



2020 CCAFL Croatian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none">Identifies what the award was for	1

Sample answer:

The best ice-cream in the world

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides a sound explanation of why the recipient was given the award	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

The ice-cream *Čokoled* was given the award because it has a unique shape and innovative soft topping covering the combination of a quality, delicate ice-cream and a well-known chocolate spread.

Question 2 (a)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a sound understanding of why the band is going to New York	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

The band is going to New York to participate in an international jazz festival because they won at the local jazz festival in Split.

Question 2 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the extent to which Leon and Marina are supportive of the band, with detailed reference to the text	4
• Demonstrates a sound understanding of the extent to which Leon and Marina are supportive of the band, with reference to the text	3
• Demonstrates some understanding of the extent to which Leon and Marina are supportive of the band, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Leon and Marina are highly supportive of the band. They are passionate and proactive and propose to support the band financially by organising an outdoor concert and finding local business sponsorship. They also plan to promote the band by running an online competition, which includes dinner with the band to raise the band's profile and increase their popularity.

Question 3 (a)

Criteria	Marks
• Identifies the purpose of the speech	2
• Provides some relevant information	1

Sample answer:

To reiterate the conditions of the Primošten beaches, to inform the city council of the proposed initiative and to seek approval to temporarily close access to the port.

Question 3 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how valid Miss Morić's concerns are, with detailed reference to the text	4
• Demonstrates a sound understanding of how valid Miss Morić's concerns are, with reference to the text	3
• Demonstrates some understanding of how valid Miss Morić's concerns are, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Miss Morić's concerns are very valid because the current state of and lack of cleanliness of the local waterways have caused a range of problems. Sea traffic has increased significantly and with that an increase of rubbish being thrown into the water (plastic cups, bottles and straws). Local beaches are so polluted that they are abandoned. This leads to a decrease in tourism and possible ecological tragedy due to the polluted seabed (pieces of metal, chains, boat parts and nets).



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Completes the telephone message correctly	3
• Completes most of the telephone message correctly	2
• Provides some relevant information	1

Sample answer:

<i>Event / Događaj:</i>	Gradski piknik
<i>Picnic location / Lokacija piknika:</i>	Gornji grad
<i>Meeting place / Mjesto okupljanja:</i>	Kod malog mosta
<i>Date / Datum:</i>	27. Kolovoza
<i>Time / Vrijeme:</i>	7 sati navečer
<i>What to bring / Što donijeti:</i>	Deku i peciva

Sample answer (translation):

<i>Event / Događa:</i>	Urban Picnic
<i>Picnic location / Lokacija piknika:</i>	Gornji grad
<i>Meeting place / Mjesto okupljanja:</i>	Near the small bridge
<i>Date / Datum:</i>	27 August
<i>Time / Vrijeme:</i>	7 pm
<i>What to bring / Što donijeti:</i>	A blanket and bread rolls

Question 5

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of what language techniques Helena uses to convince Filip to participate in the school of magic• Provides extensive examples from the text	5
<ul style="list-style-type: none">• Demonstrates a thorough understanding of what language techniques Helena uses to convince Filip to participate in the school of magic• Provides detailed examples from the text	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of what language techniques Helena uses to convince Filip to participate in the school of magic• Provides examples from the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of what language techniques Helena uses to convince Filip to participate in the school of magic• Provides some examples from the text	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Helena koristi ponavljanje, "Prava škola magije, u pravom dvorcu. Pravi čarobni štapići, čarobni napici iz čarobnih biljaka u čarobnom dvorcu", kako bi privukli Filipa da obrati pažnju na razgovor. Uključuje opisni jezik, "šiljastim tornjevima, kamene zidove, tajanstvenu šumu, drvene podove koji škripe ispod vas dok hodate mračnim hodnicima" kako bi Filip zamislio dvorac i mogućnost pohađanja škole magije. Koristi uzvike: "Čekaj dok to ne vidiš!" "Neće biti ništa od toga!" Pogodi koja će biti nagrada za pobjednički dom! da bi povećali razinu uzbuđenja. Upotreba retoričkih pitanja poput "Ne zvuči li to uzbudljivo?" da bi privukli Filipa u dramu događaja.

Sample answer (translation):

Helena uses repetition, 'A real school of magic, in a real life castle. Real magic wands, magic potions from magic plants in a magical castle', to entice Filip to pay attention to the conversation. She incorporates descriptive language, 'pointed spires, stone walls, mysterious forest, wooden floors that creak beneath you as you walk through dark hallways' to get him to imagine the possibilities of attending the workshop. She uses exclamations, 'Wait till you see it!' 'There won't be any of that!' 'Guess what the prize for the winning house will be!' to increase the level of excitement. She uses of rhetorical questions such as 'Doesn't that sound exciting?' to draw Filip into the drama of the event.



