



# 2024 CCAFL Croatian Continuers Marking Guidelines

## Section 1 — Listening and Responding Part A

### Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies the activity planned for the day</li></ul>	1

**Sample answer:**

Diving or snorkelling

### Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>Explains how the message affects the plan for the day</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

**Sample answer:**

The plan would need to be changed because it would be too dangerous to go diving under those weather conditions.



### Question 2 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Rijeka was chosen as the place to meet	2
• Provides some relevant information	1

**Sample answer:**

Rijeka was chosen as the meeting place because Lea has always wanted to visit this beautiful city, and it is convenient for Martin because he lives close by.

### Question 2 (b)

Criteria	Marks
• Demonstrates a sound understanding of how Lea's and Martin's travel interests differ, with reference to the text	3
• Demonstrates some understanding of how Lea's and Martin's travel interests differ, with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

Lea is interested in seeing a lot of sights, in particular historical buildings and beautiful views. She also prefers to see the more unique and interesting street art murals. However, Martin prefers to go somewhere with great food and shopping.

### Question 3 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Štefica and Franjo no longer have market stalls	2
• Provides some relevant information	1

**Sample answer:**

Štefica gave up her stall because no one wants to pay the true value of hand-crafted products (while the imported imitations are cheaper). Franjo gave up on his cheese market stall as maintaining a vendor licence became too complicated.

**Question 3 (b)**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of how language is used to describe Vera's experiences as a market vendor, with detailed reference to the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of how language is used to describe Vera's experiences as a market vendor, with sound reference to the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a sound understanding of how language is used to describe Vera's experiences as a market vendor, with some reference to the text</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how language is used to describe Vera's experiences as a market vendor</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Sample answer:**

Vera uses rhetorical questions, like *'How much time do you have?'* to emphasise the volume of changes that have occurred in her experiences as a vendor. Her deep connection to the market is enhanced by her use of simile, *'I feel like that statue'* and metaphor, *'this market is my life'*. She uses sarcasm and exaggeration in *'tourists come... and take 300 photos... then say they don't have cash'* to emphasise the hardships she endured. She also uses idiomatic expressions like *'I wasn't born yesterday'* to highlight how she has learned to adapt.



## Section 1 — Listening and Responding

### Part B

#### Question 4

Criteria	Marks
• Completes all details in the table correctly	3
• Completes most of the details in the table correctly	2
• Provides some relevant information	1

#### Sample answer:

<i>Pogođene tramvajske linije</i>	6,11,12
<i>Vrijeme kad su pogođene tramvajske linije</i>	9:00 ujutro do 9:00 navečer
<i>Datumi kad su pogođene tramvajske linije</i>	Od prvog prosinca do sedmog sječnja
<i>Zadnja tramvajska stanica</i>	Glavni kolodvor

#### Sample answer (translation):

<i>Tram lines affected</i>	6,11,12
<i>Times of operation affected</i>	9:00 am until 9:00 pm
<i>Dates affected</i>	From 1st December until 7th January
<i>Last tram stop</i>	Central Station



### Question 5 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Davor is unhappy with his employment	2
• Provides some relevant information	1

**Sample answer:**

Davor nije zadovoljan sa svojim zaposlenjem jer nije znao da neće biti plaćen prva dva mjeseca i da je na probnom radu. Uz to, samo pomaže u administrativnim poslovima iskusnijem novinaru a ne u poslu novinara.

**Sample answer (translation):**

Davor is unhappy with his employment because he didn't realise that the first 6 months are probationary and unpaid. In addition, he is only assisting with administration/a more experienced journalist rather than working as a journalist.

### Question 5 (b)

Criteria	Marks
• Demonstrates a sound understanding of how Eva encourages Davor to continue his employment	3
• Demonstrates some understanding of how Eva encourages Davor to continue his employment	2
• Provides some relevant information	1

**Sample answer:**

Eva potiče Davora objašnjavajući mu da će se u to vrijeme moći naviknuti na radne obaveze kao i naučiti ponešto od iskusnih novinara. Davor ističe da mu trenutno ne treba puno novaca jer ne plaća stanarinu niti prijevoz. Eva mu nudi posuditi novaca dok ne zaradi svoje.

**Sample answer (translation):**

Eva encourages Davor by explaining that he could use the time to get used to work responsibilities, as well as learn from more experienced journalists. He points out that he doesn't need much money now, as he doesn't pay rent. She adds that he does not have to pay transport fees as he can walk to work. She even offers to lend him money until he makes his own.



## Question 6 (a)

Criteria	Marks
• Demonstrates a sound understanding of why Karla was invited to speak	2
• Provides some relevant information	1

### Sample answer:

Karla je pozvana govoriti jer je nedavno osvojila prvo mjesto na amaterskom natjecanju u slalomu za žene i da potakne da sudjeluju u zimskim sportovima.

### Sample answer (translation):

Karla has been invited to speak because she has recently won first place in the amateur women's slalom, and to encourage others to take part in winter sports.

