



Government of **Western Australia**  
School Curriculum and Standards Authority

# **RUSSIAN (WACE VERSION)**

**ATAR COURSE**

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**Year 11 and Year 12 syllabus**

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2021.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

### **Acknowledgement**

This syllabus document has been adapted by the School Curriculum and Standards Authority of Western Australia from the Russian syllabus produced by the Victorian Curriculum and Assessment Authority, Victoria, on behalf of the Australian Curriculum, Assessment and Certification Authorities, in collaboration with:

NSW Education Standards Authority  
SACE Board of South Australia  
Queensland Studies Authority  
School Curriculum and Standards Authority (Western Australia)  
Northern Territory Board of Studies  
Tasmanian Qualifications Authority

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# Introduction

## Course

The School Curriculum and Standards Authority accesses the *Russian* ATAR syllabus and external examination from Victoria as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL). The syllabus content is the equivalent of two years of study, one typically at Year 11 and the other typically at Year 12. Each year of this course is equivalent to two units for the Western Australian Certificate of Education (WACE) requirements. The notional time for the pair of units is 110 contact hours.

## Delivery requirements

There are two models of delivery for this course. These two models are:

- delivery by a community organisation/school
  - Mode 1: community organisation prepares students to sit the external examination for the course as non-school candidates
  - Mode 2: community organisation delivers the course and students are enrolled in the course through one or more main schools or a single mentor school
- delivery by a registered school.

The *Guidelines for course delivery and assessment of student achievement 2021* provides information about these models. This information can be accessed on the Interstate Languages page at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/interstate-languages>.

## Target group

This syllabus is designed for students who, typically, will have studied Russian for 400 to 500 hours by the time they have completed Year 12. Students with less formal experience will also be able to meet the requirements of the syllabus successfully.

## The Russian language

The language to be studied and assessed is the modern standard spoken and written version of Russian. While the value and place of regional variants of the standard language are recognised, competence in the syntactic and morphological structures of the standard language is expected.

## Rationale

The study of Russian contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Russian-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Russian develops students' ability to understand and use a significant world language and an Australian community language. As well as being the official language of Russia, Russian is also used officially and spoken extensively in the Commonwealth of Independent States (CIS). Russian is also the first language of significant populations in various parts of the world, particularly in Eastern and Western Europe, as well as being 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 the CIS. Russian culture has had an influence in fields such as music, the performing and visual arts, sport, film, literature, politics and the sciences.

Trade and cultural links between Australia and the CIS have existed for many years, and continue to grow.

The ability to communicate in Russian may, in conjunction with other skills, provide students with enhanced vocational opportunities in fields such as trade, finance, tourism, the arts, education and journalism.

## Course outcomes

The Russian ATAR course is designed to facilitate achievement of the outcomes listed below, which represent the knowledge, skills and understanding that students will achieve by the end of this course.

### Outcome 1 – Listening and responding

Students listen and respond to a range of texts in Russian.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

### Outcome 2 – Spoken interaction

Students communicate in Russian through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

### Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts in Russian.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

### Outcome 4 – Writing

Students write a variety of texts in Russian.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

## Organisation of content

Unless specified, the following content is relevant to both Year 11 and Year 12. While it is expected that over Year 11 and Year 12 students will cover all of the required content, the exact sequencing and timing of delivery is a school decision.

### Course outline

The teacher determines the sequence in which the syllabus content will be taught and the timing of delivery. The school must provide this information to the students, before teaching begins, in the form of a course outline.

The format for a course outline is a school decision, but each outline must indicate:

- the **timing** of delivery
- the **sequence** in which all the syllabus content will be delivered.

Information about the assessment tasks can be provided, but is not essential because it is included in the assessment outline. It is the expectation of the Authority that teachers will develop documents customised to reflect their school's context and the needs of the student cohort. It is also expected that the treatment of the content and the outcomes expected of students will increase in cognitive complexity from Year 11 to Year 12.

## Themes, topics and sub-topics

The course content is organised into three prescribed themes:

- The individual
- The Russian-speaking communities
- The changing world.

