



2016 CCAFL Armenian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Criteria	Marks
• Lists, in correct order, what the passengers need to do	3
• Lists what the passengers need to do	2
• Provides some relevant information	1

Sample answer:

1. Collect luggage (from table 12)
2. Pick up meal vouchers (at information counter)
3. Go to exit 5 by 8 pm (to get the bus to the hotel)

**Question 2 (a)**

Criteria	Marks
• Identifies why Hasmik has called her grandfather	1

Sample answer:

Hasmik has called her grandfather because she was expecting him to be home two hours ago.

Question 2 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the reasons for the problem the grandfather is facing	4
• Demonstrates a good understanding of the reasons for the problem the grandfather is facing	3
• Demonstrates some understanding of the reasons and/or the problem the grandfather is facing	2
• Provides some relevant information	1

Sample answer:

The grandfather's problem is that he is stuck at the airport and is not able to get home (until the rain eases). He is not able to get home because the brother cannot pick him up because of the road closures, and the mother is also not able to pick him up because she has a meeting. Also he does not want Hasmik to pick him up as she is not an experienced driver, plus he cannot get to the train station in the rain with his big suitcase.

**Question 3 (a)**

Criteria	Marks
• Identifies why Karo was not able to go to the party	2
• Provides some relevant information	1

Sample answer:

He had to help his mother do the shopping and he needed to study for the exam.

Question 3 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the changes in Shushan's feelings towards Karo	5
• Demonstrates a good understanding of the changes in Shushan's feelings towards Karo	4
• Demonstrates some understanding of the changes in Shushan's feelings towards Karo	3
• Demonstrates some understanding of Shushan's feelings towards Karo	2
• Provides some relevant information	1

Sample answer:

Shushan starts off being *sympathetic* that Karo missed the party and that his mother is not well. However, her feeling changes to being *annoyed* when he admits that he also really stayed home to study. She becomes *angry* when he implies that exams are important to him but not to the friends. However, she becomes *embarrassed* and almost *apologetic* when he gives her chocolates to thank her.



Section 1: Listening and Responding

Part B

Question 4 (a)

Criteria	Marks
• Identifies why Hagop was able to go this year	1

Sample answer:

Յակօրը ճամբարին մասնակցելու համար տարիքը անցել էր:

(Hagop is now old enough to go to the camp / has now reached the minimum age required to go to the camp.)

Question 4 (b)

Criteria	Marks
• Correctly completes the evaluation form	3
• Correctly completes part(s) of the evaluation form	1–2

Sample answer:

- *Ընտանիքի անդամից*
- *Լեռ մազլլցել*
- *Աւելի շատ օրեր*

- (• How did you hear about it? – *From the family*
- Preferred activity – *Mountain climbing*
- Suggested improvements – *More activity days or less activities*)

**Question 5**

Criteria	Marks
• Demonstrates a thorough understanding of how Zaven creates listener interest, with detailed reference to language and content	5
• Demonstrates a good understanding of how Zaven creates listener interest, with adequate reference to language and content	4
• Demonstrates some understanding of how Zaven creates listener interest, with some reference to language and content	3
• Demonstrates some understanding of how Zaven creates listener interest, with minimal reference to language and/or content	2
• Provides some relevant information	1

Sample answer:

Ունկինդիրների ուշադրութիւնը գրաւելու համար Ջաւէնը ձայնի ոգեւորուած երանգ է օգտագործում յայտարարելով, որ ոգեւորութիւնը պատել է բոլորին: Վերջաւորութեան, ան կ'օգտագործէ այնպիսի բառեր, ինչպիսին են սպասեցե՛ք, միայն ձեզ համար, կայանը մի՛փոխէք: Ան կ'ակնարկէ միայն իր տեղեկացած լուրի մասին: Ան կը ճանչնայ նուագախումբի անդամներէն մէկուն անձնական կեանքի մասին: Ան իր ունկինդիրներուն կը խօստանայ տեղեկացնել յետաքրքրական նիւթ մը՝ բամբասանք մը, որ իրենց ականջներուն պիտի չի յաւատան: Ջաւէնը կը խօստանայ ունկինդիրներուն թէ անոնք պիտի իմանան խումբի անդամներէն Գառնիկին, թէ ան ինչ ունի ըսելիք իր յայտնած լուրին վերաբերեալ: Վերջը, առաւել ուշադրութիւն կը փորձէ գրաւել ըսելով թէ Գառնիկը կրնայ ըլլայ, որ սխալ բան ըրած ըլլայ անցեալին: Ու ան կը խօստանայ բացայայտել անոր ըրածը:

(To build up interest, Zaven paints a picture of great excitement, claiming that the air is 'vibrating with excitement'. At the end he uses imperatives such as 'just you wait!' and 'don't switch stations' to further build up interest.

He alludes to some inside information he has. (He knows one of the band's members personally as he went to school with him.)

He promises the listeners to reveal some 'hot' gossip. He tells the listeners that they won't believe their ears.

Zaven promises listeners that they will get to hear what Karnig, a band member, has to say about it.

He then builds up even more listener interest by suggesting that Karnig may have done something questionable. He says that 'all will be revealed'.)

He uses imagery language.

