



## 2017 CCAFL Serbian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

| Criteria  | Marks |
|---|-------|
| • Identifies why Maja thinks Sasa is a 'completely lost case'                 | 3     |
| • Identifies some aspects of why Maja thinks Sasa is a 'completely lost case' | 2     |
| • Provides some relevant information  | 1     |

#### *Sample answer:*

Sasa forgot about his girlfriend's birthday. When he was told about the surprise party he remarked that he had already made plans to go fishing. Finally, when he accepted the invitation, he wondered if he should buy a present for his girlfriend.

**Question 2 (a)**

| Criteria                        | Marks |
|---------------------------------|-------|
| • Identifies the correct answer | 1     |

*Sample answer:*

B

**Question 2 (b)**

| Criteria   | Marks |
|--|-------|
| • Shows a thorough understanding of why Ana is angry | 4     |
| • Shows a sound understanding of why Ana is angry    | 3     |
| • Shows some understanding of why Ana is angry       | 2     |
| • Provides some relevant information                 | 1     |

*Sample answer:*

Luka is late again. Due to his lateness, they have missed the start of the movie which Ana really wanted to watch. Rather than apologising, Luka suggests they go skating instead, even though he knows that Ana doesn't like skating. Ana is angry that Luka did not communicate earlier the fact that he didn't want to go to the cinema.

**Question 3 (a)**

| Criteria  | Marks |
|---|-------|
| • Provides an explanation of why Aleksandra is eager to share her good news | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

Aleksandra is eager to share her good news because she passed the entrance examination and has been accepted into the Music Academy and this will allow her to follow her dream in singing.

**Question 3 (b)**

| Criteria  | Marks |
|---|-------|
| • Shows a thorough understanding of the relationship between the two speakers with detailed reference to the text | 5     |
| • Shows a sound understanding of the relationship between the two speakers with some reference to the text        | 3–4   |
| • Shows some understanding of the relationship between the two speakers   | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

The daughter loves her father although she appears to be rebellious. She wants to share good news with him and wants him to be proud of her. She also did certain subjects at school to please her father although she was not interested in them.

The father also loves the daughter. He and her mother made sacrifices over the years to save money for the daughter to go to university hoping that she would have a more comfortable life than they do.

However, the father is over-protective and he doesn't value his daughter's opinions or goals in life. He wants his daughter to do exactly what he has planned for her at university and would not listen to any of his daughter's rational reasoning. In return, the daughter is manipulative, trying to get her own way.



## Section 1: Listening and Responding

### Part B

#### Question 4

| Criteria   | Marks |
|--|-------|
| • Identifies fully the purpose of the announcement                   | 3     |
| • Demonstrates some understanding of the purpose of the announcement | 2     |
| • Provides some relevant information                                 | 1     |

#### *Sample answer:*

Да обавести слушаоце да ће се због маратона затворити једна улица и да ће линија јавног превоза бити преусмерена у другу улицу. Исто тако, доћи ће до промене места за стајалиште.

#### *(Translation)*

To inform residents that a street will be closed due to a marathon and that buses will be redirected to a different route. Also, there will be changes to bus stops.

#### Question 5

| Criteria   | Marks |
|--|-------|
| • Shows a thorough understanding of why this job might be appealing to parents | 4     |
| • Shows a sound understanding of why this job might be appealing to parents    | 2–3   |
| • Provides some relevant information   | 1     |

#### *Sample answer:*

Волонтирање у школи би родитељима звучало привлачно због тога што може да допринесе учвршћивању родитељког односа с њиховим дететом као и упознавању школе и њеног рада. Ова врста посла не захтева пуно времена, а родитељи имају и прилику да пренесу своје знање и вештине на ученике и наставнике.

#### *(Translation)*

Volunteering would sound appealing to parents because it can contribute to strengthening the relationship between parents and their child as well as getting to know the school better and the way it works. This kind of job does not require a lot of time and parents have the opportunity to pass on their knowledge and skills to students and teachers and it would benefit learning.

**Question 6 (a)**

| Criteria   | Marks |
|--|-------|
| • Demonstrates a thorough understanding of how Marko reacts to Sandra's speech | 3     |
| • Demonstrates some understanding of how Marko reacts to Sandra's speech       | 2     |
| • Provides some relevant information   | 1     |

**Sample answer:**

Марко реагује на саркастичан/неозбиљан начин и показује непоштовање према његовој пријатељици и њеном деди реиима „Још један од твојих говора” и „Немој даље молиш те, расплакаћу се”.

**(Translation)**

Marko reacts in a sarcastic/not serious and disrespectful way towards his friend and her grandfather by saying 'Another one of your famous speeches' and 'Please stop, I will start crying'.

