



2017 CCAFL Croatian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Criteria	Marks
• Outlines the purposes of the event	2
• Provides some relevant information	1

Sample answer:

Fun romantic event (on Valentine's Day) and raises money for local children's hospital

**Question 2 (a)**

Criteria	Marks
• Identifies solutions offered to Davor	2
• Identifies a solution offered to Davor	1

Sample answer:

She offers alternatives that may lead to work experience and future employment. She suggests that Davor needs to be more flexible/more positive/not give up.

Question 2 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how Davor expresses his feelings about his current situation	4
• Demonstrates a good understanding of how Davor expresses his feelings about his current situation	3
• Demonstrates some understanding of how Davor expresses his feelings about his current situation	2
• Provides some relevant information	1

Sample answer:

Davor shows frustration in not being able to find a job after numerous attempts. He is angry that the standards/requirements are too high and unreasonable to fulfil. His tone changes and he is not responding to his friend's advice. Overall, he is negative, uncompromising, exaggerates and lacks hope. He uses emphatic language and rhetorical questions.

**Question 3 (a)**

Criteria	Marks
• Identifies reasons for the conversation taking place	2
• Identifies a reason for the conversation taking place	1

Sample answer:

Emma is too busy/overwhelmed/stressed to have lunch and Josip wants to help her find solutions.

Question 3 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Josip attempts to persuade Emma to change her approach to the students	5
• Demonstrates a thorough understanding of how Josip attempts to persuade Emma to change her approach to the students	3–4
• Demonstrates a basic understanding of how Josip attempts to persuade Emma to change her approach to the students	2
• Provides some relevant information	1

Sample answer:

Josip is very positive in his manner and doesn't allow Emma's negativity to stop him in providing alternatives for student discipline. His suggestion of meditation is supported with statistics and articles about its success. He remains calm and is not affected by her dismissals. He reminds her that her current methods aren't effective and are causing stress.



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Identifies the directions for the shortest way to the beach	3
• Identifies some directions for the shortest way to the beach	2
• Identifies some relevant information	1

Sample answer:

Go down to the end of the stairs and at the bottom of the stairs turn right.

Then walk to the bakery and on the left side there is a passage that you go along to the coffee shop.

At the coffee shop turn right and take the stairs on your left.

Walk down the stairs and cross the road to the beach.

**Question 5 (a)**

Criteria	Marks
• Demonstrates a full understanding of what <i>klapa</i> is, based on information from the text	2
• Demonstrates some understanding of what <i>klapa</i> is, based on information from the text	1

Sample answer:

Klapa is an a capella singing group of men, and sometimes women, who sing in a harmony of voices without instrumental support.

Question 5 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how Adela uses language to communicate her opinions about the concert	4
• Demonstrates a good understanding of how Adela uses language to communicate her opinions about the concert	3
• Demonstrates a basic understanding of how Adela uses language to communicate her opinions about the concert	2
• Provides some relevant information	1

Sample answer:

Adela is in awe of how great the concert was. She uses descriptive language/adjectives (*grand concert, elegant, pleasing to the eye . . .*). She uses emotive language to engage the audience to share her feelings (*left speechless, overtaken with nostalgia, the music emotionally impacted . . .*). She exaggerates her emotions and the impact of the concert on her feelings. The use of first person intensifies how the concert left a lasting impression on her.

**Question 6 (a)**

Criteria	Marks
• Identifies where the conversation is taking place	1

Sample answer:

It is taking place at the registration office for the event.