**Question 6 (a)**

Criteria	Marks
• Identifies why Levon was invited to be on the program	2
• Provides some relevant information	1

Sample answer:

Լևոնը են սարածուել, որ Լևոնի հին պայմանագրերը չեղեալ են համարուել եւ նոր պայմանագրեր չեն ստորագրուել:

(He was invited because he is a famous footballer and there are rumours that clubs have refused to sign contracts with him.)

Question 6 (b)

Criteria	Marks
• Demonstrates a thorough understanding of what Levon reveals about his personality, with detailed support from the text	4
• Demonstrates a good understanding of what Levon reveals about his personality, with adequate support from the text	3
• Demonstrates some understanding of Levon's personality	2
• Provides some relevant information	1

Sample answer:

Լևոնը ազնիւ անձ է՝ խոստովանելով, որ իր մեղքով է վնասուել:

Լևոնը լավատես է եւ վստահ է, որ ծունկը շուտով կը բաւանայ, նաեւ ինքը առաջուայ պէս կը խաղայ ոտնագնդակ - «Ես երբէք չեմ յուսահատում»: Նա սիրող որդի է եւ բարձր է գնահատում իր հօրը - «Նա իմ ամենալաւ ընկերն ու խորհրդատունն է»:

Համեստ է ու չի սիրում շատ ուշադրութեան արժանանալ:

(Levon is an honest person who admits that he was at fault for the injury.)

Levon is positive and is confident that his knee will recover soon and he will play football as before. 'I never get upset.' He is a loving son and highly values his father. 'He is my best friend and mentor.'

He is modest and doesn't like too much attention.)



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Identifies what is being proposed	2
• Provides some relevant information	1

Sample answer:

The proposal is to tear down the King's Palace and replace it with a block of apartments.

Question 7 (b)

Criteria	Marks
• Demonstrates a good understanding of Mr Sargissyan's view and how he tries to convince the readers	3
• Demonstrates some understanding of how Mr Sargissyan tries to convince the readers	2
• Provides some relevant information	1

Sample answer:

Mr Sargissyan is in favour of the proposal. He uses words such as 'progressive' and 'wonderful' to present a positive view of the proposal. He makes reference to research to show that his view has a credible basis to refute the arguments put forward by those against the proposal. By asking the two questions at the end, he emphasises that the city needs to be modernised and that more apartments are needed (for the growth in population).

**Question 7 (c)**

Criteria	Marks
• Demonstrates a thorough understanding of how Lilit and David present their ideas, with detailed reference to language and content	5
• Demonstrates a good understanding of how Lilit and David present their ideas, with adequate reference to language and content	4
• Demonstrates some understanding of how Lilit and David present their ideas, with some reference to language and content	3
• Demonstrates some understanding of Lilit's and David's ideas, with minimal reference to language and/or content	2
• Provides some relevant information	1

Sample answer:

Both writers present credible arguments and both are against the proposal to build apartments.

Lilit presents an attractive alternative, describing the park as a haven, having natural beauty. She uses contrast by describing the alternative block of apartments as ugly, blocking out light etc. She also uses rhetorical questions eg *'Where do our children have to play?'* to convince the reader of the importance of the park. She is forceful and rude, insulting those who disagree with the proposal to demolish the palace.

David understands the need to have a residential building, however he has a more practical view. He uses the (idiomatic) expression, *'It would tear my heart apart'* to show he is passionate but he tackles the issue from a practical position, reminding readers that tourists often visit the city because of the palace. He suggests converting it to a modern art museum which will bring financial benefits. He engages the readers by repeating *'Let us . . .'* to include them in the solution.



Section 2: Reading and Responding

Part B

Question 8

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of the whole text• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	13–15
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• 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	10–12
<ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Attempts to structure relevant information and ideas	7–9
<ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited ability to link information and ideas or structure text	4–6
<ul style="list-style-type: none">• Responds to isolated elements in the text• Uses single words or set formulae to express information	1–3



Section 3: Writing in Armenian

Questions 9–10

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	17–20
<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	13–16
<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	9–12
<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	5–8
<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	1–4



2016 CCAFL Armenian Continuers Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversation	10	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4
Discussion	15		H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3

Section 1: Listening and Responding

Part A

Question	Marks	Content	Syllabus outcomes
1	3	Leisure and recreation — announcement	H3.1
2 (a)	1	Daily life — telephone conversation	H3.1
2 (b)	4	Daily life — telephone conversation	H3.1
3 (a)	2	Personal identity — conversation	H3.1, H3.2
3 (b)	5	Personal identity — conversation	H3.1, H3.2

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	1	Leisure and recreation — face-to-face conversation	H3.1
4 (b)	3	Leisure and recreation — face-to-face conversation	H3.1
5	5	Leisure and recreation — announcement	H3.3
6 (a)	2	Personal identity — interview	H3.1
6 (b)	4	Personal identity — interview	H3.3

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	History and culture — editorial letters	H3.1
7 (b)	3	History and culture — editorial letters	H3.2
7 (c)	5	History and culture — editorial letters	H3.2

Section 2: Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
8	15	Personal identity — letter	H1.2, H1.3, H3.1

Section 3: Writing in Armenian

Question	Marks	Content	Syllabus outcomes
9	20	Daily life — article	H2.1, H2.2, H2.3
10	20	Education and aspiration — letter	H2.1, H2.2, H2.3