



# 2024 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 what present Vardan and his sister planned to buy for their mother's birthday</li></ul>	1

**Sample answer:**

They planned to buy a gym membership for their mother's birthday.

### Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>Demonstrates an understanding of the arguments the son uses to try to convince the mother</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

**Sample answer:**

The son's arguments are that he and his sister will take turns to cook a couple of times a week, and sometimes they could all go to a restaurant.

**Question 2 (a)**

Criteria	Marks
• Provides an understanding of why Tamar is frustrated with herself	2
• Provides some relevant information	1

**Sample answer:**

Tamar works long hours at school and home, and she stays back at school to help students. She missed her dinner again.

**Question 2 (b)**

Criteria	Marks
• Demonstrates a sound understanding of how the father attempts to change his daughter's approach, with reference to the text	3
• Demonstrates some understanding of how the father attempts to change his daughter's approach, with reference to the text	2
• Provides some relevant information	1

**Sample answer:**

The father tries to explain to the daughter that her approach is wrong, advising her to be stricter with her students. He also tells her that she needs to look after her health and spend time with friends and family/eat on time/rest.

**Question 3 (a)**

Criteria	Marks
• Demonstrates a sound understanding of the suggested solutions to the problem	3
• Demonstrates some understanding of the suggested solutions to the problem	2
• Provides some relevant information	1

**Sample answer:**

Community members should not litter the grounds with food scraps. On the other hand, the city council should provide more rubbish bins and have signs reminding people where to put their rubbish.

**Question 3 (b)**

Criteria	Marks
• Provides a comprehensive explanation for why Mr Markarian was an appropriate choice	4
• Provides a sound explanation for why Mr Markarian was an appropriate choice	3
• Provides some understanding of why Mr Markarian was an appropriate choice	2
• Provides some relevant information	1

**Sample answer:**

He is an expert/he has done research on bird behaviour. Mr Markarian notes that all birds, including crows have great environmental importance. As habitat changes, for example, the cutting down of trees, this facilitates a dramatic increase in the number of crows in community parks. The crows become aggressive and territorial, and this poses a risk to the safety of people when the crows swoop at them.



## Section 1 — Listening and Responding

### Part B

#### Question 4 (a)

Criteria	Marks
• Identifies why Silvy is unable to attend the work training	1

**Sample answer**

Սիլվին չի կրնար մասնակցիլ դասընթացքին, առողջական խնդիրներու պատճառով:

**Sample answer (translation):**

Silvy is unable to attend the work training due to health issues.

#### Question 4 (b)

Criteria	Marks
• Demonstrates an understanding of what Silvy proposes to compensate for missing the training	2
• Provides some relevant information	1

**Sample answer:**

Սիլվին կը խնդրէ, որ դասընթացքի առջանց հղումը ուղարկեն իրեն, որպէսզի յետոյ դիտէ: Սիլվին կը խոստանայ նաեւ մասնակցիլ ապագայ բոլոր դասընթացքներուն:

**Sample answer (translation):**

Silvy asks for the web link to watch it later. Silvy also promises to participate in all future training programs.

**Question 5 (a)**

Criteria	Marks
• Demonstrates an understanding of why Saro's parents decided to move	2
• Provide some relevant information	1

**Sample answer:**

Սարոյի ծնողները որոշեցին տեղափոխուել, քանի որ կեանքը ատելի քիչ լարուած է այնտեղ և տան գները ատելի մատչելի են:

**Sample answer (translation):**

Saro's parents decided to move because life is less stressful over there and the house prices are more affordable.

**Question 5 (b)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how likely Saro is to move with his parents, with reference to the text	4
• Demonstrates a sound understanding of how likely Saro is to move with his parents, with reference to the text	3
• Demonstrates some understanding of how likely Saro is to move with his parents	2
• Provides some relevant information	1

**Sample answer:**

Հաւանականութիւնը շատ քիչ է, որ Սարոն տեղափոխուի իր ծնողների հետ, քանի որ նա դեռեւս սովորում է համալսարանում և իր համար դժուար կը լինի նորից մասնակի աշխատանք գտնել: Նա չի կարող իր ընկերներին իր հետ տանել և նա ձեւաւորել է մանկութեան յուշեր առանց որոնց նա կարծում է, որ ինքը լիարժէք չի լինի:

**Sample answer (translation):**

Saro is very unlikely to move with his parents, because he is still studying at university. It would be difficult for Saro to find a part-time job while studying. He can't take his friends with him and has formed childhood memories without which he thinks he will not be complete.

**Question 6 (a)**

Criteria	Marks
• Demonstrates an understanding of how the speakers express their feelings about each other	2
• Provides some relevant information	1

**Sample answer:**

Խօսողները կ'արտահայտեն իրենց կարօտը միմեանց նկատմամբ՝ օգտագործելով լեզուական միջոցներ, ինչպես օրինակ, «Ես արդէն սկսած եմ դէմքդ մոռնալ» (Սաթիգ), «Աչքէ հեռու, սրտէ հեռու», «...այս արտահայտութիւնը մեր մասին չէ», «Ժամանակն է հանդիպիլ» (Արմէն):

**Sample answer (translation):**

The speakers express their feeling of longing to see each other/missing each other by using language such as 'I've already forgotten your face' (Satig), 'Far from eye, far from heart', '... this phrase is not about us', 'It is time to meet' (Armen).

