( <i>Non–Metropolitan students</i> ) If you are unsure if your home school is Metropolitan or Non-Metropolitan, please speak to your NSL teacher.
<b>ADDITIONAL INFORMATION</b>	<p>Use of monolingual and/or bilingual print dictionaries <b>IS</b> permitted during this assessment. However, they <b>must not</b> be annotated.</p> <p><b>Important Assessment Sign-off:</b> Click <a href="#">here</a> to acknowledge that you have read and understood the Assessment Task Notice.</p> <p>This is a <b>supervised paper-based task</b>. Attempt all questions. No mobile phones, smart watches or any other electronic devices are permitted during the assessment. Ensure that all work is entirely your own. If you submit work generated by a computer, website, or artificial intelligence (e.g. ChatGPT) as your own work, this is considered malpractice and may result in a mark of zero. You will be required to demonstrate your knowledge, understanding and skills to show evidence that the submitted task is your own work.</p> <p><b>Any student found to have breached the integrity of the assessment will be given a mark of zero.</b></p>

## TASK DESCRIPTION

### Syllabus Topics:

- personal identity
- education and aspirations
- leisure and lifestyle
- lifestyles
- visiting Russia
- arts and entertainment
- the world of work
- environmental issues

### Syllabus outcomes:

1.1, 1.2, 1.3, 1.4

2.1, 2.2, 2.3

3.1, 3.2, 3.3, 3.4

4.1, 4.2, 4.3

### Specifications:

#### **Assessment 3 – Speaking (25 marks) – 10%**

You will be required to engage in an approximately SEVEN-minute conversation about the prescribed syllabus topics as they relate to your personal world.

You will then engage in an approximately EIGHT-minute discussion about your in-depth study. The subject of the study will relate to one or more of the prescribed themes or topics and involve the in-depth study of at least three texts, one of which will be a literary text, such as a novel, play, film or poem.

The assessment will be in Russian.

#### **Assessment 4 – Written Paper**

##### **Section I: Listening & Responding (30 marks) – 10%**

You will hear **SIX** texts in RUSSIAN based on the topics above.

In Part A, you will hear three texts and respond in English to questions phrased in English.

In Part B, you will hear three texts and respond in Russian to questions phrased in English and in Russian.

##### **Section II: Reading & Responding (25 marks) – 10%**

###### **Part A: 10 marks**

You will read TWO texts and respond in English to questions phrased in English.

###### **Part B: 15 marks**

In Part B, you will read one text and respond by writing approximately 150 words in Russian to a question phrased in English and in Russian.

##### **Section III: Writing in Russian (20 marks) – 10%**

There will be TWO questions phrased in English and in Russian. You will be required to respond to **ONE** of the questions by writing approximately 250 words in Russian. The questions will indicate the purpose, context, audience and text type for your response.

### **Feedback provided**

The teacher will provide written feedback outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.

# Assessment Attendance Confirmation Notice

Return this completed and signed form to NSW School of Languages by

**Friday 28 June 2024**

Email completed forms to: [yulya.james@det.nsw.edu.au](mailto:yulya.james@det.nsw.edu.au)

**Year 12 Russian Continuers Assessments 3 and 4**

**Date of Assessment: Friday, 26 July 2024**

Student: \_\_\_\_\_

Home School: \_\_\_\_\_

NSW School of Languages Teacher: \_\_\_\_\_

**Tick one of the following:**

**The student will be attending NSW School of Languages** to complete the assessment and will arrive by 8.45 a.m.

OR

**The student will complete the assessment at the home school** because the student attends school outside the Sydney Metropolitan area or has had a Change of Date/Venue form approved. The student will be available to do the Speaking assessment at the time and on the day confirmed by NSW School of Languages.

### Principal's / Supervisor's Permission

I hereby give my permission for the above student to attend NSW School of Languages in Petersham on the date shown for the assessment.

Signature of Principal/Supervisor \_\_\_\_\_

### Parent's / Caregiver's Permission

I hereby give my permission for the above student to attend NSW School of Languages in Petersham on the date shown for the assessment.

#### COVID Safety:

- I acknowledge that the excursion is required to be held in accordance with any current NSW Health COVID-19 Public Health Orders and the NSW Department of Education's policies and procedures.
- I acknowledge and accept that there is a risk that my child may be exposed to COVID-19 whilst attending and participating in this event.
- I confirm that my child will not attend if displaying any symptoms of COVID-19, and/or if directed to isolate under Public Health Orders.
- I understand that if symptoms occur during the excursion, parents will be contacted, and arrangements will be made for the student to be dismissed.

Signature of Parent/Carer \_\_\_\_\_

Does the student have a medical condition/allergy that we should be aware of?

Please indicate and give details.

