



2022 CCAFL Armenian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Criteria	Marks
• Demonstrates sound understanding of why Hasmig is ringing Arman	3
• Demonstrates sound understanding of Hasmig's message	2
• Provides some relevant information	1

Sample answer:

Hasmig is ringing Arman to ask him if they could use his car to drive her father to the city (for an important job) before going to the library to study for their exam. Hasmig does not have her car / her car has been borrowed by her cousin.

Question 2 (a)

Criteria	Marks
• Identifies the intended audience	1

Sample answer:

D



Question 2 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of how the speaker tries to encourage listeners with reference to content and language	4
• Demonstrates a sound understanding of how the speaker tries to encourage listeners with some reference to content and language	3
• Demonstrates some understanding of what is being advertised	2
• Provides some relevant information	1

Sample answer:

The speaker creates a sense of urgency by asking listeners to hurry to register for the tour as it's a chance of a lifetime. They should not miss this chance of creating treasured memories.

The speaker describes an opportunity to switch to a healthy mind and body, in an idyllic place where you can enjoy the stars at night and the morning twittering of birds. He also describes this as a unique experience 'not known to the wide public'.

The monuments/landmarks/nature are made appealing by positive descriptions such as 'priceless gems' 'hidden in the mountains' and 'starry night sky . . . '.

Question 3 (a)

Criteria	Marks
• Identifies why Aram was not invited to the party	2
• Provides some relevant information	1

Sample answer:

Aram was not invited because it was a surprise party organised by Eva's colleagues.

**Question 3 (b)**

Criteria	Marks
• Provides a comprehensive explanation of Eva's feelings	5
• Provides a sound explanation of Eva's feelings	4
• Provides some explanation of Eva's feelings	3
• Demonstrates some understanding of Eva's feelings	2
• Provides some relevant information	1

Sample answer:

Eva has mixed feelings about her neighbours. She was very happy/excited about them, and her friendship with them. She is grateful for the treats and for them helping her to feel connected to her Armenian culture and people.

However, she is also very frustrated/disappointed as they have become a source of discomfort by making a lot of noise which affects her work and her sleep.

Eva is also apprehensive/worried/concerned about how to tell the neighbours without offending them/affecting the friendship.



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Provides a sound comparison of the views expressed by the speakers	2
• Provides some relevant information	1

Sample answer:

Երկուսն էլ մտահոգ են Ռուբենի համար, (քանի որ նա դպրոց չի յաճախում և ուշ է տուն գնում): Կարօն ավելի քննադատաբար է վերաբերում Ռուբենին, քանի որ Ռուբենը մերժել էր օգնության իր առաջարկը / կարծում է, որ նրան բազմաթիւ հնարատրութիւններ են տրուել:

Սառան ավելի կարեկցական վերաբերմունք ունի Ռուբենի հանդէպ և կարծում է, որ Ռուբենը ավելի շատ աջակցութեան կարիք ունի իր ընկերների կողմից:

Sample answer (translation):

Both are concerned about Rouben (that he is not attending school and getting home late). Garo is more critical of Rouben because he has refused his offer of help / thinks that he has been given many opportunities.

Sara is more sympathetic and feels that Rouben needs more support from his friends.

Question 5 (a)

Criteria	Marks
• Provides why the opportunity is being offered	2
• Provides some relevant information	1

Sample answer:

Առաջարկուած է մօտակայ ագարակներու մէջ բերքահաւաքի աշխատանքներուն օգնելու հնարատրութիւնը, որովհետեւ ագարակատէրերը դժուարութիւն ունին գտնելու մարդիկ, որ օգնեն բերքահաւաքի աշխատանքներուն:

Sample answer (translation):

This opportunity is being offered to help harvesting on the nearby farms, because farmers are having difficulty finding people who will help harvest their produce.

**Question 5 (b)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how the speaker encourages listeners with reference to the text	4
• Demonstrates a sound understanding of how the speaker encourages listeners with some reference to the text	3
• Demonstrates some understanding of the opportunity offered	2
• Provides some relevant information	1

Sample answer:

Խօսողը կը քաջալերէ ունկնդիրները կոչ ուղղելով անոնց համայնքային զգացումներուն, ընդգծելով աշխատանքի առաւելութիւնները: Օրինակ.-

- Ընդգծելով լաւ քաղաքացի լինելու կարեւորութիւնը, օգնելու դժուարութեան մէջ եղող ազարակատէրերուն:
- Ծանօթացնելով ազարակի մէջ աշխատելու առաւելութիւնները, սնուիլ բնական ուտելիքներով, շնչել մաքուր օդ եւ մթերքները կիսուիլ իրենց ընտանիքներուն հետ:
- Քաղաքին մօտ գտնուիլը, հանրակառքով տեղափոխութիւնը և անվճար սնունդի ապահովումը:
- Շեշտելով այն փաստը, որ ինքն ալ ժամանակին նման առաջարկ ստացաւ եւ ակնյայտօրէն յուսախափ չեղաւ):

Sample answer (translation):

The speaker encourages listeners by appealing to their sense of community and by highlighting the benefits of the job. For example:

- Emphasising the importance of being good citizens by helping farmers in difficulty
- Introducing the benefits of working on the farms, eating organic food, breathing fresh air and sharing produce with their families
- The farm being close to the city, transporting workers by bus and providing free meals
- (Relating that he took up a similar offer and obviously was not disappointed).