**Question 6 (b)**

| Criteria  | Marks |
|---|-------|
| • Shows a comprehensive understanding of how Sandra's grandfather has been influenced by his early life experiences with detailed reference to the text | 5     |
| • Shows a sound understanding of how Sandra's grandfather has been influenced by his early life experiences with some reference to the text             | 3–4   |
| • Shows some understanding of Sandra's grandfather's early life experiences and/or how he has been influenced by them                                   | 2     |
| • Provides some relevant information  | 1     |

**Sample answer:**

Сандрин деда високо цени образовање. Он је и сам био одликаш иако је често морао изостајати из школе због снежних наноса. Он је изградио бољу и лагоднију будућност за себе и своје најближе због тога што је живео у тешким условима и није имао много. Он је исто тако марљиво радио и пренео те радне навике стечене у детињству на децу и унуке.

**(Translation)**

Sandra's grandfather highly values education. He was an excellent student himself even though he was often cut off from school because of snowy conditions. He built a better and more comfortable future for himself and those close to him because he lived in harsh conditions and didn't have much. He has also worked hard and has passed on to his children and grandchildren the work ethic acquired in his childhood.



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

| Criteria   | Marks |
|--|-------|
| • Identifies why people want to visit faraway places | 1     |

*Sample answer:*

People want to visit faraway places because they seem more exotic than places close by.

#### Question 7 (b)

| Criteria  | Marks |
|---|-------|
| • Demonstrates a thorough understanding of the two different perspectives with detailed reference to the text | 4     |
| • Demonstrates a sound understanding of the two different perspectives with some reference to the text        | 3     |
| • Demonstrates limited understanding of the two different perspectives  | 2     |
| • Provides some relevant information  | 1     |

*Sample answer:*

The scientific perspective gives a rational explanation that this landscape was formed as a result of soil erosion, underground water activity, climatic factors and special water properties. The other perspective is based on a legend which tries to explain the formation of the caves in relation to the supernatural powers of a good fairy, helping out the villagers by providing shelter for them and their herds from a ferocious dragon.

**Question 8**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| • Demonstrates a comprehensive understanding of how the writer tries to persuade the reader to attend this event with reference to both content and language | 5            |
| • Demonstrates a sound understanding of how the writer tries to persuade the reader to attend this event with reference to both content and language         | 3–4          |
| • Demonstrates some understanding of how the writer tries to persuade the reader to attend this event  | 2            |
| • Provides some relevant information   | 1            |

***Sample answer:***

The advertisement states that there will be many book releases at the fair, ‘more than 40’. It includes the use of descriptive language, ‘the world’s biggest’ and ‘different genre hits’ to appeal to a wide readership. The readers are invited to ‘peek through the pages of these new releases’ through the use of a rhetorical question. The language of the advertisement addresses the readers directly and emotively using the second person ‘you, our loyal readers’. The discount of up to 80% is also offered at the fair, as well as the talk with authors, guaranteeing an unforgettable ‘book time’.



## 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 Serbian

### 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   |



# 2017 CCAFL Serbian Continuers Mapping Grid

## Oral Examination

| Question          | Marks | Content  | Syllabus outcomes                           |
|-------------------|-------|--|---|
| Conversa-<br>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,<br>H4.1, H4.2, H4.3 |

## Section 1: Listening and Responding

### Part A

| Question | Marks | Content                                  | Syllabus outcomes |
|----------|-------|--|-------------------|
| 1        | 3     | Personal identity — conversation         | H3.1              |
| 2(a)     | 1     | Leisure and recreation — conversation    | H3.3              |
| 2 (b)    | 4     | Leisure and recreation — conversation    | 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     | Daily life — announcement        | H3.3              |
| 5        | 4     | World of work — speech           | H3.2              |
| 6 (a)    | 3     | Personal identity — conversation | H3.2              |
| 6 (b)    | 5     | Personal identity — conversation | H3.1, H3.2, H3.3  |

## Section 2: Reading and Responding

### Part A

| Question | Marks | Content                                | Syllabus outcomes |
|----------|-------|--|-------------------|
| 7 (a)    | 1     | Tourism — article                      | H3.1              |
| 7 (b)    | 4     | Tourism — article                      | H3.4              |
| 8        | 5     | Arts and entertainment — advertisement | H3.2              |

## Section 2: Reading and Responding

### Part B

| Question | Marks | Content  | Syllabus outcomes |
|----------|-------|--|-------------------|
| 9        | 15    | Education and aspirations —<br>excursion/evaluation form and diary entry | H1.2, H1.3, H3.1  |



**Section 3: Writing in Serbian**

| <b>Question</b> | <b>Marks</b> | <b>Content</b>                 | <b>Syllabus outcomes</b> |
|-----------------|--------------|--------------------------------|--------------------------|
| 10              | 20           | History and culture — article  | H2.1, H2.2, H2.3         |
| 11              | 20           | Current issues — formal letter | H2.1, H2.2, H2.3         |