The themes have a number of prescribed topics and suggested sub-topics as shown in the table below. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

During Year 12, students are required to undertake one detailed study. The detailed study should be based on a sub-topic related to one or more of the prescribed topics. For details about the detailed study, see pages 9-10.

Themes	Prescribed topics	Suggested sub-topics
<b>The individual</b> This theme enables students to explore aspects of their personal world; for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. The theme also enables students to study topics from the perspective of other people.	Personal identity	For example, home and neighbourhood, personal details and qualities, relationships with family and friends, daily life.
	Education and aspirations	For example, plans for future, tertiary options, search for work, careers.
	Leisure and lifestyle	For example, healthy leisure pursuits, sports, hobbies, vacation, travel.

Themes	Prescribed topics	Suggested sub-topics
<b>The Russian-speaking communities</b> This theme explores topics from the perspective of groups within those communities or the communities as a whole, and encourages students to reflect on their own culture and other cultures.	Lifestyles	For example, rural and urban life, teenage life, lifestyles past and present.
	Visiting Russia	For example, travel, customs, banking, shopping, eating, finding accommodation, obtaining assistance or advice, tourist attractions and health.
	Arts and entertainment	For example, modern and traditional art, literature, music, film.
<b>The changing world</b> This theme enables students to explore change as it affects aspects of work, social issues and world issues.	Environmental issues	For example, conservation, pollution, major environmental disasters.
	The world of work	For example, people at work, including different types of jobs, changing job roles of men and women.
	Social issues	For example, law and order, addictions, housing now and in the future, the changing nature of the family.

## Text types

In their teaching, learning, and assessment programs, teachers should introduce students to a wide range of text types. Text types for receptive use in teaching, learning, and assessment are not prescribed.

In the external examination, the following text types are prescribed for productive use:

- article
- blog
- diary/journal entry
- email
- letter (formal or informal)
- message
- note
- report
- review
- script of a play
- script of a speech or talk
- story
- text of an interview

## Kinds of writing

Students should be familiar with, and able to produce, different kinds of writing such as: personal, imaginative, persuasive, informative and evaluative, either individually or in combination.

## Vocabulary

Although there is no prescribed vocabulary list, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the syllabus.

## Dictionaries

Students 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. Students are allowed to use monolingual and/or bilingual printed dictionaries in the external **written** examination. Students are **not** permitted to use a dictionary for the external **oral** examination.

## Grammar

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

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used in this section are neither intended to promote any particular theory of grammar, nor to favour one methodology over another.

Students will already have a reasonable understanding of the function of grammar in Russian through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Russian are expected to recognise and use the grammatical items listed on the following pages. These grammatical items apply to both Year 11 and Year 12. While it is expected that students will cover all of these items, the exact sequencing and timing of delivery is a teacher decision.

Grammatical Item	Sub-elements	Example(s)
Verb	person and number	
	aspect	
	imperfective	Я всегда читаю газеты в поезде
	perfective	Я прочитал Ваше письмо
	tense	
	present	
	future	
	past	
	mood	
	infinitive	Я хочу <u>спать</u> .
	different usage	Она попросила нас <u>приехать</u> Он начинает ходить. Я рад слышать это. Надо учиться.
	indicative	Я рассказываю интересную историю
	conditional (subjunctive)†	Я сам написал бы ему.
in subordinate clauses	Смотрите, чтобы они не опаздывали	
imperative	Напишите письмо Давайте напишем ему	
	meaning and use of inflectional categories	
	verbs of motion, with and without prefixes	Я пойду
	impersonal	Мне удалось
	reflexive – other forms	Одеваться
	participles†	Человек, строящий дом
	gerunds†	Читая газеты
Nouns	type	
	gender	
	declension; singular and plural	
Pronouns	personal	Я, ты, он, она
	possessive	Мой, моя, моё
	demonstrative	Этот, эта, это, эти
	reflexive	Себя

