



2021 CCAFL Armenian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Criteria	Marks
• Demonstrates a sound understanding of how Rouben feels about his current job, with reference to the text	3
• Demonstrates some understanding of how Rouben feels about his job	2
• Provides some relevant information	1

Sample answer:

Rouben likes his job because it is a great opportunity/privilege interviewing famous as well as ordinary people. He loves being able to choose the music according to how he feels. He struggles because he does not always have time to keep updated/informed about current issues, but feels he must, for his followers.

Question 2 (a)

Criteria	Marks
• Demonstrates a comprehensive understanding of the likely benefits	4
• Demonstrates a sound understanding of the likely benefits	3
• Demonstrates some understanding of the likely benefits	2
• Provides some relevant information	1

Sample answer:

The city/citizens are likely to benefit because for the first time many books will be published about its history. The art gallery will have a special exhibition of works from the city's famous artists, some of which have never been exhibited until now. Also school students will benefit by being able to go to the museum for free. Citizens and visitors will get to know the city and its history. Also, local charities will benefit financially – entry fees collected (to attractions) will be given to them.

**Question 2 (b)**

Criteria	Marks
• Identifies who Mr Avetisian is most likely to be	1

Sample answer:

C

Question 3 (a)

Criteria	Marks
• Provides TWO reasons why Shant is going to the game	2
• Provides some relevant information	1

Sample answer:

Shant is going to the game because it is raising money to build a sport centre for the school. He is also going in order to see his high school friends who will be there.

Question 3 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of what the conversation reveals about Alin's personality, with detailed reference to the text	5
• Demonstrates a sound understanding of what the conversation reveals about Alin's personality, with reference to the text	4
• Demonstrates some understanding of Alin's personality, with some reference to the text	3
• Demonstrates some understanding of Alin's personality	2
• Provides some relevant information	1

Sample answer:

She is assertive/arrogant and not considerate about Shant's preferences as she tries to force him to go to the game by buying him a ticket without asking him and she accuses him of not having sport spirit. And then she is rude by demanding her money for the ticket whether he goes or not. However, she is loyal as she wants to support her friend on the team.



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Provides a sound explanation of the change in Narek's mood	3
• Demonstrates some understanding of Narek's mood	2
• Provides some relevant information	1

Sample answer:

Սկզբում նա ուրախ, ոգետրուած է եւ սպասում է նշելու այդ նորութիւնը, որ վերջապէս ճամբորդական արտօնագիր է ստացել Ավստրալիա գնալու համար: Վերջում նա հիասթափուած է, քանի որ իր ընկերուհին բացասական է տրամադրուած և չի աջակցում և վստահում իրեն նշելով, որ պիտի մոռանայ իրեն:

Sample answer (translation):

Initially he is happy/excited and is looking forward to celebrating the news that he has finally got his visa to go to Australia. By the end, he is disappointed that his friend is so negative and does not support or trust him by suggesting that he would forget them.

Question 5 (a)

Criteria	Marks
• Identifies why Maral is annoyed at the beginning	2
• Provides some relevant information	1

Sample answer:

Մարալը վրդովուած է, որովհետեւ Արմենը ուշացած էր (տորէն) և չհեռաձայնեց զինք զգուշացնելու, որ պիտի ուշանայ:

Sample answer (translation):

Maral is annoyed because Armen was late again and he did not ring her to let her know.

**Question 5 (b)**

Criteria	Marks
• Provides a comprehensive comparison of the views expressed by the speakers, with detailed reference to the text	5
• Provides a sound comparison of the views expressed by the speakers, with relevant reference to the text	4
• Demonstrates some understanding of the views expressed by the speakers, with some reference to the text	3
• Demonstrates some understanding of the view(s) expressed	2
• Provides some relevant information	1

Sample answer:

Մայրը կ'ակնկալէ, որ Արմենը երթայ Շաբաթօրեայ դպրոց, բայց խօսողներու տեսակետները շատ տարբեր են այս նիւթին վերբերեալ:

Մարալը հաճոյքով գացած է Շաբաթօրեայ դպրոց, ուր ընկերներ ունեցած է եւ ուրախ է, որ հայերէն լեզուն, հայոց պատմութիւնը եւ մշակոյթը սորված է: Ան երախտապարտ է, որ հայերէն դասերը օգնեցին զինք, երբ ան ճամբորդեց տեսնելու իր հայ ընտանիքը:

Արմենը հետաքրքրուած է իր ժամանակը ընկերներուն հետ անցնելով, լողալով/կողովագնդակ խաղալով: Յարմար չի տեսներ հայերէն սորվիլ / չ'արժեւորել կապը իր հեռաւոր ազգականներու հետ:

Մինչ երկուքը կ'արժեւորեն ընկերները՝ Արմենը ուրախ է իր դպրոցի ընկերներով, բայց Մարալը կը խորհի, որ ընկերներ, որոնք նոյն մշակոյթը ունին՝ ատելի կարեւոր են:

Sample answer (translation):

The mother expects Armen to go to Saturday school but the speakers have very different views about this.

Maral enjoyed going to Saturday school where she made friends with others and was happy to have learned the language as well as about the history and culture. She was grateful that her lessons helped her when she travelled to see her Armenian family.