## Question 6 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Karla expresses the changes in her life, with detailed reference to both content and the use of language	5
• Demonstrates a thorough understanding of how Karla expresses the changes in her life, with sound reference to both content and the use of language	4
• Demonstrates a sound understanding of how Karla expresses the changes in her life, with some reference to both content and the use of language	3
• Demonstrates some understanding of how Karla expresses the changes in her life, with some reference to content and/or the use of language	2
• Provides some relevant information	1

### Sample answer:

Nakon 7 godina studiranja i ljeto provedeno baveći se raznim sportovima, Karla je počela raditi, te postala preumorna baviti se bilo kakvim sportom. Karla koristi usporedbu „umor me udario kao grom” kako bi istaknula svoje usmjerenje u svoj unutarnji život. Onda je otkrila atrakciju zimskih sportova te se s uzbuđenjem počela baviti zimskim sportovima. Koristi se opisnim jezikom kao na primjer „prosvjetlila” i „čaroliju”, te retoričkim pitanjem „Tko bi rekao da mi zima može vratiti iskru u život?” kako bi istaknula pozitivne promjene koje su joj zimski sportovi donijeli. Karla personificira svoje skije „skije me zovu” kako bi pokazala kako je slalom utjecao na njen život na bolje donoseći joj mir, motivaciju i zdravlje.

### Sample answer (translation):

After 7 years of studying and summer spent playing all sorts of sports, Karla began work and was too exhausted to play any sports. Karla uses a simile, '*fatigue hit me like thunder*' to highlight her transition into an introverted lifestyle. Then she discovered the appeal of winter sports and became excited about it. She uses descriptions like '*enlightened*' and '*magic*' and a rhetorical question, '*Who could believe that winter would return the spark in my life?*' to emphasise the positive change winter sports brought to her. She also personifies her skis



'*calling*' to her to show how much slalom has affected her life for the better, bringing her peace, motivation and health.



## Section 2 — Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies why the event was launched</li></ul>	1

**Sample answer:**

To ensure that the fruit on abandoned farms was picked, so that it would not be wasted.

#### Question 7 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>Demonstrates a thorough understanding of why the event was 'a great triumph', with detailed reference to the text</li></ul>	4
<ul style="list-style-type: none"><li>Demonstrates a sound understanding of why the event was 'a great triumph', with sound reference to the text</li></ul>	3
<ul style="list-style-type: none"><li>Demonstrates some understanding of why the event was 'a great triumph', with some reference to the text</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

**Sample answer:**

The event was highly organised and allowed people to book their own time slots to avoid large crowds. Residents were able to harvest so much fruit that they donated a portion to local hospitals and families in need, meaning that some of the harvest went to a good cause. There was a very positive community spirit where young and old worked together. Overall, it was 'a great triumph' because all the fruit was picked/no orchard was left unharvested.



## Question 8

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a comprehensive comparison of the messages conveyed in Text 7 and Text 8, with detailed reference to both texts</li></ul>	5
<ul style="list-style-type: none"><li>Provides a thorough comparison of the messages conveyed in Text 7 and Text 8, with sound reference to both texts</li></ul>	4
<ul style="list-style-type: none"><li>Provides a sound comparison of the messages conveyed in Text 7 and Text 8, with some reference to both texts</li></ul>	3
<ul style="list-style-type: none"><li>Demonstrates some understanding of the message(s) conveyed in Text 7 and Text 8</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

### Sample answer:

While Text 7 conveys that holding community harvests can help to reduce food waste, as suggested in '*None of the produce would go to waste*', Text 8 focuses more on preserving fruit and vegetables, called *zimnica*.

Both texts carry the message that their strategy has many benefits and both present ways of avoiding food wastage. In Text 7, the benefits included donating a part of the harvest to good causes, as expressed in the statement '*donated... families in need*', and not wasting the produce from abandoned farms. In Text 8, benefits include saving money, eating healthier as fermented/preserved food can offer rich nutrients that arm the immune system, as well as being able to enjoy off-season produce made to one's taste.

The texts also carry the message of how harvesting or preserving produce can bring people together. While Text 7 reveals how the harvest brought both young and old people together to create a '*positive community spirit*', Text 8 reveals how the recipes for making preserved food are passed down through generations, making it a part of '*rich cultural heritage*' and family traditions.



## Section 2 — Reading and Responding

### Part B

#### Question 9

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 Croatian

### Questions 10–11

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 Croatian 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

## Written Examination

### Section 1: Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Leisure and recreation — phone message	H3.1
1 (b)	2	Leisure and recreation — phone message	H3.3
2 (a)	2	Tourism — phone conversation	H3.1
2 (b)	3	Tourism — phone conversation	H3.3
3 (a)	2	World of work — interview	H3.1
3 (b)	5	World of work — interview	H3.2

### Section 1: Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
4	3	Leisure and recreation — announcement	H3.1
5 (a)	2	Education and aspirations — conversation	H3.3
5 (b)	3	Education and aspirations — conversation	H3.1, H3.3
6 (a)	2	Personal identity — speech	H3.1
6 (b)	5	Personal identity — speech	H3.2, H3.3

### Section 2: Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	1	People and places — newsletter	H3.1
7 (b)	4	People and places — newsletter	H3.3
8	5	History and culture — article	H3.2, H3.3

### Section 2: Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
9	15	Advertisement and message — tourism — diary entry	H1.2, H1.3, H1.4, H3.1



**Section 3: Writing in Croatian**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
10	20	World of work — text of an interview	H2.1, H2.2, H2.3
11	20	Arts and entertainment — formal letter	H2.1, H2.2, H2.3