



2024 CCAFL Serbian Continuers Marking Guidelines

Section 1 — Listening and Responding Part A

Question 1

Criteria	Marks
• Demonstrates a sound understanding of Ivana's plans for a day with Goran	3
• Demonstrates some understanding of Ivana's plans for a day with Goran	2
• Provides some relevant information	1

Sample answer:

Ivana plans to take Goran to her favourite Sydney beach. She has organised a session with a surfing instructor and planned a lunch at a local restaurant with Australian cuisine and stunning view of the sea.

**Question 2 (a)**

Criteria	Marks
• Explains why Mladen was invited to speak	2
• Provides some relevant information	1

Sample answer:

Mladen is invited to speak about his decision to leave a town and move his family to the village.

Question 2 (b)

Criteria	Marks
• Demonstrates a thorough understanding of how the life of Mladen and his family changed	4
• Demonstrates a sound understanding of how the life of Mladen and his family changed	3
• Demonstrates some understanding of how the life of Mladen and/or his family changed	2
• Provides some relevant information	1

Sample answer:

Since Mladen and his family moved to the village their life has changed significantly as his daughters have many friends and freedom to play. Mladen has goats and he enjoys being a shepherd and looking after them. In the afternoon when he is back, he milks the goats and processes the milk into cheese. Mladen's family also has an organic vegetable and fruit garden. Their life in the village is more relaxed and spontaneous. When describing how much they gained with moving to the village, Mladen said that it is enough to look at the sunset from their veranda or look at the healthy blush of cheeks of their daughters.

**Question 3 (a)**

Criteria	Marks
<ul style="list-style-type: none">Provides the reason for Petar's surprise	1

Sample answer:

Petar hadn't been particularly successful at school.

Question 3 (b)

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a comprehensive understanding of how Petar tries to motivate the students, and refers to both content and language	5
<ul style="list-style-type: none">Demonstrates a thorough understanding of how Petar tries to motivate the students, and refers to both content and language	4
<ul style="list-style-type: none">Demonstrates a sound understanding of how Petar tries to motivate the students, and refers to content and/or language	3
<ul style="list-style-type: none">Demonstrates some understanding of how Petar tries to motivate the students	2
<ul style="list-style-type: none">Provides some relevant information	1

Sample answer:

Petar starts off by presenting his personal story from being an unmotivated student, who considered school boring and left it before he turned 17 saying 'I am sure many among you feel the same, isn't that right?', to becoming a successful businessman, who owns a computer company. As he turns his attention to students to give them advice, he uses emotive language 'do what you love, believe in yourselves, dare to dream,' to stress that everything is possible. The excessive use of imperative and personal pronoun 'you', 'yourselves', eg 'follow (your own path)', 'be yourselves', 'listen (that voice in you)' further may motivate the students to find their own way to success.



Section 1 — Listening and Responding

Part B

Question 4

Criteria	Marks
• Correctly completes all missing information in the table	3
• Correctly completes some of the missing information	2
• Provides some relevant information	1

Sample answer:

<i>Догађај</i>	Омладински фолклорни фестивал
<i>Место одржавања</i>	Грчка
<i>Учесници</i>	Балканске земље
<i>Друго место</i>	Домаћин/Грчка

Sample answer (translation):

<i>Event</i>	The Youth Folklore Festival
<i>Place held</i>	Greece
<i>Participants</i>	Balkan countries
<i>Second place</i>	Host/Greece



Question 5

Criteria	Marks
• Provides a comprehensive comparison of the speakers' travel choices	5
• Demonstrates a thorough understanding of the speakers' travel choices	4
• Demonstrates a sound understanding of Svetlana's and/or Luka's travel choices	3
• Demonstrates some understanding of Svetlana's and/or Luka's travel choices	2
• Provides some relevant information	1

Sample answer:

Светланин и Лукин избор путовања се потпуно разликује. Док Светлана воли да путује у иностранство и туристичка места пуна гужве, Лука више воли путовање по Србији која пружа много мирније туристичко искуство. Светлана ужива у плажама, доброј забави и правој туристичкој атмосфери док истовремено упознаје људе широм света. За разлику од ње, Лука воли језера, лепу природу и интимну атмосферу са пријатељима, далеко од хотела и буке. Они обоје цене културу и историју, али Лука је фокусиран на српску историју и верује да прво треба да се цени своја култура док Светлана воли да доживи културу и историју других земаља.

