



# 2019 CCAFL Serbian Continuers Marking Guidelines

## Section 1: Listening and Responding Part A

### Question 1 (a)

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies the purpose of the announcement</li></ul>	1

**Sample answer:**

To promote an art exhibition/John Markovic's artwork/Serbo-Australian artist.

### Question 1 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>Correctly completes most of the details</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant details</li></ul>	1

**Sample answer:**

John Markovic
Venue: <b>The City Gallery</b>
Date and time: <b>20th December 2019 at 8 pm</b>
Come and join us to <b>celebrate (40 years of) his successful career.</b>

**Question 2 (a)**

Criteria	Marks
• Demonstrates an understanding of how Jelena reacts to Dejan's situation	2
• Provides some relevant information	1

**Sample answer:**

Jelena thinks that Nenad is exaggerating a bit and encourages him to listen to Dejan's side of the story. Jelena is actively reassuring Nenad that the situation is not that bad.

**Question 2 (b)**

Criteria	Marks
• Demonstrates a thorough understanding of how Nenad feels about his experience • Supports answer with references to the text	4
• Demonstrates a good understanding of how Nenad feels about his experience • Supports answer with a reference to the text	3
• Demonstrates some understanding of how Nenad feels about his experience	2
• Demonstrates limited understanding of how Nenad feels about his experience	1

**Sample answer:**

Nenad feels very disappointed with his best friend for not showing up to the game they had tickets for. He was speechless when he saw him at the café.

He was very angry and upset, as seen in the text, when he said "Don't ask me!" because soccer was something they had in common and was very important to their friendship. He didn't want to listen to what Dejan had to say now because Dejan should have known that if he had approached Nenad first, Nenad would have understood and not been upset that Dejan wanted to skip the game as seen in the text when he said "One phone call could have avoided this headache."

**Question 3 (a)**

Criteria	Marks
• Provides an understanding of Natasha's personality	2
• Provides some relevant information	1

**Sample answer:**

Natasha is a hard-working, responsible person.

**Question 3 (b)**

Criteria	Marks
• Demonstrates a thorough understanding of how Dragan persuades Natasha to accompany him to Belgrade and justifies response with detailed references to text	4
• Demonstrates a sound understanding of how Dragan persuades Natasha to accompany him to Belgrade with variety of references to text	3
• Demonstrates a limited understanding of how Dragan persuades Natasha to accompany him to Belgrade with some references to text	2
• Provides some relevant information	1

**Sample answer:**

Dragan has a positive attitude towards his plan to convince Natasha to visit Belgrade. It is clear that Dragan knows Natasha well because he mentions a lot of things that she loves to persuade her. He uses arguments such as 'it is the 64th year of the Book Fair' and she loves reading. Belgrade offers beautiful restaurants and traditional food that Natasha adores. He reminds her that both of them love to travel and explore cities around the world.



## Section 1: Listening and Responding

### Part B

#### Question 4 (a)

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

**Sample answer:**

C – Mother and son

#### Question 4 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>Outlines the different views discussed in the conversation</li></ul>	3
<ul style="list-style-type: none"><li>Outlines a view discussed in the conversation</li></ul> OR	2
<ul style="list-style-type: none"><li>Identifies different views in the conversation</li></ul>	
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

**Sample answer:**

Овде су приказана два различита мишљења. Мама сматра да је здрава исхрана важна за здравље, концентрацију на часу и за лични успех. Она је већ направила доручак, тако да је доступан као и брза храна. Син сматра да су чоколада и кола брзе, једноставне и приступачне варијанте са довољно шећера који ти даје енергију за цео дан.

**Sample answer (translation):**

There are two views discussed. The mum's view is that healthy food is good for his health and will keep him focused in class to succeed in life. Since she has made breakfast already, it is just as convenient as fast food. The son thinks that chocolate and cola are quick, easy and convenient with enough sugar to give you energy for a whole day.



### Question 5 (a)

Criteria	Marks
<ul style="list-style-type: none"><li>Explains why the celebration is taking place</li></ul>	1

**Sample answer:**

Дочек је организован за наше ватерполисте који су освојили златну медаљу.

**Sample answer (translation):**

The celebration is taking place because the water polo players won the gold medal.

### Question 5 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a comprehensive explanation of the reporter's attitude to the event with detailed reference to language</li></ul>	4
<ul style="list-style-type: none"><li>Provides a sound explanation of the reporter's attitude to the event with some reference to language</li></ul>	3
<ul style="list-style-type: none"><li>Provides a limited explanation of the reporter's attitude to the event with limited reference to language</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

**Sample answer:**

Атмосфера на Тргу победе је сјајна и фантастична. Метафором “ужарена атмосфера” новинар креира осећај узбуђења и ишчекивања. Атмосфера је позитивна и сви уживају. Фразом “моје срце куца у ритму”, показује нам да су сви присутни једно и да осећају исти понос. Када је репортер покушао да се приближи капитену, навијачи су га окружили, па је изразом “вртим се у круг као на вртешци”, дочарао масу људи који су га окружили.