Grammatical Item	Sub-elements	Example(s)
	definite indefinite interrogative pronoun – numerals declension	Кто-то, где-то Кто-нибудь, где-нибудь Кто, что Несколько
<b>Preposition</b>	variations in spelling prepositions and the cases which they govern prepositions pertaining to location, motion or time verb and preposition constructions	В-во, с-со У врача Ответить на письмо Смотреть в окно
<b>Quantifiers</b>	cardinal ordinal declension agreement of numerals, nouns and adjectives collective numerals fractional numerals other numeral expressions	Три Тридцать шесть Второй Тридцать шестой Купить две интересные книги и три карандаша Двое Трое Четверть Две трети Десяток Тройка
<b>Adjectives</b>	type gender and number declension qualitative, relative and possessive short adjectives† agreement between nouns and qualifiers comparative – simple and compound superlative – simple and compound†	Маленький дом Красивый - красив Программа для начальной и средней школы Я хочу комнату больше, чем у меня сейчас. Красивее всех. Это дороже всего
<b>Adverbs</b>	adverbial phrases of time, manner and place comparative superlative† negative	Дома Домой Дальше Никогда Некогда
<b>Conjunctions</b>		Я пришёл, а она уже ушла Я пришёл, когда она ушла Я приду, если она уйдёт Я знаю, что она придёт Я пришёл, потому что она ушла Я пришёл, так как она ушла Я сказал, чтобы она пришла Я приду, несмотря на то, что я занят

† for recognition only

## School-based assessment

The *WACE Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus. The *WACE Manual 2021* is available from the Authority website at <https://www.scsa.wa.edu.au/publications/wace-manual>.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Russian: ATAR syllabus and the weighting for each assessment type.

### Assessment table

Type of assessment	Weighting
<p><b>Oral</b></p> <p>This assessment type involves participation in oral activities to establish and maintain a spoken exchange related to personal areas of experience; to exchange information and opinions; to discuss aspects of the language and culture of Russian-speaking communities and to give expression to real or imaginary experiences in Russian.</p> <p>Text types include interviews (formal and informal), conversations, role-plays, oral presentations and discussions.</p>	12.5%
<p><b>Listening and responding</b></p> <p>This assessment type requires comprehension and interpretation skills to respond to a range of spoken and/or audio texts in Russian. It also involves analysing and using the obtained information to respond critically, in Russian or English as specified, to spoken texts which reflect aspects of the language and culture of Russian-speaking communities.</p> <p>Text types include conversations, interviews, charts or tables.</p>	15%
<p><b>Reading and responding</b></p> <p>This assessment type involves reading, extracting, analysing and using information and ideas from written texts in Russian and may require reorganising information in a different text type. It also comprises responding critically, in Russian or English as specified, to written texts which reflect aspects of the language and culture of Russian-speaking communities.</p> <p>Text types include articles, extracts, reviews, advertisements and letters.</p>	12.5%
<p><b>Writing in Russian</b></p> <p>This assessment type involves the production of original written responses to texts, focusing on giving expression to real or imaginary experiences and ideas, as well as responding critically to written texts which reflect aspects of the language and culture of Russian-speaking communities.</p> <p>Text types include emails, letters, invitations, journal/diary entries, personal accounts, reviews, reports and narratives.</p>	10%
<p><b>Oral examination</b> (approximately 15 minutes)</p> <p>A representative sample of the syllabus content, based on the external examination specifications.</p>	12.5%
<p><b>Written examination</b> (2 hours and 30 minutes)</p> <p>A representative sample of the syllabus content, based on the external examination specifications.</p>	37.5%

## Assessment outline

Teachers are required to use the assessment table to develop an assessment outline for Year 11 and an assessment outline for Year 12.

The format for an assessment outline is a school decision, but each outline for a pair of units must include the following information:

- the **number** of tasks to be assessed
- a general **description** of each task
- the assessment **type**, as prescribed in the syllabus
- an indication of the syllabus **content** on which each task is based
- the approximate **timing** of each task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
- the **weighting** of each assessment **task**
- the **weighting** of each assessment **type**, as prescribed in the assessment table of the syllabus.

The set of tasks in the assessment outline must provide a comprehensive sampling of the syllabus content. The number of assessment tasks is determined by the teacher. Teachers should limit the use of small value tasks and focus on developing tasks that accurately reflect the assessment type in the syllabus. Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. Appendix 1 is a sample assessment outline for Year 12. Teachers can use this as the basis of the assessment outline for their class.