Armen on the other hand is more interested in having that time to spend with friends and do things such as swimming/playing basketball. He does not see any relevance to studying Armenian and does not see any value in connecting with his overseas relatives.

While they both value friends he is happy with his school friends but she thinks that friends within the same/shared culture are more important.



Question 6

Criteria	Marks
• Demonstrates a comprehensive understanding of how David views Mary's complaints, with detailed reference to the text	5
• Demonstrates a sound understanding of how David views Mary's complaints, with relevant reference to the text	4
• Demonstrates some understanding of how David views Mary's complaints, with some reference to the text	3
• Demonstrates some understanding of Mary's complaints and/or David's reaction to Mary	2
• Provides some relevant information	1

Sample answer:

Դաւիթը կարծում է, որ Մարիի բողոքը իր ղեկավարի անարդար վերաբերմունքի մասին տեղին չէ: Չնայած նա համաձայն է այն բանի հետ, որ Մարիի հետ անարդար են վարուել, երբ եղանակի պատճառով Մարին ուշացել էր աշխատանքից, բայց նա կարծում է միա դեպքերում Մարին իրեն ձիշո չի դրսևորել: Օրինակ, նա գիտէ, որ Մարին յաճախ է ուշանում, տպելիս հաւանաբար շատ սխալներ է անում իր երկար եղունգների պատճառով և պէտք է հետեւի աշխատավայրի օրէնքներին՝ պատշաճ կօշիկներ հագնելով: Նա նաև այն զգացումը ունի, որ Մարին հաւանաբար շատ անձնական հեռախօսազանգեր է անում, որոնք խանգարում են գործընկերներին և պէտք չէ զարմանայ, որ ղեկավարը պնդում է, որ ինքաւ ամբողջ օրը հեռախօսը պահի դարակում:

Sample answer (translation):

David thinks that Mary is not really justified in complaining about her manager treating her unfairly. While he sympathises with her that she was unfairly treated when she was late because of the weather, he does not believe that she has behaved appropriately at other times. For example, he knows she is often late and that she probably makes (typing) mistakes because of her long nails, and that she should follow the dress code by wearing appropriate shoes. He also feels that she probably makes many personal phone calls (disturbing her work colleagues) and should not be surprised that the manager is insisting that she keep her phone in the drawer all day.



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Demonstrates understanding of why Sona says 'it's so unfair!'	2
• Provides some relevant information	1

Sample answer:

Sona is upset, saying that it's unfair that after studying hard she did not get the top mark in the test. Instead, her friend who cheated in the test got the top mark. (And the teacher did not notice.)

Question 7 (b)

Criteria	Marks
• Demonstrates a sound understanding of why Hagop is mentioned in all the diary entries	3
• Demonstrates some understanding of why Hagop is mentioned in all the diary entries	2
• Provides some relevant information	1

Sample answer:

Hagop is a boy at Sona's school who provides her with support, help and advice which she values. She confides in him and he encourages her and advises her on how to cope with her situation from the start and helps her to improve her attitude towards her classmate. She likes him (and values his opinions) and wants to impress him by baking his favourite cake.



Question 7 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of what Sona reveals about herself in Entry 2 and in Entry 3, with detailed reference to the text	5
• Demonstrates a sound understanding of what Sona reveals about herself in Entry 2 and in Entry 3, with reference to the text	4
• Demonstrates some understanding of what Sona reveals about herself in Entry 2 and/or in Entry 3	2–3
• Provides some relevant information	1

Sample answer:

In Entry 2 Sona reveals that she is resilient by working on the new assignment and that she was not put off by the surprise test. But she also shows that she has doubts about herself (in case she is lying/deceiving herself) and has been anxious and not sleeping well.

In Entry 3 Sona reveals that she is hard-working and ambitious to do well, setting off to complete her assignment. She is proud/very happy of her last achievement, saying that she 'was flying through the air'.

She also shows herself to be a compassionate and forgiving person because she feels no happiness in her friend's sadness. Instead, she is willing to follow Hagop's advice to speak to her friend and further decides to help her and to make a cake for her and Hagop.



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



2021 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	World of work — speech	H3.2
2 (a)	4	History and culture — radio interview	H3.1
2 (b)	1	History and culture — radio interview	H3.2
3 (a)	2	Leisure and recreation — conversation	H3.1
3 (b)	5	Leisure and recreation — conversation	H3.3

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4	3	Daily life — conversation — conversation	H3.2
5 (a)	2	Education and aspirations — conversation	H3.1
5 (b)	5	Education and aspirations — conversation	H3.4
6	5	World of work — conversation	H3.3

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Personal identity — diary entry	H3.1
7 (b)	3	Personal identity — diary entry	H3.2
7 (c)	5	Personal identity — diary entry	H3.3

Section 2: Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
8	15	Email — tourism — email	H1.2, H2.1, H2.3, H3.1



Section 3: Writing in Armenian

Question	Marks	Content	Syllabus outcomes
9	20	Youth issues — speech	H1.2, H2.1, H2.2, H2.3
10	20	Arts and entertainment — story	H1.2, H2.1, H2.2, H2.3