Question 6 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the comparison between Ivan's and Ana's views on participating on the committee including reference to language and content	5
• Demonstrates a thorough understanding of the comparison between Ivan's and Ana's views on participating on the committee including reference to language and content	3–4
• Demonstrates a basic understanding of the comparison between Ivan and Ana's views on participating on the committee including reference to language and/or content	2
• Provides some relevant information	1

Sample answer:

Both speakers seem to be positive about the event. However, they are excited about different aspects of it. Ana is happy and looking forward to taking part in the organising committee to gain work-related skills. She is thrilled at the opportunity to gain skills that will help her with her future. In contrast, Ivan is interested in the sport only. He is excited that he will be able to see and meet the best table tennis players. He is thrilled that it is taking place in his hometown. Ivan is surprised that Ana has so little interest in the sport aspect. He uses exclamations to show his surprise. Ana's use of repetition highlights her strong work ethic.



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a good understanding of how the title communicates the purpose of the text	1

Sample answer:

The title suggests that the writer is reflecting/proud about the many achievements of Croatians in sport.

Question 7 (b)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a comprehensive understanding of how the writer expresses her feelings in the text referring to language and content	4
<ul style="list-style-type: none">Demonstrates a good understanding of how the writer expresses her feelings in the text referring to language and content	3
<ul style="list-style-type: none">Demonstrates a basic understanding of how the writer expresses her feelings in the text referring to language and/or content	2
<ul style="list-style-type: none">Identifies some relevant information	1

Sample answer:

The writer is proud, passionate and enthusiastic about Croatian sport. She boasts about Croatia's success even though it is such a small nation. She suggests that success in sport gives the people reasons for happiness. She uses highly descriptive language such as *full of hope* and *winning euphoria*. She uses adjectives and expressions such as 'I am proud', 'What a feeling!', 'famous', 'historic' to demonstrate her feelings of pride. She uses a rhetorical question to ensure that the audience shares her feelings. Overall her tone is positive.

**Question 8 (a)**

Criteria	Marks
• Demonstrates a good understanding of the factors that influenced Zlata Bartl in creating the product	2
• Provides some relevant details	1

Sample answer:

From an early age Zlata Bartl was interested in chemistry. She also had a desire to preserve the flavours of out-of-season vegetables so that they could be used throughout the year. This led to the creation of Vegeta.

Question 8 (b)

Criteria	Marks
• Demonstrates a good understanding of how Kuharić accounts for the product's success	3
• Demonstrates a basic understanding of how Kuharić accounts for the product's success	2
• Identifies some relevant information	1

Sample answer:

Kuharić feels that Vegeta is so successful because of its distinctive flavour. He emphasises that it is versatile, making it useful across a range of cuisines, including Japanese. He highlights the fact that Vegeta makes available flavours all year round that previously would have been seasonal. In this way Vegeta has become a staple in kitchens worldwide.



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 Croatian

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



2017 CCAFL Croatian 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	2	Arts and entertainment — advertisement	H3.1
2 (a)	2	Youth issues — conversation	H3.1, H3.2, H3.3
2 (b)	4	Youth issues — conversation	H3.2, H3.3
3 (a)	2	Education and aspirations — conversation	H3.1
3 (b)	5	Education and aspirations — conversation	H3.3

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4	3	Tourism — conversation	H3.1, H3.3
5 (a)	2	Arts and entertainment — spoken review	H3.1, H3.2, H3.3
5 (b)	4	Arts and entertainment — spoken review	H3.2, H3.3
6 (a)	1	World of work — conversation	H3.1, H3.2, H3.3
6 (b)	5	World of work — conversation	H3.1, H3.2, H3.3, H3.4

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	1	Leisure and recreation — editorial	H3.1, H3.2
7 (b)	4	Leisure and recreation — editorial	H3.2
8 (a)	2	People and places — newspaper article	H3.1
8 (b)	3	People and places — newspaper article	H2.3, H3.2, H3.3



Section 2: Reading and Responding
Part B

Question	Marks	Content	Syllabus outcomes
9	15	History and culture — article and captions	H1.2, H1.3, H3.1

Section 3: Writing in Croatian

Question	Marks	Content	Syllabus outcomes
10	20	Youth issues — diary entry	H2.1, H2.2, H2.3
11	20	Education and aspirations — text of a speech	H2.1, H2.2, H2.3