## The detailed study

Students are required to undertake a detailed study in Year 12. Students will be expected to discuss their detailed study in Section 2, Discussion, of the external oral examination. Approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics from either *The Russian-speaking communities*, or *The changing world*. The sub-topic may be drawn from the table at the end of this section, or a different sub-topic may be selected.

Students may choose their own sub-topic, or one sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the school-based assessment task(s) set, as well as in the Discussion in Section 2 of the oral examination.

At least one of the school-based assessment tasks in Year 12 should focus on the detailed study. This could be, for example:

- an oral presentation in Russian (3 to 5 minutes)
- a written response to the topic in Russian (500 words)
- one reflective response in English (600 words or 5 to 7 minutes).

The detailed study assessment task(s) should be designed to assess students' understanding of the language and culture of the Russian-speaking community. It should enable students to explore and compare aspects of the language and culture of the Russian-speaking community through a range of oral and written texts in Russian related to the selected sub-topic. This will develop students' knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community.

The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, paintings and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for students to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

### Suggested sub-topics for the detailed study

The table below shows possible sub-topics that might form the focus of a detailed study. Teachers may choose to focus on one of these areas, or where they can be linked, focus on more than one area.

Themes	Topic	Possible sub-topics for the detailed study
<b>The Russian-speaking communities</b>	Lifestyles	<ul style="list-style-type: none"> <li>• Leisure pursuits in Australia and Russia</li> <li>• Rural and urban life: a comparison</li> <li>• Teenage life in Australia and Russia</li> <li>• The life and impact of a significant historical figure</li> <li>• Lifestyles, past and present</li> <li>• Traditional Russian customs: their history and importance</li> </ul>
<b>The changing world</b>	Environmental issues	<ul style="list-style-type: none"> <li>• Chernobyl – can other similar disasters be avoided?</li> <li>• Greenpeace in Russia</li> <li>• Logging and wood chipping – the environmental impact</li> <li>• Balancing the economy and the environment</li> </ul>
	World of work	<ul style="list-style-type: none"> <li>• The changing roles of men and women in the modern world</li> <li>• The changing value of professional work</li> <li>• Unemployment, its impact, and possible remedies</li> </ul>
	Social issues	<ul style="list-style-type: none"> <li>• Housing – past and present</li> <li>• The changing family structure</li> <li>• The impact of the declining birth rate</li> <li>• The role of the extended family, past and present</li> </ul>

## Grading

Schools report student achievement in completed ATAR units in grades. The grade assigned describes the overall achievement of a student for the completed pair of units (or unit, where a single Year 11 unit is studied). The following grades are used:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions. The grade descriptions for the Russian ATAR course are provided in Appendix 2.

Grade descriptions:

- relate directly to the syllabus content
- describe the general characteristics of student achievement at each grade
- express, in positive terms, what a student knows, understands and is able to do
- clearly define the level of proficiency for each grade on a continuum of performance
- provide a guide for teachers when developing teaching and assessment programs
- provide improvement targets for students
- provide a guide to parents, employers and post-school education and training providers of the relative achievement of students against defined achievement standards

To be assigned a grade, a student must have had the opportunity to complete the course, including the assessment program.

### Assigning grades

To assign a grade at the completion of the pair of units (or unit, where a single Year 11 unit is studied), the teacher:

- generates a **ranked list** of all students based on the weighted mark out of 100 using the school's assessment outline
- identifies from the ranked list the points where a **change of standard** is evident
- examines the work of the students either side of this point
- assigns a grade with reference to the grade descriptions.

For further information about the process of generating a ranked list and assigning grades see Section 2.4.3 in the *WACE Manual*.

Students who enrol to sit the external examination as a non-school candidate are not assigned a grade.

## External examination

The external examination consists of:

- an oral examination
- a written examination.

