



2017 CCAFL Armenian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Criteria	Marks
• Demonstrates a good understanding of why the speaker has doubts	3
• Demonstrates some understanding of why the speaker has doubts	2
• Provides some relevant information	1

Sample answer:

Van may have lost many of his fans with his latest book, which has had low sales. In the past Van won fans with his rich and entertaining stories. However, his latest book is a collection of poetry which is a very different genre which the fans may not have liked or accepted (supported).

**Question 2 (a)**

Criteria	Marks
• Provides the correct answer	1

Sample answer:

B

Question 2 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the father's feelings about the daughter's plans with detailed reference to the text	5
• Demonstrates a sound understanding of the father's feelings about the daughter's plans with adequate reference to the text	4
• Demonstrates some understanding of the father's feelings about the daughter's plans with some reference to the text	3
• Demonstrates some understanding of the daughter's plans and/or how the father feels	2
• Provides some relevant information	1

Sample answer:

The father does not feel that his daughter should go to a university overseas. He feels that she is unreliable because she hasn't managed the house when the parents have been away. He also believes that she may need support and care from the family if she gets sick. This will be hard when she lives far away. Finally, he feels that she may not be able to cover the expenses because she has not paid back the money she has borrowed in the past / has no savings and he is concerned that they cannot help her financially.

**Question 3 (a)**

Criteria	Marks
• Identifies who is eligible to apply	2
• Provides some relevant information	1

Sample answer:

Members of the (Erebuni) Youth Club who are over 18 years old.

Question 3 (b)

Criteria	Marks
• Summarises the main benefits	4
• Describes in detail the benefits	3
• Outlines some details of the benefits	2
• Provides some relevant information	1

Sample answer:

- Discover the city (and learn) about its culture/history
- Become more aware of the rural farming / food production
- Improve understanding of traditional crafts and cookery.



Section 1: Listening and Responding

Part B

Question 4 (a)

Criteria	Marks
• Identifies why Hayk is going to be interviewed	2
• Provides some relevant information	1

Sample answer:

Հայկի հետ հարցազրույց պիտի անցկացնեն, քանի որ նա խոհարարական մրցույթի երբևէ ամենաերիտասարդ յաղթողն է:

Sample answer (translation):

Hayk is going to be interviewed because he is the youngest ever winner of a cooking competition.

Question 4 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of why the speaker thinks that Hayk will be successful	3
• Demonstrates a good understanding of why the speaker thinks that Hayk will be successful	2
• Provides some relevant information	1

Sample answer:

Լիան կարծում է, որ Հայկը յաջողակ կը լինի իր սեփական խոհարարական հեռուստաժրագիրը վարելով, քանի որ նա հմուտ խոհարար է, որը կարողանում է պարզ բացատրել եւ իրեն հեշտութեամբ կարելի է հետեւել: Նաեւ նա կատակասէր է, որը հանդիսատեսին ուրախ կը պահէ:

Sample answer (translation):

Lia thinks that Hayk will be successful hosting/running his own cooking TV show because he is a skilful cook who has the ability to explain things simply and one can follow him easily. He also has a sense of humour which viewers will enjoy.

**Question 5 (a)**

Criteria	Marks
• Identifies Garine's problem	2
• Provides some relevant information	1

Sample answer:

Գարինէն նեղացած է Ադամի պատճառով, քանի որ Ադամը արձակուրդի ելած է այն ժամանակ, երբ կարեւոր տեղեկագիր պէտք է ներկայացուի: Գարինէն տեղեկագիրը մինակը պէտք է ընէ:

Sample answer (translation):

Garine's problem is that Adam is going to take a holiday just when an important report needs to be done. Garine will have to do the report by herself.

Question 5 (b)

Criteria	Marks
• Demonstrates a thorough understanding of Garine's feelings	3
• Demonstrates some understanding of Garine's feelings	2
• Provides some relevant information	1

Sample answer:

Սկզբից Գարինէն նեղացած է Ադամից, բայց նրա նկատմամբ աւելի կարեկցանքով է լցւում, երբ տեղեկանում է, որ Ադամը իր եղբորը տասնհինգ տարի չի տեսել, եւ որ նրա եղբայրը շատ հիւանդ է եղել անցեալ տարի: Վերջում նա երախտապարտ է Մայքլի նման յուսալի աշխատանքային ընկեր ունենալու համար:

Sample answer (translation):

Garine is initially upset with Adam but she becomes more sympathetic towards him when she learns that he has not seen his brother for 15 years and that his brother had been very ill the previous year. At the end she is grateful for having a reliable work colleague like Michael.

