



# 2018 CCAFL Armenian Continuers Marking Guidelines

## Section 1: Listening and Responding Part A

### Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies who the announcement is from</li></ul>	1

**Sample answer:**

The announcement is from the transport authority.

### Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>Demonstrates a thorough understanding of the message of the announcement</li></ul>	3
<ul style="list-style-type: none"><li>Demonstrates a sound understanding of the message of the announcement</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

**Sample answer:**

The message is that there will be no ferry service to the city, the wharf is undergoing maintenance/is out of use. Additional buses will be in operation.

**Question 2 (a)**

Criteria	Marks
• Identifies the correct answer	1

**Sample answer:**

C

**Question 2 (b)**

Criteria	Marks
• Demonstrates a thorough understanding of the different attitudes of the two speakers	4
• Demonstrates a sound understanding of the different attitudes of the two speakers	3
• Demonstrates some understanding of the attitudes of the two speakers	2
• Provides some relevant information	1

**Sample answer:**

Aram believes that frequently changing work is not good practice. From his brother's experience he believes that it can make you look unreliable and irresponsible. Lena does not trust employers because she was treated very unfairly by the last two employers. Lena thinks that feeling more comfortable and having the chance of growing is more important than staying in the same job. She also thinks that having a sense of belonging is important.



### Question 3

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of how the customer and the sales assistant convey their points of view through their use of language, with detailed reference to the text</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of how the customer and the sales assistant convey their points of view through their use of language, with appropriate reference to the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of how the customer and the sales assistant convey their points of view through their use of language, with some reference to the text</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how the customer and the sales assistant convey their points of view</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

#### **Sample answer:**

The customer sounds polite and courteous at the beginning using '*could you please . . . ?*' but determined. However, she becomes more aggressive, angry, impolite, unkind: '*I wish you could eat and get sick too!*', and threatening over the course of the conversation . . . '*I will make such a noise that no-one will ever buy cakes from you!*'

On the contrary, the sales assistant sounds polite and patient with an angry customer: '*I am very sorry!*'. The assistant tries to keep calm and offers an alternative to solve the problem: '*I can give you another cake free of charge!*'. He is also determined to maintain the good reputation of the shop . . . '*Please, don't say our cakes are bad, they are really fresh!*'.



## Section 1: Listening and Responding

### Part B

#### Question 4 (a)

Criteria	Marks
• Identifies the correct answer	1

**Sample answer:**

C

#### Question 4 (b)

Criteria	Marks
• Demonstrates a sound understanding of how the speaker uses language to engage the audience with appropriate reference to the text	4
• Demonstrates some understanding of how the speaker uses language to engage the audience	2–3
• Provides some relevant information	1

**Sample answer:**

*Խօսողը կը գործածէ «Գեղեցկութիւնը կը փրկէ աշխարհը» խօսքը:  
Ինչպէս կը բուժէ հիւանդներուն մարմինները զեղերով, այս գծագրութիւնները պիտի բուժեն  
անոնց հոգիները:*

*Հարց տալով, Ո՞վ չի գմայլի ստեղծագործութեան մը վրայ:  
Քաջակերտով մեր երիտասարդները ճամբայ կը բանանք սպառնալ տաղանդները փայլելու եւ  
հպարտութիւն բերելու մեր ազգին:*

**Sample answer (translation):**

The speaker uses sayings, eg ‘*beauty will save the world*’. He also uses similes eg ‘*as your treatments help the patients’ body in the same way this artwork will be beneficial for the patients’ souls*’. Rhetorical questions eg ‘*Who doesn’t admire artwork?*’. Positive and emotive language eg ‘*By supporting our youth now we are paving the way for the future talents to shine and bring pride to our nation*’.



## Question 5

Criteria	Marks
• Demonstrates a thorough understanding of why Sarkis thinks the film will be successful	4
• Demonstrates a sound understanding of why Sarkis thinks the film will be successful	3
• Demonstrates some understanding of why Sarkis thinks the film will be successful	2
• Provides some relevant information	1

### Sample answer:

*Սարգիսը կարծում է, որ շարժապատկերը յաջողութիւն կ'ունենայ, քանի որ այնտեղ հանրաճանաչ դերասան է նկարահանուել:*

*Շարժապատկերը տարբեր է նրա նախկինում խաղացած դերերից: Այն գուարձալի եւ անկանխատեսելի ձևով ներկայացնում է սովորական իրադարձութիւնները թէ՛ մեծահասակների եւ թէ՛ երիտասարդների աչքերով:*

### Sample answer (translation):

Sarkis thinks the film will be successful as it has a popular/well-liked actor.

The film is different from any other film he has done. It shows ordinary situations through the eyes of both the young and old in a very humorous/unpredictable way.

**Question 6 (a)**

Criteria	Marks
• Demonstrates a sound understanding of Vahe's contribution to the anniversary celebrations	2
• Provides some relevant information	1

**Sample answer:**

Վահէի նոր ստեղծագործութիւնը ընտրուեց որպէս պաշտօնական երաժշտութիւն Երեւան քաղաքի տօնակատարութեան համար:

**Sample answer (translation):**

Vahe's new composition was selected as the official music for the celebrations for the city of Yerevan.