### Examination specifications

<b>Oral examination: time allocation – approximately 15 minutes</b>		
Weighting:	25%	
Section 1: Conversation	10%	approximately 7 minutes
Section 2: Discussion	15%	approximately 8 minutes
<b>Written examination: time allocation – 2 hours and 30 minutes, plus 10 minutes reading time</b>		
Weighting:	75%	
<b>Section 1: Listening and responding</b>		
Part A:	15%	Three texts in Russian with responses in English
Part B:	15%	Three texts in Russian with responses in Russian
<b>Section 2: Reading and responding</b>		
Part A:	10%	Two texts in Russian with responses in English
Part B:	15%	One text in Russian with a response in Russian
<b>Section 3: Writing in Russian</b>		
Weighting:	20%	Choice of two to four questions with a response of 250 words in Russian

## Oral examination (approximately 15 minutes)

Candidates are **not** permitted to use a dictionary or electronic devices in the oral examination.

### Purpose

The oral examination is designed primarily to assess the candidate's knowledge and skill in using spoken Russian.

### Specifications

The oral examination has two sections.

#### Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the candidate and the marker/s. It will consist of a general conversation about the candidate's personal world (e.g. school and home life, family and friends, interests, and aspirations).

#### Section 2: Discussion (approximately 8 minutes)

Following the conversation, the candidate will indicate to the marker/s the sub-topic chosen for the detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic. The focus of the discussion will be to explore aspects of the language and culture of Russian-speaking communities and the candidate will be expected to make reference to texts studied.

Notes and cue cards are **not** permitted for either section of the oral examination.

**Note:** Western Australian candidates undertake the oral examination via telephone with the marker/s in Victoria. Candidates may **not** support the conversation and discussion with objects such as photographs, pictures, or maps.

## Written examination (2 hours and 30 minutes, plus 10 minutes reading time)

Candidates are allowed to use monolingual and/or bilingual printed dictionaries in one or two volumes in the written examination. The written examination has three sections.

### Section 1: Listening and responding

#### Purpose

Section 1 of the written examination is designed primarily to assess the candidate's knowledge and skill in analysing information from spoken Russian texts.

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

- the context, purpose, and audience of the text
- aspects of the language of the text (e.g. tone, register, knowledge of language structures).

#### Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The candidate will hear six texts in Russian covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 8 minutes (16 minutes in total for two readings of each text).

Some texts will be short; that is, one reading of each text will be approximately 35–45 seconds. Some texts will be longer; that is, one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the candidate may take notes. The candidate will be given sufficient time after the second reading to complete responses.

The candidate will be expected to respond to a range of question types, such as completing a table, chart, list, or form, or responding to a message, open-ended questions, or multiple-choice items.

#### Part A

There will be three texts in Russian, including at least one shorter text and one longer text. Questions on the texts will be written in English for responses in English.

#### Part B

There will be three texts in Russian, including at least one shorter text and at least one longer text. Questions on the texts will be written in English and Russian for responses in Russian.

## Section 2: Reading and responding

### Purpose

Section 2 of the written examination is designed primarily to assess the candidate's knowledge and skill in analysing and responding to information from written Russian texts.

In Part A, the candidate will be required to demonstrate understanding of written Russian texts. The candidate may be required to extract, summarise, and/or evaluate information from two texts. The candidate may be required to respond critically to the texts and to compare and/or contrast aspects of both.

In Part B, the candidate will be expected to demonstrate understanding of a written Russian text/s by responding in Russian to information provided in the text/s.

### Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

#### Part A

The candidate will be required to read two texts in Russian of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be written in English for responses in English.

#### Part B

The candidate will be required to read one text or two related texts totalling approximately 150 words in Russian. If two related texts are used (for example, an attachment within an email) they will be presented as one text with two parts.

The candidate will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the candidate will be required to produce will be drawn from those listed for productive use in this syllabus.

The candidate will be expected to write a response of approximately 150 words in Russian.

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

### Section 3: Writing in Russian

#### **Purpose**

Section 3 of the written examination is designed primarily to assess the candidate's ability to express ideas through the production of an original text in Russian.

#### **Specifications**

The candidate will be required to write a text involving the presentation of ideas and/or information and/or opinions. There will be a choice of two to four questions, which will be related to one or more of the prescribed themes. Questions will accommodate a range of candidate interests and will be set to ensure that the candidate is given opportunities to produce different kinds of writing (for example, personal, imaginative, persuasive, informative, evaluative, reflective, narrative or descriptive, either individually or in combination) by, for example:

- having different purposes, audiences, and contexts
- requiring different text types (see the list of text types for productive use).