**Question 6 (b)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how the speakers persuade each other to reconsider their Christmas plans	4
• Demonstrates a sound understanding of how the speakers persuade each other to reconsider their Christmas plans	3
• Demonstrates some understanding of how the speakers persuade each other to reconsider their Christmas plans	2
• Provides some relevant information	1

**Sample answer:**

Արմէնը և Սաթիկը՝ երկուքն ալ կը խօսին նոր փորձառութիւններու մասին շեշտելով եղանակին առաւելութիւնները և Սուրբ Ծննդեան տօնակատարութիւնը:

Արմէնը կը համոզէ Սաթիկին նկարագրելով Սուրբ Ծննդեան տօնը Ձմեռը նշելու գեղեցկութիւնը: Ան նաեւ կը շեշտէ ձմեռային խաղերու հաճոյքը և տաք վառարանի մօտ նստած սուրճ վայելելը, միեւնոյն ժամանակ դիտելով թէ ինչպէս պատուհանէն դուրս ձիւն կը տեղայ: Արմէնը նաեւ կը նշէ, որ կրնան այցելել Եւրոպական մի քանի երկիր և հիանալ այդ երկիրներու Սուրբ Ծննդեան սովորութիւններով:

Սաթիկն ալ կը համոզէ Արմէնին ըսելով, որ այցելէ Աւստրալիա: Նոր երկիր, նոր փորձառութիւններ և Սուրբ Ծնունդը տօնել Ովկիանոսի ափին տաք արեւի տակ:

**Sample answer (translation):**

Armen and Satig both speak about new experiences and emphasise the advantages of the weather and celebrating Christmas.

Armen describes the beauty of celebrating Christmas in winter. He mentions the pleasure of winter games and enjoying coffee next to the fireplace, while watching the snowfall from the window. He also mentions that they can visit several countries in Europe and admire the Christmas traditions of those countries.

Satig also persuades Armen to come to Australia. New country, new experiences and to celebrate Christmas on the beach under the hot sun.



## Section 2 — Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
• Identifies how the title 'The concert of colours' reflects the theme of the exhibition	2
• Provides some relevant information	1

**Sample answer:**

The theme of the exhibition is Autumn and a variety of autumn colours were on display through the paintings.

#### Question 7 (b)

Criteria	Marks
• Provides a comprehensive comparison of the opinions of the two people interviewed with reference to language and content	5
• Provides a sound comparison of the opinions of the two people interviewed with reference to language and content	4
• Provides some comparison of the opinions of the two people interviewed with reference to language and content	3
• Provides limited understanding of the opinions of the two people interviewed	2
• Provides some relevant information	1

**Sample answer:**

The professor expresses the opinion that the exhibition should be an ongoing event for every season, not only autumn (which relates to the stage of his life). He shows his disappointment of the small number of young artists in the exhibition. However, he hopes it will change over time. He also mentioned the lighting in the exhibition hall was not well lit. As a result, some artworks were not presented at their best.

Armine expresses that the exhibition is a miracle. Looking at the artworks, she felt as if she was walking in the fragile leaves and feeling the rain drops on her body. Like the professor, she also felt sad because of the changes in nature. In her opinion, she enjoys seeing the creations of young artists.

**Question 7 (c)**

Criteria	Marks
• Explains why the reporter is convinced by the saying «Գեղեցկութիւնը կը փրկի աշխարհը»	3
• Demonstrates some understanding of why the reporter is convinced by the saying «Գեղեցկութիւնը կը փրկի աշխարհը»	2
• Provides some relevant information	1

**Sample answer:**

The saying «Գեղեցկութիւնը կը փրկի աշխարհը» (The beauty will save the world) is not meant to be taken seriously but means that when people see/experience beauty, it helps them forget their daily stress/worries and reminds them that beauty in nature is all around them. The reporter is convinced of this by the artworks exhibited in this exhibition, for example, 'when do we look at blossoming trees?' and by the feedback from the people he has interviewed.



## Section 2 — Reading and Responding

### Part B

#### Question 8

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



## Section 3 — Writing in Armenian

### Questions 9–10

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



# 2024 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

## Written Examination

### Section 1: Listening and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Leisure and recreation – conversation	H3.1
1 (b)	2	Leisure and recreation – conversation	H3.1
2 (a)	2	World of work – conversation	H3.1
2 (b)	3	World of work – conversation	H3.3
3 (a)	3	Daily life – interview	H3.1
3 (b)	4	Daily life – interview	H3.1

### Section 1: Listening and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	1	Education and aspirations – phone message	H3.1
4 (b)	2	Education and aspirations – phone message	H3.1
5 (a)	2	Youth issues – conversation	H3.2
5 (b)	4	Youth issues – conversation	H3.3
6 (a)	2	Tourism – conversation	H3.2
6 (b)	4	Tourism – conversation	H3.3

### Section 2: Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Arts and entertainment – text of an interview	H4.3
7 (b)	5	Arts and entertainment – text of an interview	H3.2, H3.4
7 (c)	3	Arts and entertainment – text of an interview	H3.3

### Section 2: Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
8	15	Email – personal identity – email	H1.1, H1.2, H1.4, H3.1



**Section 3: Writing in Armenian**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
9	20	Personal identity – article	H2.1, H2.2, H2.3
10	20	History and culture – short story	H2.1, H2.2, H2.3