**Question 6 (b)**

Criteria	Marks
• Provides a thorough account of Vahe's feelings with detailed reference to the interview	4
• Demonstrates a sound understanding of Vahe's feelings with appropriate reference to the interview	3
• Demonstrates some understanding of Vahe's feelings	2
• Provides some relevant information	1

**Sample answer:**

Վահէն շատ զարմացած էր ու պատիւ զգացած՝ «Արժեւորուած զգացի ու հպարտութեան զգացումներ ունեցայ»: Ան գոհ էր եւ երջանիկ, «Երեսիս ժպիտը շաբաթ մը տեսեց»: Ան յուզուած էր, որովհետեւ մեծ հայրը ուրախ պիտի ըլլար իր յաջողութեան համար: Հայաստան երթալով ան կարծես «տուն հասած էր» ու ներշնչուած ստեղծեց իր երաժշտութիւնը՝ «հողի ձայները իմ ականջները լեցուցին»: Ան տխուր էր, որ փոքր ժամանակ հայերէն չէր կրցած սորվիլ ու դժուար էր հաղորդակցուիլ իր ժողովուրդի հետ:

**Sample answer (translation):**

Vahe was surprised and honoured at first 'I felt important and had feelings of pride'. He was happy 'the smile on my face lasted for a week'. He was emotional knowing how happy his grandfather would have been about his success.

By visiting Armenia he 'felt home' and was inspired to create the music 'from the sounds that filled his ears'.

He was sad that when he was young he hadn't been able to learn Armenian which made it hard for him to communicate with his people.



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
• Identifies fully the purpose of the event	3
• Demonstrates some understanding of the purpose of the event	2
• Provides some relevant information	1

**Sample answer:**

The purpose was to show the documentary about help extended to isolated villages, raise awareness of the program to help them and to highlight the contributions which have led to great benefits to villages in Armenia.

#### Question 7 (b)

Criteria	Marks
• Demonstrates a sound understanding of how this project affects Nareg	3
• Demonstrates some understanding of how this project affects Nareg	2
• Provides some relevant information	1

**Sample answer:**

After watching the documentary, Nareg was shocked at seeing children suffering. He sees hope because he can see the impact the project will have on the lives of children, by bringing a smile to their faces.

He feels inspired and is committed to participate and wants to encourage others to join in this mission.



## Question 8

Criteria	Marks
• Provides a thorough understanding of how the writer engages her audience with reference to both content and language	4
• Provides a sound understanding of how the writer engages her audience with reference to both content and language	3
• Demonstrates some understanding of the message with some reference to content and/or language	2
• Provides some relevant information	1

### **Sample answer:**

She engages her audience to draw attention to the issue of youth lacking a sense of community. She does this through the use of rhetorical questions '*Where are we heading . . . ?*', and negative and harsh use of language '*No offer of help*', '*selfish*'. She also shares her own personal experience '*I have the same problem . . .*'. Furthermore, she finishes with a plea that it is up to all of us, including herself, to help young people achieve more appreciation for those around us '*It is up to us to educate . . .*'.



## Section 2: Reading and Responding

### Part B

#### Question 9

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

**Answers could include:**

- Որ ընկերներին հրավիրել:
- Ինչ պատրաստել
- Հայկական խոհանոցի առանձնահատկությունները
- հանդիպման վայրը

**Answers could include (translation):**

- Which friends to invite
- What to make
- The peculiarities of Armenian cuisine
- The venue of the meeting.



## Section 3: Writing in Armenian

### Questions 10–11

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions</li><li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task</li><li>• Demonstrates the ability to sequence and structure ideas and information coherently and effectively</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions</li><li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Demonstrates the ability to sequence and structure ideas and information effectively</li></ul>	13–16
<ul style="list-style-type: none"><li>• Presents information and a range of ideas and/or opinions relevant to the task</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>	9–12
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the task</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>	5–8
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words and set formulae to express information</li></ul>	1–4



# 2018 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 (a)	1	Daily life — announcement	H3.1
1 (b)	3	Daily life — announcement	H3.1
2 (a)	1	World of work — conversation	H3.1
2 (b)	4	World of work — conversation	H3.3
3	6	Daily life — conversation	H3.2

## Section 1: Listening and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	1	History and culture — speech	H3.3
4 (b)	4	History and culture — speech	H3.2
5	4	Arts and entertainment — telephone message	H3.2
6 (a)	2	Personal identity — radio interview	H3.3
6 (b)	4	Personal identity — radio interview	H3.2

## Section 2: Reading and Responding

### Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	3	Youth issues — article	H3.2
7 (b)	3	Youth issues — article	H3.3
8	4	Youth issues — letter	H3.4

## Section 2: Reading and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
9	15	Leisure and recreation — email	H1.2, H1.3, H3.1



**Section 3: Writing in Armenian**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
10	20	Education and aspirations — letter	H2.1, H2.2, H2.3
11	20	Daily life — speech	H2.1, H2.2, H2.3