The candidate will be expected to write a response of 250 words in Russian. The questions will be written in English and Russian for a response in Russian.

## Criteria for judging performance – external examination

These criteria are based on *Collaborative Curriculum and Assessment Framework for Languages* (CCAFL) information and are provided here as a guide for teachers and students. They may be subject to variation by the host state.

### Oral examination

#### Section 1: Conversation

When judging performance in the oral examination, the marker/s will take into account the extent to which the candidate demonstrates:

#### Communication

##### Criterion 1

Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

#### Content

##### Criterion 2

Relevance, breadth and depth of information, opinions and ideas

- relevance of information/ideas
- range of information/ideas
- capacity to support/elaborate on ideas/opinions with reasons/examples/evidence/new ideas

#### Language

##### Criterion 3

Accuracy of vocabulary and grammar

##### Criterion 4

Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

##### Criterion 5

Clarity of expression

- pronunciation, intonation, stress and tempo

## Section 2: Discussion

### Communication

#### Criterion 6

Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

### Content

#### Criterion 7

Capacity to present information, ideas and opinions on a chosen topic

- capacity to support and to elaborate on information, ideas and opinions with reasons, examples, evidence and/or new ideas

### Language

#### Criterion 8

Accuracy of vocabulary and grammar

#### Criterion 9

Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

#### Criterion 10

Clarity of expression

- pronunciation, intonation, stress and tempo

## Written examination

All candidates will be assessed against the following criteria. In all sections, responses in the wrong language will receive no credit.

### Section 1: Listening and responding

#### Part A

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

#### Part B

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately.

### Section 2: Reading and responding

#### Part A

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and/or specific aspects of texts by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately.

#### Part B

When judging performance in this part, the marker/s will take into account the extent to which the candidate demonstrates the capacity to:

- understand general and specific aspects of a text by identifying, analysing, and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of text types).

### Section 3: Writing in Russian

When judging performance in this section, the marker/s will take into account the extent to which the candidate demonstrates:

- relevance and depth of treatment of ideas, information, or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence response and use conventions of text types.

## Appendix 1 – Sample assessment outline (Year 12)

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content*
<b>Oral</b> 12.5%	6.25%	Semester 1 Week 13	<b>Task 3</b> A 3–4 minute role play, focusing on the resolution of an issue.	<b>Topics:</b> the world of work; social issues <b>Text types:</b> conversation <b>Grammar:</b> adjectival phrases, conjunctions, subordinate conjunctions
	6.25%	Semester 2 Week 8	<b>Task 7</b> Interview based on the question: People say that nothing changes, that life just goes on. Do you think this is true?	<b>Topics:</b> personal identity; lifestyles; arts and entertainment <b>Text types:</b> conversation <b>Grammar:</b> question words; conjunctions; superlatives
<b>Listening and responding</b> 15%	7.5%	Semester 1 Week 7	<b>Task 2A</b> Listen to a discussion on changing attitudes to work etc. Respond in English or Russian to questions.	<b>Topics:</b> the world of work; education and aspirations; social issues <b>Text types:</b> discussion; interview <b>Grammar:</b> prepositions; adverbs
	7.5%	Semester 2 Week 4	<b>Task 5</b> Listen to a radio report. Respond in English or Russian to questions.	<b>Topics:</b> environmental issues <b>Text types:</b> report/article <b>Grammar:</b> range of grammar from the syllabus
<b>Reading and responding</b> 12.5%	6.25%	Semester 1 Week 5	<b>Task 1</b> Read articles related to the detailed study topic. Respond in English or Russian to questions.	<b>Topics:</b> detailed study <b>Text types:</b> letter, news item, diary entry <b>Grammar:</b> conjunctions, conditional sentences
	6.25%	Semester 2 Week 6	<b>Task 6</b> Read articles on the role of family today and yesteryear. Respond in English or Russian to questions.	<b>Topics:</b> personal identity; lifestyle; arts and entertainment <b>Text types:</b> article, text of a speech <b>Grammar:</b> range of grammar from the syllabus
<b>Writing in Russian</b> 10%	5%	Semester 1 Week 7	<b>Task 2B</b> Using the information provided in the text for 2A, write a summary of the different attitudes.	<b>Topics:</b> the world of work; education and aspirations; social issues <b>Text types:</b> article <b>Grammar:</b> compound and complex sentences, construct state of noun
	5%	Semester 2 Week 10	<b>Task 8</b> A 250–300 word journal entry for a significant day.	<b>Topics:</b> arts and entertainment; visiting Russia <b>Text types:</b> narrative account <b>Grammar:</b> range of grammar from the syllabus

