



2021 CCAFL Croatian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none">Identifies the correct answer	1

Sample answer:

A

Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none">Identifies what people could do at the Ilok Water Tower, according to the advertisement	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

People could learn about the historical significance of the Ilok Water Tower by visiting the multimedia room. They could pay their respects to the heroes who defended it.



Question 2 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Jadranka prefers the train to the bus	2
• Provides some relevant information	1

Sample answer:

She prefers the train because she doesn't want to travel on the motorway as she dislikes the asphalt, concrete and tunnels and wants to view the beautiful mountain terrain scenery.

Question 2 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how Jadranka uses language to express her feelings, with detailed examples from the text	4
• Demonstrates a sound understanding of how Jadranka uses language to express her feelings, with examples from the text	3
• Demonstrates some understanding of how Jadranka uses language to express her feelings, with some examples from the text	2
• Provides some relevant information	1

Sample answer:

Jadranka uses short, sharp sentences to highlight her frustration at not being able to go by train, 'Yes, unfortunately!'. She uses exaggeration to express how annoyed she is, 'You have ruined my whole holiday'. The use of emotive language shows that she is angry and disappointed, 'I'm really angry and sad'. She employs repetition to make sure that he understands how his actions have affected her, 'By bus?! By bus?!'. She uses sarcasm to indicate her dissatisfaction with his actions. 'Great! Asphalt, concrete and tunnels!'

Question 3 (a)

Criteria	Marks
• Provides a sound explanation of why Mr Berberic should advertise on the internet	2
• Provides some relevant information	1

Sample answer:

He can reach his target audience of fit/quick/agile young people who can access the internet at any time. It would reach more people than radio or newspapers.

**Question 3 (b)**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the extent to which listeners would be enticed to take up the job opportunity, with detailed examples from the text	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of the extent to which listeners would be enticed to take up the job opportunity, with examples from the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of the extent to which listeners would be enticed to take up the job opportunity, with some examples from the text	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Listeners would be very enticed by the benefits that come with working at the vineyard. They would be enticed by the good pay, the two weeks of free meals and accommodation during the harvest. Listeners would also be enticed by the free week's stay after the harvest for a holiday. They could also enjoy the beautiful vineyard environment with the murmur of the sea, the sound of the crickets, the scent of sea salt and grapes.



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Identifies all correct answers	3
• Identifies most correct answers	2
• Identifies a correct answer	1

Sample answer:

<i>Lucija predlaže posjetiti muzej:</i>	9/08 <input type="checkbox"/>	20/08 <input type="checkbox"/>	26/08 <input checked="" type="checkbox"/>
<i>Ninu zanima:</i>	Radionica za djecu <input type="checkbox"/>	Domaći proizvodi <input checked="" type="checkbox"/>	Degustacija sladoleda <input type="checkbox"/>
<i>50 kuna uključuje:</i>	Samo ulaz u muzej <input type="checkbox"/>	Ulaz u muzej i radionicu čokoladnih glazura <input checked="" type="checkbox"/>	Ulaz u muzej i radionicu za djecu <input type="checkbox"/>

Sample answer (translation):

<i>Lucija proposes to visit the museum on:</i>	9/08 <input type="checkbox"/>	20/08 <input type="checkbox"/>	26/08 <input checked="" type="checkbox"/>
<i>Nina is interested in:</i>	Children's workshop <input type="checkbox"/>	Homemade products <input checked="" type="checkbox"/>	Ice-cream tasting <input type="checkbox"/>
<i>50 kuna includes:</i>	Entry to museum only <input type="checkbox"/>	Entry to museum and chocolate glazing workshop <input checked="" type="checkbox"/>	Entry to museum and children's workshop <input type="checkbox"/>



Question 5 (a)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound understanding of how the festival has changed over the years	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Festival se povećao sa 3 na 5 dana i postao međunarodni događaj. Preselio se iz lokalnog parka na veći teren, parkiralište sveučilišta u centru grada.

Sample answer (translation):

It has grown from a three-day local event to a five-day international event. It has moved from a local park to a larger venue, the university carpark in the centre of town.

Question 5 (b)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how likely it is that this year's festival will be a successful event, including detailed reference to the text	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of how likely it is that this year's festival will be a successful event, including some reference to the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of how likely it is that this year's festival will be a successful event	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Vrlo je vjerojatno da će festival biti uspješan ove godine jer nudi nešto za svakoga. Održavaju se natjecanja za sve razine *skatea*. Nije samo za stručnjake nego i za početnike. Nudi radionice i suradnju sa stručnjacima. Ima i žive glazbe koja predstavlja talente lokalnih bendova. Festival je u centru grada gdje su sve potrebne usluge dostupne. Planine su u blizini tako da posjetitelji mogu istražiti prirodu regije. Stoga, jedinstvena lokacija, pristup uslugama i mnogobrojne aktivnosti osigurat će uspjeh festivala.

Sample answer (translation):

It is highly likely that the festival will be successful this year as it offers something for everyone. There are competitions for all levels of skate experience. It offers workshops with experts and opportunities for collaboration. There is live music showcasing the talents of local bands for everyone to enjoy. In addition, Sinj is a beautiful place and the mountains are located nearby allowing visitors the opportunity to explore the natural features of the region.