**Sample answer (translation):**

The atmosphere in Victory Square is thrilling and happy. The metaphor ‘thick with electricity’ creates a sense of excitement and anticipation. The atmosphere is very positive and joyous with celebration. The singing which is ‘beating in time with my heart’ shows how everyone feels the same sense of pride. When the reporter tries to get close to the captain the crowd is so wild with happiness he uses the expression that it’s ‘like being on a merry-go-round’ to display how he is being surrounded by the crowd.

**Question 6 (a)**

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

**Sample answer:**

Промовисање добротворне вечере за прикупљање средстава за обнову вртића у Србији.

**Sample answer (translation):**

To promote a fundraising dinner that raises money for renovation of childcare centres in Serbia.

**Question 6 (b)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how the organiser convinces the audience to participate with detailed reference to both content and use of language	4
• Demonstrates a good understanding of how the organiser convinces the audience to participate with detailed reference to content and/or use of language	3
• Demonstrates some understanding of how the organiser convinces the audience to participate	2
• Provides some relevant information	1

**Sample answer:**

У овом разговору организатор користи позитиван и оптимистичан тон. Он показује ентузијазам и радост, користећи изразе као што су “за памћење”, “незаборавна”, “богата”. Широк спектар активности које је организатор споменуо, културно-уметнички програм, позоришна представа, богата вечера, су примамљиви за слушаоце. Истакао је своју посвећеност и преданост деци. Нагласио је важност овог пројекта за школовање садашњих и будућих генерација у Србији.

**Sample answer (translation):**

The organiser aims to convince the audience through his positive and optimistic tone throughout the interview. He communicates his enthusiasm and excitement for the fundraising dinner through language such as ‘memorable’, ‘unforgettable’ and ‘jam-packed’. The range of activities mentioned, such as cultural and arts programs, theatre performances, as well as the dinner itself, are all exciting and appeal to a wide audience. His passion for child welfare is also very convincing and appeals to our emotions through relating the importance of this project for current and future generations of Serbian people.



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies the occasion for celebration in the text</li></ul>	1

**Sample answer:**

Uncle Peter's birthday celebration.

#### Question 7 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a sound understanding of the author's impression of Uncle Peter with reference to the text</li></ul>	3
<ul style="list-style-type: none"><li>Provides some understanding of the author's impression of Uncle Peter 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 author thinks that Uncle Peter is a hardworking man who perseveres no matter what. This is seen in the text where he didn't let the language barrier stop him from succeeding. He sees him as a family man with great integrity who maintains the Serbian culture and tradition, as seen in the text when it references everything he has achieved and preserved in the 60 years.

**Answers could include:**

He has a great sense of humour with his jokes and smile lines.

**Question 7 (c)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Compares thoroughly and perceptively the experience of Serbians who came to Australia in the past with those who have come more recently</li></ul>	6
<ul style="list-style-type: none"><li>Compares thoroughly the experience of Serbians who came to Australia in the past with those who have come more recently</li></ul>	5
<ul style="list-style-type: none"><li>Compares soundly the experience of Serbians who came to Australia in the past with those who have come more recently</li></ul>	4
<ul style="list-style-type: none"><li>Compares adequately the experience of Serbians who came to Australia in the past with those who have come more recently</li></ul>	3
<ul style="list-style-type: none"><li>Gives a limited comparison of the experience of Serbians who came to Australia in the past with those who have come more recently</li></ul>	2
<ul style="list-style-type: none"><li>Provides some relevant information</li></ul>	1

**Sample answer:**

In the past Serbians were usually poor and uneducated and came alone. They were mainly from the villages taking on any job/hard manual labour in order to make a new life for themselves and their families. Language barriers were much greater in the past. Communication was by post only and this took months. On the other hand, recent Serbian migrants, often already with a degree/ diploma and fluent English, have come to Australia with the aim of working in jobs which cannot be compared with the hard labour of their predecessors, and earn much more money than they could in Serbia. Lastly, advanced technology allows the new generations to communicate much faster with loved ones back home.



## Section 2: Reading and Responding

### Part B

#### Question 8

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 9–10

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



# 2019 CCAFL Serbian 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	Art and entertainment — advertisement	H3.1
1 (b)	2	Art and entertainment — advertisement	H3.1
2 (a)	2	Relationships — dialogue	H3.2
2 (b)	4	Relationships — dialogue	H3.2, H3.3
3 (a)	2	Travel at home and abroad — dialogue	H3.1
3 (b)	4	Travel at home and abroad — dialogue	H3.3

## Section 1: Listening and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	1	Personal identity (family life) — dialogue	H3.1
4 (b)	3	Personal identity (family life) — dialogue	H3.1
5 (a)	1	Leisure and recreation (sport) — radio report	H3.1
5 (b)	4	Leisure and recreation (sport) — radio report	H3.2
6 (a)	2	Personal identity (community events) — interview	H3.1
6 (b)	4	Personal identity (community events) — interview	H3.3

## Section 2: Reading and Responding

### Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	1	Daily life — migration – news article	H3.1
7 (b)	3	Daily life — migration – news article	H3.1
7 (c)	6	Daily life — migration – news article	H3.1

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

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
8	15	Job application – letter	H1.2 H3.1, H3.3

**Section 3: Writing in Serbian**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
9	20	School life – script of talk	H2.1, H2.2, H2.3
10	20	Daily life – diary entry	H2.1, H2.2, H2.3