**Question 6**

Criteria	Marks
• Provides a thorough comparison of how the speakers convey their views about the Armenian language with detailed reference to the interview	5
• Provides a sound comparison of how the speakers convey their views about the Armenian language with adequate reference to the interview	4
• Provides a good understanding of how the speakers convey their views about Armenian language with some reference to the interview	3
• Demonstrates some understanding of the speakers' views and/or the language they use	2
• Provides some relevant information	1

Sample answer:

Երկուսն էլ՝ Հաղորդավարը եւ Լուսին, մտածում են, որ Հայոց լեզուն կարեւոր է համայնքի եւ ազգի համար: Նրանք օգտագործում են փոխաբերութիւններ՝ շեշտելու այն դերը, որ լեզուն ունի մեր կեանքում՝ մարդկանց եւ նրանց պատմութիւնը միաւորելու հարցում: Օրինակ, 'Մեր լեզուն հացն է մեր սեղանի', 'Մեր լեզուն կամուրջ է, որ կապում է ներկան անցեալին':

Հաղորդավարը օգտագործում է համեմատութիւն, երբ իր մտահոգութիւնն է յայտնում այն մասին, թէ ինչ է կատարւում Հայոց լեզուի հետ: Օրինակ, 'ինչպէս վկայ ենք լինում գեղեցիկ բոյսերի եւ կենդանիների անհետացմանը բնութիւնից': Այնուամենայնիւ, Լուսին մնում է լաւատես: Նա օգտագործելով հրամայական նախադասութիւն նշում է, որ միասնութիւնն ու մեր համայնքի հզօրացումն է դրա բանալին: 'Եկէ՛ք ուժեղ ու միասնական լինենք որպէս համայնք':

Վերջում Լուսին օրինակը յոյս է ներշնչում Հաղորդավարին ապագայի նկատմամբ:

Sample answer (translation):

Both the announcer and Lucy think that the Armenian language is important for the community and nation. They use metaphors to highlight the role language plays in our lives by connecting people and their history, eg 'Our language is the bread of our table', 'Our language is a bridge that joins our past to our present'.

The announcer uses a simile when voicing concerns about what is happening to the Armenian language, eg 'like witnessing the extinction of beautiful plants and animals from the natural world'. However, Lucy remains positive. She indicates that the key is in unity and strength of the community, using the imperative 'Let us stay strong and unified as a community!'.

At the end the announcer can see hope in the future given the wonderful example that Lucy is.



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Identifies the purpose of Vardan's blog	2
• Provides some relevant information	1

Sample answer:

Vardan wants to share his travel experiences and wants advice from others about whether to travel again.

Question 7 (b)

Criteria	Marks
• Provides a good comparison of how Sossi and Mesrop react to their experiences	3
• Provides some comparison of how Sossi and/or Mesrop react to their experiences	2
• Provides some relevant information	1

Sample answer:

Sossi's travel experience consists of having had her bag stolen. While this is not as dramatic as Mesrop's experiences, Sossi has been put off travelling. Mesrop has a very positive outlook and has continued to travel despite some horrendous experiences. He retells his experiences with humour, saying that he even lost weight after having been in freezing conditions without food.

**Question 7 (c)**

Criteria	Marks
• Demonstrates a comprehensive understanding of Anna's comments and their relevance to Vardan's post, with detailed reference to the text	5
• Demonstrates a sound understanding of Anna's comments and their relevance to Vardan's post, with adequate reference to the text	4
• Demonstrates some understanding of Anna's comments and their relevance to Vardan's post, with some reference to the text	3
• Demonstrates some understanding of Anna's and/or Vardan's entries	2
• Provides some relevant information	1

Sample answer:

Anna's comments are only relevant to the extent that she shares her holiday experiences and encourages Vardan to travel again. However, while she experienced disruptions and difficulties, they were avoidable and perhaps of her own doing. For example, she was responsible for her passport expiring / for forgetting her credit card / her bags being heavy. She calls these 'accidents' but these do not compare to the real accidents and challenges that Vardan faced when his plane had an emergency landing / his documents disappeared / he needed to be hospitalised when he broke his leg. His problems were out of his control and not due to a lack of preparation, as she suggests.



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



2017 CCAFL Armenian Continuers Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversa- tion	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	Arts and entertainment — review	H3.1
2 (a)	1	Youth issues — conversation	H3.2
2 (b)	5	Youth issues — conversation	H3.1
3 (a)	2	History and culture — announcement	H3.2
3 (b)	4	History and culture — announcement	H3.2

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	2	Leisure and recreation — telephone message	H3.1
4 (b)	3	Leisure and recreation — telephone message	H3.1
5 (a)	2	World of work — conversation	H3.2
5 (b)	3	World of work — conversation	H3.2
6	5	History and culture — radio interview	H3.3, H3.4

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Tourism — blog	H3.1
7 (b)	3	Tourism — blog	H3.2, H3.3
7 (c)	5	Tourism — blog	H3.3



**Section 2: Reading and Responding
Part B**

Question	Marks	Content	Syllabus outcomes
8	15	World of work — email	H1.2, H1.3, H3.1

Section 3: Writing in Armenian

Question	Marks	Content	Syllabus outcomes
9	20	Personal identity — speech	H2.1, H2.2, H2.3
10	20	World of work — article	H2.1, H2.2, H2.3