## Marking Guidelines:

### Speaking – Conversation

Criteria	Marks
<ul style="list-style-type: none"><li>Engages effectively and fluently in a conversation by responding in depth to a range of questions.</li><li>Uses consistently appropriate language features to enhance communication, such as intonation.</li><li>Manipulates language with a high level of grammatical accuracy in a range of contexts.</li><li>Demonstrates an excellent knowledge of vocabulary and language structures.</li></ul>	<b>9-10</b>
<ul style="list-style-type: none"><li>Responds fluently with relevant information in some depth to a range of questions.</li><li>Uses appropriate language features to enhance communication, such as intonation.</li><li>Manipulates language in a range of contexts.</li><li>Demonstrates knowledge of a range of vocabulary and language structures.</li></ul>	<b>7-8</b>
<ul style="list-style-type: none"><li>Maintains satisfactory communication with some degree of fluency but with possible repetition and inaccuracies in grammar and vocabulary.</li><li>Responds to questions with relevant information and opinions.</li><li>Demonstrates some ability to manipulate language.</li></ul>	<b>5-6</b>
<ul style="list-style-type: none"><li>Maintains a basic level of communication using simple structures and vocabulary with pauses and errors.</li><li>Presents some relevant information, opinions or ideas.</li></ul>	<b>3-4</b>
<ul style="list-style-type: none"><li>Responds to some questions using single words and formulaic expressions.</li></ul>	<b>1-2</b>

## Speaking – Discussion

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a sophisticated and in-depth understanding of the topic.</li><li>• Makes detailed and perceptive references to the texts studied.</li><li>• Demonstrates a highly developed ability to discuss and substantiate a point of view effectively and consistently.</li><li>• Demonstrates a high level of grammatical accuracy and sophistication in the use of vocabulary and sentence structures.</li></ul>	<b>13-15</b>
<ul style="list-style-type: none"><li>• Demonstrates an in-depth understanding of the topic.</li><li>• Makes detailed references to the texts studied.</li><li>• Demonstrates an ability to discuss and substantiate a point of view effectively and consistently.</li><li>• Demonstrates breath and accuracy in the use of vocabulary and sentence structures.</li></ul>	<b>10-12</b>
<ul style="list-style-type: none"><li>• Presents information, and a range of ideas and/or opinions relevant to the topic.</li><li>• Makes specific references to the texts studied.</li><li>• Demonstrates some ability to discuss and justify a point of view effectively.</li><li>• Uses language effectively.</li></ul>	<b>7-9</b>
<ul style="list-style-type: none"><li>• Presents information, and opinions or ideas relevant to the topic.</li><li>• Makes some appropriate references to the texts studied.</li><li>• Provides some evidence of the ability to discuss a point of view.</li><li>• Uses language structures comprehensibly.</li></ul>	<b>4-6</b>
<ul style="list-style-type: none"><li>• Demonstrates a superficial understanding of the chosen topic.</li><li>• Makes some superficial references to texts.</li><li>• Responds using simple structures and vocabulary with frequent pauses and errors.</li></ul>	<b>1-3</b>

## Reading & Responding Part B

Criteria	Marks
<ul style="list-style-type: none"><li>• Responds to the information, ideas and/or opinions of the text including main points.</li><li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to the 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>	<b>13-15</b>
<ul style="list-style-type: none"><li>• Responds to most of the information, ideas and/or opinions of the text including 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>	<b>10-12</b>
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text and includes some 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>	<b>7-9</b>
<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>	<b>4-6</b>
<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 influence of English syntax.</li><li>• Uses single words, set formulae and Anglicisms to express information.</li></ul>	<b>1-3</b>

## Writing

Marking Criteria	Marks
<ul style="list-style-type: none"><li>• Writes effectively and appropriately for the audience, purpose and context of the task.</li><li>• Manipulates language structures authentically and creatively relevant to the task.</li><li>• Sequences and structures ideas and information coherently and effectively.</li></ul>	<b>17-20</b>
<ul style="list-style-type: none"><li>• Writes with a good understanding of the audience, purpose and context of the task.</li><li>• Demonstrates an excellent understanding of language structures relevant to the task.</li><li>• Sequences and structures ideas and information effectively.</li></ul>	<b>13-16</b>
<ul style="list-style-type: none"><li>• Writes with an understanding of the audience, purpose and context of the task.</li><li>• Demonstrates a good understanding of language structures relevant to the task.</li><li>• Organises some information and ideas.</li></ul>	<b>9-12</b>
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the task.</li><li>• Demonstrates a rudimentary understanding of vocabulary and sentence structures.</li><li>• Attempts to organise information and ideas.</li></ul>	<b>5-8</b>
<ul style="list-style-type: none"><li>• Attempts to address the requirements of the task.</li><li>• Uses single words, set formulae and unrelated sentences to express information.</li></ul>	<b>1-4</b>