



2019 CCAFL Armenian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none">Identifies why the son wants to participate in the competition	1

Sample answer:

He has a dream to become a famous singer.

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a thorough understanding of how the son persuades his mother	3
<ul style="list-style-type: none">Demonstrates a sound understanding of the son's arguments	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

He persuades her by reassuring her that the competition should not affect his exam results as he always does well. The principal has already approved extra exam days for him and/or he tells her that the principal trusts him. He will bring fame/support to the school.

**Question 2 (a)**

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

B

Question 2 (b)

Criteria	Marks
• Demonstrates a thorough understanding of what type of person is likely to be attracted to Aram's announcement	4
• Demonstrates a sound understanding of what type of person is likely to be attracted to Aram's announcement	3
• Demonstrates some understanding of what type of person is likely to be attracted to Aram's announcement	2
• Provides some relevant information	1

Sample answer:

The person is likely to be fit and a risk-taker/adventurer because it is 'full of dangers' and 'not for the soft hearted'. The person is likely to want fame/recognition to be 'followed on the internet' and to be 'hailed as heroes'. The person will want to help a cause because the sponsorship money will be used to build a school for the blind. Finally, one who is spontaneous to immediately join the adventure.

Question 3 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Mr Johansen was introduced as a truly special guest	2
• Provides some relevant information	1

Sample answer:

He is truly special, because two years ago he did not know Armenian. He now speaks Armenian fluently and since then he has studied Armenian history.

**Question 3 (b)**

Criteria	Marks
• Demonstrates a thorough understanding of why Mr Johansen was impressed by his experience	4
• Demonstrates a sound understanding of why Mr Johansen was impressed by his experience	3
• Demonstrates some understanding of Mr Johansen's experience	2
• Provides some relevant information	1

Sample answer:

Mr Johansen was impressed by his experience in Armenia because of the incredible hospitality of the people he visited in an Armenian village.

He approached a stranger's house, was welcomed and things (fruits/foods) magically appeared as they were mentioned. He felt like a king/he felt he was treated like a king. His visit had a happy ending (as in a fairy tale) but instead of three apples falling from the sky, he was given a large basket of fruit and vegetables.



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Demonstrates a thorough understanding of Hasmik's feelings about the news	4
• Demonstrates a sound understanding of Hasmik's feelings about the news	3
• Demonstrates some understanding of Hasmik's feelings about the news	2
• Provides some relevant information	1

Sample answer:

Սկիզբը Յասմիկը յուսահատուած է, քանի որ առանց իր եղբոր չի պիտի կարողանայ Եւրոպա ճամբորդել: Ան բարկացած է, քանի որ գիտէ թէ ծնողները չի պիտի արտօնեն առանձին ճամբորդելու: Յասմիկը կը նախանձի, որ եղբայրը Չայաստան պիտի երթայ եւ այնտեղ պիտի հանդիպի աշխարհի տարբեր երկրներէն եկած այլ սփիւռքահայերու: Սակայն, ան կը կարծէ, որ եղբայրը արժանի է այս առիթին:

Sample answer (English translation):

Initially Hasmik is upset as she would not be able to travel to Europe with her brother. She is angry because she knows that her parents would not allow her to travel alone. She feels jealous that her brother is going to Armenia and will be meeting other Armenians from around the world. However, she feels that he deserves this opportunity.

**Question 5**

Criteria	Marks
• Demonstrates a thorough understanding of what the conversation reveals about the personalities of the speakers	4
• Demonstrates a sound understanding of what the conversation reveals about the personalities of the speakers	3
• Demonstrates some understanding of the personalities of the speakers	2
• Provides some relevant information	1

Sample answer:

Աշոտը համբերատար եւ քաղաքավար է: Նա լաւատես է եւ հանդարտ է մնում, ինչքան էլ Թալինը կոպիտ է եւ վիրաւորում է Աշոտին: Նա նաեւ կատակասէր է եւ փորձում է Թալինին հասկացնել որ լաւ ճաշակ ունի:

Թալինը անհամբեր է, իր մասին բարձր կարծիք ունի: Վստահ է որ ինքը միշտ ճիշտ է եւ նա վիրաւորում է Աշոտին: Վերջում նա, մի քիչ աւելի մեղմանում է, երբ տեսնում է ախորժելի ուտելիքը:

Sample answer (English translation):

Ashot is patient and polite. He stays positive and calm even though Talin is rude and insults Ashot. He is also humorous as he tries to make Talin understand that he has good taste.

Talin is impatient. She thinks highly of herself. She thinks she is always right and she is rude and insults Ashot. At the end, her attitude changes when she sees the appetising (yummy) food.

Question 6 (a)

Criteria	Marks
• Explains why Lilit wants to speak to her grandfather	2
• Provides some relevant information	1

Sample answer:

Աղջիկը/թոռնիկը/Լիլիթը իր մեծ հօրմէ դրամ կը խնդրէ (պէտք ունի), որ նոր հագուստ գնէ Զայկական Փառատօնին հագնելու համար:

Sample answer (English translation):

Lilit wants to ask her grandfather for money to buy new clothes to wear to the Armenian Festival.

