



2016 CCAFL Serbian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Criteria	Marks
• Identifies what is required of a successful applicant	3
• Identifies some aspects of what is required of a successful applicant	2
• Provides some relevant information	1

Sample answer:

The applicant is required to have experience in managing a restaurant, know some English, be able to work in a team and be able to work under pressure.

Question 2 (a)

Criteria	Marks
• Explains why the event is planned	2
• Provides some relevant information	1

Sample answer:

Serbia is participating in a climate conference. The committee wants people to know that many cities in Serbia care about the environment.

**Question 2 (b)**

Criteria	Marks
• Shows a thorough understanding of how the interviewer's attitude changes during the conversation with reference to the text	3
• Shows some understanding of how the interviewer's attitude changes during the conversation	2
• Provides some relevant information	1

Sample answer:

At first, he is enthusiastic about the event, looking forward to the opportunity to experience nature. However, he becomes concerned when he finds out that there would be no vehicles allowed on the streets on the day. At the end, he is relieved when he realises that only certain parts of the city would be affected.

Question 3 (a)

Criteria	Marks
• Identifies what has prompted this conversation	1

Sample answer:

Igor fell asleep in class.

Question 3 (b)

Criteria	Marks
• Provides a comprehensive and perceptive comparison of Snežana's and Igor's personalities and supports answer with detailed reference to the text	6
• Provides a thorough comparison of Snežana's and Igor's personalities and supports answer with reference to the text	5
• Shows a sound understanding of Snežana's and Igor's personalities and supports answer with some reference to the text	4
• Shows some understanding of Snežana's and/or Igor's personalities	2–3
• Provides some relevant information	1

Sample answer:

Both Snežana and Igor are stubborn. Snežana believes in her 'coffee' lifestyle and does not want any lectures from Igor. Igor wants to be 'healthy' and would not drink any coffee.

Snežana is insensitive. She responds to Igor's concern for Darko with 'I don't care' and suggests that Darko should have drunk more coffee. On the other hand, Igor is caring. He plans to call Darko and tries to explain the negative effect of caffeine to Snežana.

Snežana relies on instant satisfaction (eg coffee makes her feel great) and sees no value in long-term planning at the age of 17. On the other hand, Igor is a careful planner. He considers the long-term effect of caffeine and relies on scientific evidence.



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Shows a thorough understanding of how the speaker describes her experience with reference to both content and use of language	4
• Shows a sound understanding of how the speaker describes her experience with reference to content and/or use of language	3
• Shows some understanding of how the speaker describes her experience	2
• Provides some relevant information	1

Sample answer:

Ивана изражава своје одушевљење тако што користи многе описне речи и понављање, на пример – „атмосфера је била феноменална”, „праве песме у правим тренуцима”, и „толика маса људи, толико весеља”. Она се изражава сликовито, „све су подигли на ноге” и користи израз, „оставили су ме без текста” да нагласи своје дивљење. На крају, она користи императив којим подстиче маму да замисли како би се дивно провеле њих две заједно.

(Translation)

Ivana shows her overwhelming delight using many descriptive words and repetition, eg ‘the atmosphere was phenomenal’, ‘the right songs for the right moments’ and ‘so many people, so much joy’. She uses imagery (‘got everyone on their feet’) to paint a vivid picture and the expression ‘left me without words’ to emphasise her astonishment. At the end, she uses an imperative to make her mother imagine how wonderful it would have been if they were experiencing it together.

**Question 5 (a)**

Criteria	Marks
• Shows a comprehensive understanding of the extent to which the title is appropriate	4
• Shows a sound understanding of the extent to which the title is appropriate	3
• Shows some understanding of why the title is appropriate	2
• Provides some relevant information	1

Sample answer:

Назив књиге је веома прикладан због тога што се ради о књизи идиома а њен назив је сам по себи идиом. Поред тога, идиом „убити две муве једним ударцем” значи „обавити два посла истовремено”. Слично томе, књига обавља два посла. Један је да нам пружи збирку идиома и њихових значења, а други је да нас информише о пореклу тих идиома.

(Translation)

The title is very appropriate because it is an idiom in itself and the book is about idioms. Furthermore, ‘to kill two birds with one stone’ means ‘to solve two problems with one action’. In a similar way, this book serves two functions. One of those functions is to give a list of idioms and their meanings, and the other is to give us the origins of those idioms.