**Question 6 (a)**

Criteria	Marks
• Identifies the surprising news	2
• Provides some relevant information	1

Sample answer:

Աննան չի ցանկանում դպրոցից անմիջապես յետոյ համալսարան գնալ, նա ուզում է ծամբորդել: Վերադառնալուց յետոյ երաժշտութիւն սովորել տնտեսագիտութեան փոխարէն:

Sample answer (translation):

Anna doesn't want to start university straight after high school, she wants to travel. After she returns she wants to study Music instead of Economics.

Question 6 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the father's attitude and how he expresses it, with detailed reference to language and content	5
• Demonstrates a sound understanding of the father's attitude and how he expresses it, with reference to language and content	4
• Demonstrates some understanding of the father's attitude and how he expresses it with limited reference to language and/or content	3
• Demonstrates some understanding of the father's attitude and/or how he expresses it	2
• Provides some relevant information	1

Sample answer:

Չայրը յանկարծակիի է եկել/ հիասթափուած է, որ նա որոշել է հետաձգել իր ուսումը: Ընդհանուր առմամբ նա հաւանութիւն չի տալիս Աննայի ծամբորդելու ծրագրերին: Նա օգտագործում է խիստ լեզուական միջոցներ, արտայայտելու իր անհամաձայնութիւնը, «դա անմտութիւն է», «ես քեզ թոյլ չեմ տա կեանքդ կործանել», «կատակում ես»: Նրա ձայնի երանգը աւելի մեղմ է երբ նա խօսում է երաժշտութիւնը որպէս մասնագիտութիւն ընտրելու մասին: Նա հաճոյախօսում է Աննային, ասելով որ նա տաղանդաւոր երաժիշտ է բայց արտայայտում է իր մտահոգութիւնը, որ այն ապագայի լաւ մասնագիտութիւն չէ: Երբ Աննան չի փոխում իր կարծիքը, հայրը դառնում է աւելի անհանդուրժող ասելով, «դու ոչ մի տեղ չես գնալու»:

Sample answer (translation):

The father is shocked / disappointed that she has decided to defer her studies. Overall his tone is disapproving of her plans to travel. He uses strong language to express his disapproval: 'That's nonsense', 'I will not allow you to ruin your life' 'are you joking?'. His tone is much gentler about choosing music as a career. He compliments Anna on being a talented musician but expresses his concern that it is not a good career path. When Anna does not change her mind, the father becomes dismissive / dictatorial 'you are not going anywhere . . . '.



Section 2: Reading and Responding

Part A

Question 7

Criteria	Marks
• Demonstrates a comprehensive understanding of what the author sees as the truth	3
• Demonstrates some understanding of the text	2
• Provides some relevant information	1

Sample answer:

The author does not believe that listening to programs, reading articles and attending a gym is the way to achieve better health.

The truth is, according to the author, that to look after our health, we need to be eating a healthier diet. Going to the gym for long and painful hours is not the answer to our health problems nor to our sedentary life as people seem to believe. The author thinks that people are better off eating well and using that time taking a walk in the fresh air and save money.

Question 8 (a)

Criteria	Marks
• Identifies the target audience	2
• Provides some relevant information	1

Sample answer:

The target audience is people who are interested in exercising at home (rather than going to the gym) and those interested in having/buying the latest device.

Answers could include:

- People interested in looking good.
- People who are interested in living a long life.

**Question 8 (b)**

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which the text promotes good health with reference to language and content	5
• Demonstrates a sound understanding of the extent to which the text promotes good health with some reference to language and content	4
• Demonstrates some understanding of the extent to which the text promotes good health with limited reference to language and/or content	3
• Demonstrates some understanding of the text	2
• Provides some relevant information	1

Sample answer:

While the text begins and ends with questions about being healthy, it is simply an advertisement for a treadmill to be used at home and not really about health. Also the text does not expand on the theme of a healthy long life as suggested by the title. Hence, it does not directly promote health.

Early in the text there is a link between using the treadmill and health/weight, with reference to 'burning body fat . . .'. After that, no further reference is made to (healthy) weight or health.

The rest of the text promotes the convenience of using a treadmill at home while also watching programs or having a break from work, and while it uses language/adjectives commonly found in many advertisements, such as amazing, incredible, wonderful etc to draw in readers and to convince them to buy the treadmill, it does not directly talk about the health benefits.



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



2022 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	Personal identity — phone message	H3.1
2 (a)	1	Tourism — advertisement/announcement	H3.1
2 (b)	4	Tourism — advertisement/announcement	H3.3
3 (a)	2	Daily life/History and culture — conversation	H3.1
3 (b)	5	Daily life/History and culture — conversation	H3.2

Section 1: Listening and Responding

Part B

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

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7	3	Leisure and recreation — article	H3.3
8 (a)	2	Leisure and recreation — advertisement	H3.1
8 (b)	5	Leisure and recreation — advertisement	H3.3



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

Question	Marks	Content	Syllabus outcomes
9	15	Emails — youth issues — email	H1.2, H2.1, H2.3, H3.1

Section 3: Writing in Armenian

Question	Marks	Content	Syllabus outcomes
10	20	World of work — text of an interview	H1.2, H2.1, H2.2, H2.3
11	20	Education and aspirations — script of a speech	H1.2, H2.1, H2.2, H2.3