



2021 CCAFL Serbian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Criteria	Marks
• Identifies some of Nikola's symptoms	2
• Makes some relevant comments	1

Sample answer:

Nikola is feeling nausea, dizziness and he is unwell overall. He is lightheaded and has no energy to join his friend for a fun day.



Question 2 (a)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a clear understanding of why Stefan has been invited to the radio program	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Stefan has been recently recognised as the winner of a significant international physics competition/Gold at Physics Olympics.

Question 2 (b)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of Stefan's journey to success• Provides clear and relevant references to the text	5
<ul style="list-style-type: none">• Demonstrates a thorough understanding of Stefan's journey to success• Provides relevant references to the text	4
<ul style="list-style-type: none">• Demonstrates sound understanding of Stefan's journey to success• Provides some relevant references to the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of Stefan's journey to success	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

His journey to success started at an early age on outings with his dad, when he displayed an interest in nature. The curiosity fostered by his father developed into a passion for physics and years of hard work and dedication. He joined the Association of Young Physicists and was supported by a team of teachers who helped him along the way. At the same time he wanted to remain 'an ordinary high school student who enjoys basketball', so he would study at night and play basketball with friends in his spare time. All this was accompanied by anxiety and a strong determination to succeed, which resulted in him coming first at a significant international physics competition.



Question 3

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how the advertisement encourages people to visit the library with extensive reference to the text referring to both content and language techniques	6
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how the advertisement encourages people to visit the library with detailed examples from the text referring to both content and language techniques	5
<ul style="list-style-type: none">• Demonstrates a sound understanding of how the advertisement encourages people to visit the library with relevant examples from the text referring to both content and language techniques	4
<ul style="list-style-type: none">• Demonstrates a limited understanding of how the advertisement encourages people to visit the library with some examples from the text	3
<ul style="list-style-type: none">• Demonstrates a limited understanding of how the advertisement encourages people to visit the library with limited reference to the text	2
<ul style="list-style-type: none">• Identifies some relevant information	1

Sample answer:

The advertisement uses various techniques to encourage people to visit the library. It starts off with the rhetorical questions: 'Are you a book lover/fan?' (Да ли сте љубитељ књига?), 'Do you like poetry?' (Волите поезију?), 'Or just wishing to relax?' (Или само желите да се опустите?) to capture the listener's attention. It then lists a variety of enjoyable experiences – poetry evenings, musical performances, relaxing times in the garden cafe with excellent coffee and homemade sweets. For those interested in digital technology and media there is a digital hub. Persuasive language is used throughout the text to make listeners want to visit the library: '. . . offers everything' (. . . нуди све), 'This is not an ordinary library' (Ово није обична библиотека), 'That's not all.' (То није све.). Furthermore, it directly appeals to the audience by the use of imperative: 'Don't wait!' (Немојте да чекате!), 'Come and find out yourself!' (Дођите и уверите се сами!). It concludes with the use of strong words 'We guarantee you . . .' (Гарантујемо вам . . .).



Section 1: Listening and Responding

Part B

Question 4 (a)

Criteria	Marks
• Correctly identifies the target audience	1

Sample answer:

Односи се на возаче који путују преко Фрушке горе.

Sample answer (translation):

It addresses drivers who are travelling via Fruska gora.

Question 4 (b)

Criteria	Marks
• Demonstrates a sound understanding of the recommendations	2
• Demonstrates some understanding of the recommendations	1

Sample answer:

Возачима се препоручује да користе алтернативне путне правце и да брзину прилагоде условима на путу.

Sample answer (translation):

Drivers are recommended to take alternative routes and to adjust their speed according to the traffic conditions.

Question 5 (a)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a sound understanding of Anastasija's initial reaction to Vladimir's call	2
<ul style="list-style-type: none">• Demonstrates some understanding of Anastasija's initial reaction to Vladimir's call	1

Sample answer:

Она је цинична и изнервирана и фрустрирана јер је њен брат зове само кад му треба услуга.

Sample answer (translation):

She is cynical and annoyed and frustrated because her brother only calls her when he needs something from her.

Question 5 (b)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how likely it is that Anastasija will lend her car to Vladimir• Provides relevant examples from the text	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of how likely it is that Anastasija will lend her car to Vladimir• Provides some relevant examples from the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of how likely it is that Anastasija will lend her car to Vladimir• Provides limited examples from the text	2
<ul style="list-style-type: none">• Identifies some relevant information	1

Sample answer:

Вероватноћа да ће Анастасија позајмити ауто Владимиру није велика пошто већ има негативно искуство с њим, што се огледа у њеним саркастичним/циничним коментарима – „Мој драги брат!“, „Да није услуге не би ме звао“. Једном приликом вратио јој је прљав ауто (с остацима хране); затим није испоштовао њихов договор да јој врати пун резервоар. Последња кап у чаши је била када јој је вратио огребан ауто, али успео је да га поправи бесплатно захваљујући свом другу.