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content*
<b>Practical (oral) examination</b> 12.5%	6.25%	Semester 1 Week 15	<b>Task 4A: Semester 1 Examination</b>	A conversation/discussion about on the detailed study based on the external examination specifications
	6.25%	Semester 2 Week 15	<b>Task 9A: Semester 2 Examination</b>	A conversation/discussion about on the detailed study based on the external examination specifications
<b>Written examination</b> 37.5%	7.5%	Semester 1 Week 15	<b>Task 4B: Semester 1 Examination</b>	A representative sample of the syllabus content, based on the external examination specifications
	6.25%		Listening and responding	
	5%		Reading and responding Writing in Russian	
	7.5%	Semester 2 Week 15	<b>Task 9B: Semester 2 Examination</b>	A representative sample of the syllabus content, based on the external examination specifications
	6.25%		Listening and responding	
	5%		Reading and responding Writing in Russian	

\* The content is organised into three prescribed themes: 1) the individual; 2) the Russian-speaking communities; 3) the changing world.

## Appendix 2 – Grade descriptions

A	<p><b>Written production</b></p> <p>Competently conveys information and develops ideas that are relevant to the topic.</p> <p>Makes comparisons and relevant cultural and cross-cultural references (where required) across a range of topics and uses examples to illustrate ideas and/or opinions.</p> <p>Uses a broad range of language with a high degree of grammatical accuracy, and appropriately for the audience, context, purpose and/or text type.</p> <p>Produces writing that is fluent and sequenced logically, using a sophisticated vocabulary, complex sentence structures and range of verb tenses.</p> <p>Demonstrates comprehensive understanding of the language features and the conventions of text types.</p>
	<p><b>Oral production</b></p> <p>Capably identifies and comments on culturally specific aspects of language, behaviour and/or attitudes.</p> <p>Presents an opinion or information about an aspect of the culture associated with the language, with a range of ideas and/or comparisons effectively supported by relevant evidence from the texts studied.</p> <p>Capably maintains and advances the exchange, using efficient communication and repair strategies.</p> <p>Uses highly accurate, well-structured responses, and a broad range of language and sentence structures.</p> <p>Demonstrates excellent pronunciation, intonation, register, stress and/or tempo.</p>
	<p><b>Comprehension of spoken and written text</b></p> <p>Accurately identifies, extracts and processes information from the text.</p> <p>Effectively infers aspects such as points of view, attitudes and/or emotions and cultural cues from the text.</p> <p>Effectively summarises, interprets, evaluates, compares and/or contrasts relevant information.</p> <p>Presents relevant information in an organised response, using the correct register and stylistic features.</p> <p>Accurately uses an appropriate range of vocabulary and grammar.</p> <p>Misinterprets only minor details in complex texts.</p>
B	<p><b>Written production</b></p> <p>Produces writing that is effective and relevant, and covers a range of aspects within the topic.</p> <p>Conveys information, develops ideas and/or expresses opinions and makes relevant cultural and cross-cultural references (where required) across a range of topics using some examples to illustrate.</p> <p>Uses a range of vocabulary, structures and a variety of verb tenses.</p> <p>Uses language appropriate for the audience, context, purpose and/or text type, with occasional errors.</p> <p>Applies the rules of grammar and punctuation, but not always consistently.</p> <p>Observes most of the conventions of text types and sequences content logically.</p>
	<p><b>Oral production</b></p> <p>Identifies and comments on culturally specific aspects of language, behaviour and/or attitudes.</p> <p>Presents information about an aspect of the culture associated with the language, with particular ideas, opinions and/or comparisons supported by relevant evidence from the texts studied.</p> <p>Maintains and advances the exchange, using communication and repair strategies.</p> <p>Uses a range of relevant and well-structured language, appropriate vocabulary and grammatical structures.</p> <p>Achieves a high level of accuracy.</p> <p>Demonstrates good pronunciation, intonation, register, stress and/or tempo.</p>
	<p><b>Comprehension of spoken and written text</b></p> <p>Identifies, extracts and processes mostly relevant information from the text.</p> <p>Infers some meaning from cultural cues and aspects such as points of view, attitudes and/or emotions.</p> <p>Responds correctly to literal questions and presents relevant information.</p> <p>Provides responses that may lack detail to inferential questions.</p> <p>Accurately and appropriately uses the correct register and stylistic features.</p> <p>Uses a range of vocabulary, grammar and expressions.</p> <p>Summarises, interprets, evaluates, compares and/or contrasts relevant information.</p> <p>Selects the wrong word or phrase occasionally when consulting the dictionary.</p>