Question 6

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a comprehensive understanding of how language is used to express the significance of the Walls of Ston, with extensive examples from the text	6
<ul style="list-style-type: none">Demonstrates a thorough understanding of how language is used to express the significance of the Walls of Ston, with substantial examples from the text	5
<ul style="list-style-type: none">Demonstrates a sound understanding of how language is used to express the significance of the Walls of Ston, with relevant examples from the text	4
<ul style="list-style-type: none">Demonstrates some understanding of how language is used to express the significance of the Walls of Ston, with some examples from the text	3
<ul style="list-style-type: none">Demonstrates a limited understanding of how language is used to express the significance of the Walls of Ston	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Voditelj programa koristi jezik kako bi ustanovio važnost zidina u nastajanju grada Stona kao mjesto povjesti i kulture. Koristi pridjeve kao na primjer *veličanstveni, prva, veliki, uspješno* kako bi istaknuo važnost zidina koje su omogućili razvoj grada. Personifikacija, *ovaj zid brižno je čuvao* naglašuje potrebu zidina u uspjehu solane i farmi školjki koje donose finacijsku korist mjestu. Korištenje retoričnog pitanja *Gdje bi Ston bio danas?* osigurava osobnu povezanost sa važnošću zidina. Imperativ i personifikacija *Zamislite kakve tajne skrivaju ove zidine!* su kako bi uputili slušatelje da si dočaraju kakve povjesne tajne ovo mjesto skriva. Usporedba sa kineskim zidom dalje naglašuje povjesnu važnost stonskih zidina.

Sample answer (translation):

The presenter uses language to identify the significance of the walls to the development of Ston as a place of history and culture. The use of adjectives, *amazing, great, successful, the first ...* highlights how important the wall was in enabling the development of the town. The speaker uses personification, *The wall carefully protected...* to emphasise how necessary the walls was to ensure the success of the production of salt and shellfish farms which brought financial benefit to the area. The use of a rhetorical question *where would the town of Ston be today?* ensures the listener is personally attached to the importance of the walls. Imperative and personification *Imagine, the secrets these walls keep!* are used to encourage the listener to imagine the historical secrets the town keeps. Comparison with the Great Wall of China further emphasises the historical significance of the Walls of Ston.



Section 2: Reading and Responding

Part A

Question 7

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how successful the author is in engaging the reader, with extensive reference to both content and language	5
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how successful the author is in engaging the reader, with detailed reference to both content and language	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of how successful the author is in engaging the reader, with reference to both content and language	3
<ul style="list-style-type: none">• Demonstrates some understanding of how successful the author is in engaging the reader, with some reference to content and/or language	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

The author is extremely successful in engaging the reader to read on/continue reading by describing her experience of tasting a Slavonski breakfast. She uses personification when she addresses pork crackling as a *challenge rival* or *bacon observing her from the plate*. She uses humour/exaggeration while continually talking to herself and encouraging and motivating herself (*you can do this*). She uses a rhetorical question (*Who needs fruit and vegetables for breakfast?*) taking the reader with her on the *adventure*. The author entices the reader into the experience by mocking her ridiculous situation, eg talking about the bacon swimming in fat and it being appealing. Through a highly descriptive sequence of events, she draws in the reader to feel the need to see if she succeeds in her challenge.



Question 8

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how participating in this initiative would prepare young people for the world of work, with extensive reference to the text	5
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how participating in this initiative would prepare young people for the world of work, with detailed reference to the text	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of how participating in this initiative would prepare young people for the world of work, with reference to the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of how participating in this initiative would prepare young people for the world of work, with some reference to the text	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Participating in this high school urban agriculture project helps to prepare young people for the world of work. Firstly, it would develop their collaborative skills by planning and building a garden with others. They would develop communication skills by selling their produce to local restaurants. They connect with interested local residents. They learn financing by reinvesting the earnings from the project. They learn to be environmentally responsible by repurposing rubbish into something functional in the garden.



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



2021 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	History and culture — advertisement	H3.1
1 (b)	2	History and culture — advertisement	H3.1
2 (a)	2	Tourism — face-to-face conversation	H3.1
2 (b)	4	Tourism — face-to-face conversation	H3.2
3 (a)	2	World of work — interview	H3.1
3 (b)	4	World of work — interview	H3.3

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4	3	Leisure and recreation — phone message	H3.1
5 (a)	2	Arts and entertainment — interview	H3.1
5 (b)	4	Arts and entertainment — interview	H3.3
6	6	History and culture — radio report	H3.2

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7	5	Leisure and recreation — blog post	H3.2
8	5	Youth issues — article	H3.3

Section 2: Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
9	15	Letter — people and places — letter	H1.2, H1.4



Section 3: Writing in Croatian

Question	Marks	Content	Syllabus outcomes
10	20	Education and aspiration — script of a speech	H2.1, H2.2, H2.3
11	20	Personal identity — short story	H2.1, H2.2, H2.3