Sample answer (translation):

It is not very likely that Anastasija will lend her car to Vladimir based on her negative experience with him and her sarcastic/cynical comments – ‘My dear brother!’, ‘If it wasn't for the favour, you wouldn't call me’. On one occasion he returned the car filthy (with food scraps), and then he did not respect their agreement to return her car with a full tank. The last straw occurred when he scratched her car, although he managed to fix it for free thanks to his friend.

Question 6 (a)

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

Sample answer:

A

Question 6 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides a detailed explanation of why the male speaker says 'I am not a little child any more' with thorough/detailed reference to language and content	5
<ul style="list-style-type: none">Provides a thorough explanation of why the male speaker says 'I am not a little child any more' with relevant reference to language and content	4
<ul style="list-style-type: none">Provides a sound explanation of why the male speaker says 'I am not a little child any more' with some reference to language and content	3
<ul style="list-style-type: none">Provides some explanation of why the male speaker says 'I am not a little child any more' with reference to language and/or content	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Ова реченица је одговор на бурну реакцију заштитничке мајке којој је син саопштио да тражи посао. Мајка се жестоко супротставља његовој одлуци и истиче да школа треба да буде приоритет, да је он сувише млад да ради и да су родитељи ту да се побрину за све. Он настоји да смири мајку и испољава зрелост када са саосећајношћу каже „Не треба да паничиш, све ће бити у реду“ и „Јавићу ти ако нешто треба“ да докаже да она нема разлога за бригу и да је он довољно одрастао да преузме одговорност за себе. Он жели да покаже своју потребу да буде самосталан и да се не ослања на родитеље „Хоћу да зарадим за џепарац“ и да стекне радно искуство као многи његови вршњаци „добро ће ми доћи“.

Sample answer (translation):

The son says this as a response to the mother's overreaction when she finds out that her son is looking for a job. She is strongly opposed to his decision, pointing out that he is still too young to work, that he should focus on studying and that his parents are there for him for anything. He seeks to reassure and show maturity by empathetically stating 'don't panic everything will be ok' and 'I will let you know if I need anything' to prove that there is no reason for her to worry and that he is old enough to take responsibility for himself. He wants to show he needs to become more independent and not rely on his parents 'I want to earn my own pocket money' and to gain work experience. It will be good for him like many of his peers.



Section 2: Reading and Responding

Part A

Question 7 (a)

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

Sample answer:

A

Question 7 (b)

Criteria	Marks
<ul style="list-style-type: none">Provides a thorough comparison of why they made the choices with reference to the text	4
<ul style="list-style-type: none">Provides a sound comparison of why they made the choices with some reference to the text	3
<ul style="list-style-type: none">Provides some comparison of why they made the choices	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Danka and Branislav are both finishing high school and they are discussing what they both are planning in their gap year. While Danka chose to have a break from hard studying by having some enjoyable time overseas (travelling through England and Ireland as a backpacker), Branislav is focused on his academic progress and passion for robotics. He states that he is excited that his time is going to be spent in a creative way. Danka's choice is based on relaxation, adventure and new experiences, whereas Branislav's choice is creative robotics workshop and volunteering to prepare him for his future career path.



Question 8

Criteria	Marks
• Provides a perceptive evaluation of the effectiveness of the initiative with detailed reference to the text	5
• Provides a thorough evaluation of the effectiveness of the initiative with clear reference to the text	4
• Provides a sound evaluation of the effectiveness of the initiative with reference to the text	3
• Provides a limited evaluation of the effectiveness of the initiative	2
• Provides some relevant information	1

Sample answer:

The glowing reviews from some participants indicate that the initiative has been very effective in fulfilling its intended purpose. The organisers provided a range of educational, cultural and fun activities which were enjoyed. Milan's comment suggests that the visit to the Tesla museum evoked a feeling of pride in him. Likewise, Sofija's experience highlights the effectiveness of the visit to Serbian monasteries ('real spiritual experience').

However, Aleksandra's experience shows that there is still some space for improvement in the future, as the organisers were not prepared for some unforeseen circumstances such as injuries.



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 Serbian

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 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	2	Leisure and recreation — telephone message	H3.1
2 (a)	2	Education and aspirations — interview	H3.3
2 (b)	5	Education and aspirations — interview	H3.3
3	6	Arts and entertainment — radio advertisement	H3.2

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	1	Lifestyle — announcement	H3.1
4 (b)	2	Lifestyle — announcement	H3.1
5 (a)	2	Personal identity — phone conversation	H3.2
5 (b)	4	Personal identity — phone conversation	H3.2
6 (a)	1	World of work — face-to-face conversation	H3.1
6 (b)	5	World of work — face-to-face conversation	H3.2

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	1	Youth issues — online forum	H3.1
7 (b)	4	Youth issues — online forum	H3.1
8	5	History and culture — article	H3.3

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

Question	Marks	Content	Syllabus outcomes
9	15	Advertisement — world of work — email	H1.1, H1.2, H3.1, H3.2

Section 3: Writing in Serbian

Question	Marks	Content	Syllabus outcomes
10	20	Education and aspirations — speech	H3.1, H3.2, H3.3
11	20	Leisure and recreation — article	H3.1, H3.2, H3.3