**Question 6 (b)**

Criteria	Marks
• Demonstrates a perceptive understanding of the grandfather's and granddaughter's views, including language and content	5
• Demonstrates a thorough understanding of the grandfather's and granddaughter's views, including language and content	4
• Demonstrates a sound understanding of the grandfather's and granddaughter's views, including language and content	3
• Demonstrates some understanding of the grandfather's and granddaughter's views	2
• Provides some relevant information	1

Sample answer:

Խօսողները կը քննարկեն Չայկական ասանդական տարազներու արժէքը: Մեծ հայրը կը կարծէ, որ անոնք կարելի է: Ան կը հիանայ այն փաստին, որ մեծ մայրը անոնք պահած է այնպէս ինչպէս կը պահէր իր աչքի լոյսը: Ան կը կարծէ, որ անոնք կ'արտացոլեն հարուստ մշակոյթը ու կը նոյնացնէ պատմութեան, պտուղներու գոյներուն ու հայ ժողովուրդի համեստութեան հետ: Ան կը գործածէ նկարագրական լեզու, շեշտելու համար տարազներու արժէքը, օրինակ թէ մեր նախնիներու շունչը կարելի է գտնել տարազներուն թելերուն մէջ:

Թէեւ թռնիկը համաձայն է մեծ հօր հետ, որ տարազները գեղեցիկ են, ան կը կարծէ, որ անոնք անոր արուեստի գործեր են, որ կը պատկանին միայն թանգարանի մը մէջ: Ան կը չափազանց նկարագրելով անոնց որպէս նախաքրիստոնէական եւ հագնելով անոնք, ան պիտի ուշադրութիւնը գրաւէ սխալ պատճառներով:

Sample answer (English translation):

The speakers are discussing the value of traditional Armenian costumes/dress. He thinks that they are important and admires the fact that the grandmother has kept them just as she has kept 'the light in her eyes'. He thinks that they reflect the rich culture and links them to the history, colours of the fruits and the modesty of the Armenian people. He uses descriptive language to emphasise the value of the costumes, eg that the breath of forefathers is found in the threads of the costumes.

While she agrees with him that the costumes are beautiful, she thinks that these are more like a work of art to be admired only in a museum. She exaggerates, describing them as pre-Christian and says that by wearing them she would attract the wrong attention.



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Identifies all the purposes of the text	2
• Identifies one purpose of the text	1

Sample answer:

The article informs the parents of a new initiative to take the students to the theatre (two times a term) and also invites them to help.

Question 7 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the benefits to the students	4
• Demonstrates a sound understanding of the benefits to the students	3
• Demonstrates some understanding of the initiative	2
• Provides some relevant information	1

Sample answer:

The visual performances will help students better understand the subjects studied at school and they will be able to discuss the issues raised in the performance. The students will meet other students and teachers.

Some students who haven't been to the theatre before will be able to appreciate the theatre as a new form of art. Drama students will make informed decisions about their career paths.

Question 8

Criteria	Marks
• Demonstrates a thorough understanding of how the writer conveys his feelings with sound and relevant support from the text	4
• Demonstrates a sound understanding of how the writer conveys his feelings with some support from the text	3
• Demonstrates some understanding of the writer's feelings	2
• Provides some relevant information	1

Sample answer:

The writer is grateful and very happy to have spent time with his aunt on her farm. He describes his visit with words such as 'unforgettable', 'best' and 'heaven'. His visit has shown him that his aunt is now too old to do farm work and he shows his concern for her health by insisting that she come to stay with him/his mother in the winter. He is disappointed that he did not see her sons. He speaks nostalgically about them having been kind to him in the past, like 'big brothers', and he expresses hope that he will see them next time he visits the farm.



Section 2: Reading and Responding

Part B

Question 9

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 10–11

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



2019 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	Education and aspirations — face-to-face conversation	H3.1
1 (b)	3	Education and aspirations — face-to-face conversation	H3.3
2 (a)	1	Tourism — announcement/radio advertisement	H3.3
2 (b)	4	Tourism — announcement/radio advertisement	H3.3
3 (a)	2	Daily life — interview	H3.1
3 (b)	4	Daily life — interview	H3.3

Section 1: Listening and Responding

Part B

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

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Education and aspirations — article	H3.1, H3.3
7 (b)	4	Education and aspirations — article	H3.1, H3.3
8	4	Daily life — letter	H3.2



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

Question	Marks	Content	Syllabus outcomes
9	15	World of work — email	H1.2, H1.3, H3.1

Section 3: Writing in Armenian

Question	Marks	Content	Syllabus outcomes
10	20	Various — short story	H2.1, H2.2, H2.3
11	20	Youth issues — speech	H2.1, H2.2, H2.3