C

**Written production**

Produces writing that is generally relevant, but often lacks detail and internal cohesion.  
 Expresses a range of simple ideas, opinions and/or comparisons related to the topic.  
 Covers some aspects and provides some cultural references within the topic, but ideas may lack direction.  
 Uses language that is usually suitable for the audience, context, purpose and text type and includes familiar vocabulary and simple sentence structures.  
 Produces writing where the influence of English syntax, incorrect vocabulary choices and/or illogical sequencing may affect meaning.

**Oral production**

Identifies and comments on some culturally specific aspects of language, behaviour and/or attitudes.  
 Presents a limited range of ideas, opinions and/or comparisons about an aspect of the language culture.  
 Offers evidence from the texts studied for some of the points raised.  
 Occasionally requires some support from the other speaker to sustain the conversation.  
 Uses a range of appropriate vocabulary and simple language structures with a reasonable level of accuracy.  
 Demonstrates minor problems in pronunciation, intonation, register, stress and/or tempo.

**Comprehension of spoken and written text**

Identifies, extracts and processes some relevant information from the text.  
 Identifies some points of view, attitudes and/or emotions from the text, and extracts some meaning from language and cultural cues.  
 Gives occasional idiomatic translations or misinterprets some details in complex texts.  
 Uses a restricted range of familiar vocabulary, simple grammar and stylistic features.  
 Summarises, interprets, evaluates, compares and/or contrasts some relevant information.  
 Presents a response appropriate to the text type.

D

**Written production**

Produces writing that expresses simple ideas and provides basic information related to the topic.  
 Produces writing with inaccuracies and/or omissions that affect the ability to convey meaning.  
 Demonstrates minimal awareness of culturally specific aspects of the topic, and makes cultural references that are not always accurate or appropriate.  
 Makes limited use of language appropriate to the audience, context, purpose and/or text type.  
 Uses familiar vocabulary, with frequent errors in spelling, syntax; incorrectly applies the rules of grammar.  
 Produces writing that lacks structure and ideas may be disjointed, disorganised or unsequenced which impedes meaning.

**Oral production**

Identifies some culturally specific aspects of language, behaviour and/or attitudes.  
 Presents limited information about an aspect of the culture associated with the language.  
 Attempts to present ideas, opinions and/or comparisons, but does not support these with evidence from the texts.  
 Requires repetition and rephrasing of questions by the other speaker.  
 Maintains a flow of conversation that is often impeded by hesitation and silences.  
 Uses a limited range of vocabulary and basic language structures with minimal accuracy.  
 Demonstrates significant problems with pronunciation, intonation, register, stress and/or tempo.

**Comprehension of spoken and written text**

Identifies, extracts and processes some information from spoken text with a minimal degree of accuracy.  
 Shows limited ability to identify points of view, attitudes and/or emotions from the text, and extracts little meaning from language or cultural cues.  
 Incorrectly identifies details or identifies only isolated detail and/or single words.  
 Summarises, interprets, evaluates, compares and/or contrasts limited information.  
 Presents a response which may be inappropriately organised and includes limited relevant information.  
 Uses a narrow range of grammar and vocabulary.

**E**

Does not meet the requirements of a D grade.