Sample answer (translation):

Svetlana's and Luka's travel choices are completely different. While Svetlana likes travelling abroad and visiting busy tourist places, Luka prefers travel through Serbia, which provides a much quieter tourist experience. Svetlana enjoys beaches, good fun and real touristic atmosphere while meeting people from around the world. Unlike her, Luka prefers lakes, beautiful nature and intimate atmosphere with best friends faraway from hotels and noise. They both appreciate culture and history, but Luka is focused on Serbian culture and history, and believes that we have to appreciate our own culture first whereas Svetlana likes to experience other countries' culture and history.



Question 6 (a)

Criteria	Marks
• Demonstrates a sound understanding of the aims of the agency 'Futura'	2
• Provides some relevant information	1

Sample answer:

Циљеви су да помогне младим људима да стекну радно искуство и да унапреде своје вештине.

Sample answer (translation):

The aims are to help young people gain work experience and improve their skills.

Question 6 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the benefits to employers if they hire candidates from this agency	5
• Demonstrates sound understanding of the benefits to employers if they hire candidates from this agency	4
• Demonstrates some understanding of the benefits to employers if they hire candidates from this agency	3
• Demonstrates limited understanding of the benefits to employers if they hire candidates from his agency	2
• Provides some relevant information	1

Sample answer:

Млади људи доносе нове, креативне идеје. Често повећавају ефикасност и продуктивност и радују се тимском раду. Такође, млади радници брзо усвајају нове технологије спремни су на ризик и добри су у пословним мрежама.

Sample answer (translation):

Young people bring new, creative ideas. Often they increase efficiency and productivity and they enjoy working in groups/group work. Furthermore, young employees quickly adopt new technologies, are willing to take risks and they are good at business networking.



Section 2 — Reading and Responding

Part A

Question 7

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how this program has had an impact on both students and environment, and provides detailed reference to the text	5
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how this program has had an impact on both students and environment, and provides relevant reference to the text	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of how this program has had an impact on students and/or environment, and provides some reference to the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of how this program has had an impact on students and/or environment	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

The program has a positive impact on both students and the environment. Students expand their knowledge of biology and ecology, develop skills that they can use in the future and gain moral and aesthetic values, perseverance and a sense of beauty and harmony. They learn to care for and appreciate the environment as can be seen in the work done in maintaining a botanical garden in the playground where an increased number of bees pollinating flowers is already evident. As this program is likely to expand through Serbia it will have a positive impact on the environment too.



Question 8

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how the parent's frustration is expressed in his letter, and refers to both content and language	5
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how the parent's frustration is expressed in his letter, and refers to both content and language	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of how the parent's frustration is expressed in his letter, and refers to content and/or language	3
<ul style="list-style-type: none">• Demonstrates some understanding of how the parent's frustration is expressed in his letter, and refers to content and/or language	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

The father's frustration is concerning the school letter received in which parents are informed that some new teaching methods based on software similar to video games will be implemented. He uses idiomatic expressions such as 'like a lightning bolt out of the blue' and the verbs 'confuse', 'worry', 'upset' to express his reaction to this information. He feels that this works against their efforts to move their son away from the screen. It is further emphasised by the use of rhetorical question(s) 'Where did this come from?'/ 'Who came up with this?' He concludes his letter with the use of metaphor 'nightmare' which heightens his feeling of frustration.



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



2024 CCAFL Serbian Continuers Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversat-ion	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	3	Leisure and recreation — phone message	H3.1
2 (a)	2	Daily life — radio interview	H3.1
2 (b)	4	Daily life — radio interview	H3.3
3 (a)	1	Education and aspirations — speech	H3.1
3 (b)	5	Education and aspirations — speech	H3.2

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4	3	Arts and entertainment — news item	H3.1
5	5	Tourism (travel at home and abroad) — conversation	H3.4
6 (a)	2	World of work — podcast interview	H3.1
6 (b)	5	World of work — podcast interview	H3.1

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7	5	Current issues — article	H3.3
8	5	Education and aspirations — letter to the editor	H3.2

Section 2: Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
9	15	Report — history and culture — diary entry	H1.1, H1.2, H3.1

Section 3: Writing in Serbian

Question	Marks	Content	Syllabus outcomes
10	20	Personal identity — article	H2.1, H2.2, H2.3
11	20	Arts and entertainment — speech	H2.1, H2.2, H2.3