Question 6 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Dr Marković is being interviewed	2
• Provides some relevant information	1

Sample answer:

Dr. Markovic je intervjuiran jer je primio prestižno priznanje i zbog sudjelovanja u odboru za proslavu Šibenskog sveučilišta.

Sample answer (translation):

Dr Marković is being interviewed because he received a prestigious award and because of his involvement in the Šibenik University celebration committee.

Question 6 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of the significance of Šibenik University	5
• Demonstrates a thorough understanding of the significance of Šibenik University	4
• Demonstrates a sound understanding of the significance of Šibenik University	3
• Demonstrates some understanding of the significance of Šibenik University	2
• Provides some relevant information	1

Sample answer:

Šibensko sveučilište je dio hrvatske kulturne tradicije već 500 godina. Oduvijek je to bilo globalno priznato sveučilište i proizvelo je kvalitetne diplomante koji su bili zaposleni u cijelom svijetu, uključujući i druga sveučilišta. Potražnja za tamošnjim studiranjem je uveliko porasla u posljednjih 10 godina. U korak je s vremenom, koristeći trenutnu tehnologiju, i tri godine zaredom dobio je inovativnu sveučilišnu nagradu.

Sample answer (translation):

Šibenik University has been part of Croatian cultural tradition for 500 years. It has always been a globally recognised university and has produced quality graduates who have been employed all over the world, including other universities. The demand to study there has increased enormously in the last 10 years. It moves with the times by using current technology and has been awarded with the innovative university award for three years in a row.



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
<ul style="list-style-type: none">Provides a thorough explanation of why the innovation is useful, with detailed reference to the text	4
<ul style="list-style-type: none">Provides a sound explanation of why the innovation is useful, with reference to the text	3
<ul style="list-style-type: none">Provides some explanation of why the innovation is useful, with reference to the text	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

The installation of the innovative smart traffic light at an intersection is useful. There have been many pedestrian and traffic accidents at intersections because of excessive mobile phone use even when crossing the road. The infrared technology from the smart traffic light changes pedestrians' mobile phone screen colour which forces pedestrians to look away from their phones and pay attention to traffic. This helps to save lives and to prevent car accidents from happening.

Question 7 (b)

Criteria	Marks
<ul style="list-style-type: none">Identifies why some people are unhappy with the innovation	1

Sample answer:

The innovation makes people rely too much on technology to be safe and not to think for themselves.



Question 8

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how Tina expresses her opinion in her letter, with extensive reference to content and the language used	5
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how Tina expresses her opinion in her letter, with detailed reference to content and the language used	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of how Tina expresses her opinion in her letter, with reference to content and the language used	3
<ul style="list-style-type: none">• Demonstrates some understanding of how Tina expresses her opinion in her letter, with some reference to content and/or the language used	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Tina expresses her opinion about teenage pedestrians' road safety through the use of emotive language, 'extraordinary pilot project', 'constantly worried', 'I am delighted', 'I was shocked by the statistics'. She uses examples from her personal life to highlight her concerns and encourage the reader to empathise. 'I am a mother of three teenagers . . .' and 'When I am driving, I endeavour . ..'. She uses data to qualify the importance of the issue, 'every year there are 250 injured pedestrians'. Tina uses a rhetorical question to the reader's attention to her concerns, 'Isn't a zebra crossing really the only safe place to cross the road direct?'. She includes irony 'Someone has to be smart on the road even if it is a smart traffic light' to ask pedestrians to be vigilant.



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



2020 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 (a)	1	Leisure and recreation — announcement	H3.1
1 (b)	2	Leisure and recreation — announcement	H3.1
2 (a)	2	Arts and entertainment — conversation	H3.1
2 (b)	4	Arts and entertainment — conversation	H3.3
3 (a)	2	Youth issues — speech	H3.2
3 (b)	4	Youth issues — speech	H3.3

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4	3	Leisure and recreation — message	H3.1
5	5	Tourism — conversation	H3.2
6 (a)	2	History and culture — interview	H3.1
6 (b)	5	History and culture — interview	H3.3

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	4	World of work — newspaper article	H3.3
7 (b)	1	World of work — newspaper article	H3.3
8	5	Personal identity — letter to the editor	H3.4



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

Question	Marks	Content	Syllabus outcomes
9	15	Advertisement — People and places — email	H2.2, H2.3, H3.2, H3.3

Section 3: Writing in Croatian

Question	Marks	Content	Syllabus outcomes
10	20	Education and aspirations — article	H2.1, H2.2, H2.3
11	20	Youth issues — email	H2.1, H2.2, H2.3