Question 5 (b)

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

(A)

**Question 6**

Criteria	Marks
• Shows a comprehensive understanding of how the speaker tries to promote the event with detailed reference to the text	6
• Shows a thorough understanding of how the speaker tries to promote the event with reference to the text	5
• Shows a sound understanding of how the speaker tries to promote the event with some reference to the text	4
• Shows some understanding of how the speaker tries to promote the event	2–3
• Provides some relevant information	1

Sample answer:

Репортер употребљава чињенице како би слушаоци постали свеснији о томе шта је заправо аутизам. Он истиче слушаоцима како и неки од њихових суграђана имају ову врсту поремећаја настојећи да их подстакне да то није ништа страшно. Он такође покушава да апелује на људе доброг срца спомињући како ће приход са концерта да помогне деци из специјалне школе. Он промовише и посредну сврху концерта утичући тиме и на ширу публику: не само да се помогне школи, него да се промене и предрасуде о овом поремећају. Он најављује да ће концерт бити занимљив за оне који уживају у забави и уметностима (на пример, извођења школског хора, плесних и фолклорних група, скечеви).

(Translation)

The speaker tries to promote the event by using facts to raise the listeners' awareness of autism. He points out that some people in the city are affected by it to make it more personal for the listeners. He tries to appeal to people's caring nature by mentioning that the profit will help a school 'Jedinstvo' for special needs children. He also highlights the broader purpose of the concert: not only to help one school but to try to change the discriminatory opinion about the type of disorder, to try to appeal to a wider audience. He lists the variety of performances that will take place to attract the attention of people who enjoy arts and entertainment (eg school choir, dance, folklore, drama sketches).



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Identifies what is being discussed	1

Sample answer:

How people communicate nowadays.

Question 7 (b)

Criteria	Marks
• Summarises all of Dragana's concerns	5
• Summarises most of Dragana's concerns	4
OR	
• Shows a good understanding of Dragana's concerns without summarising	2–3
• Identifies some of Dragana's concerns	
• Provides some relevant information	1

Sample answer:

- There is quantity but not quality of communication.
- Inappropriate information is being shared.
- People communicate by using abbreviations and symbols.
- The use of modern media can lead to misinterpretation.
- People are becoming less social with technology.

**Question 7 (c)**

Criteria	Marks
• Provides a thorough comparison of the ways in which Brankica and Milan present their views	4
• Shows some understanding of the ways in which Brankica and Milan present their views	2–3
• Provides some relevant information	1

Sample answer:

Both Brankica and Milan have a more positive attitude towards the use of technology but Brankica politely agrees with the blogger, she provides a more detailed and emotional response than Milan. She highlights the importance and value of communicating with millions of people instantly and helping people in need very fast.

Whilst Milan's response, on the other hand, is quite shallow and more direct as he presents his views simplistically by arguing that social media news provides a platform for establishing interesting discussions when we meet people.



Section 2: Reading and Responding

Part B

Question 8

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 Serbian

Questions 9–10

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



2016 CCAFL Serbian 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

Section 1: Listening and Responding

Part A

Question	Marks	Content	Syllabus outcomes
1	3	World of work — advertisement	H3.1
2 (a)	2	Current issues — interview	H3.1
2 (b)	3	Current issues — interview	H3.2
3 (a)	1	Personal identity — conversation	H3.1
3 (b)	6	Personal identity — conversation	H3.4

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4	4	Leisure and recreation — telephone message	H3.3
5 (a)	4	History and culture — book review	H3.1
5 (b)	1	History and culture — book review	H3.3
6	6	Current issues — speech	H3.3

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	1	Daily life — blog	H3.3
7 (b)	5	Daily life — blog	H3.3
7 (c)	4	Daily life — blog	H3.4

Section 2: Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
8	15	Arts and entertainment — advertisement/review	H1.2, H1.3, H3.1

Section 3: Writing in Serbian

Question	Marks	Content	Syllabus outcomes
9	20	Leisure and recreation — email	H2.1, H2.2, H2.3
10	20	World of work — article	H2.1, H2.2, H2.3