



## 2013 CCAFL Armenian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Provides all information needed to complete the note	2
• Provides some of the information	1

#### Sample answer:

Dear Dad,

I'm with Khatchig. We are going out to buy ice-cream. I will be back in half an hour. I am borrowing your car.

#### Question 1 (b)

Criteria	Marks
• Demonstrates a good understanding of how Seta convinces her friend to go out	3
• Demonstrates some understanding of how Seta convinces her friend to go out	2
• Identifies some relevant information	1

#### Sample answer:

1. She argues that they deserve a short break, for the big effort they have put in studying
2. They will be back in time for more study as the ice-cream shop is very close
3. The ice-cream is highly recommended and is a must to try at least once
4. Suggests taking her father's car so that they can be back in half an hour.

**Question 2 (a)**

Criteria	Marks
• Identifies how the shepherd treated the old goats	1

**Sample answer:**

He neglected them.

**Question 2 (b)**

Criteria	Marks
• Identifies what the text reveals about the shepherd's personality	2
• Identifies some relevant information	1

**Sample answer:**

- Selfish
- Disloyal
- Greedy
- Ignorant
- Neglectful.

**Question 2 (c)**

Criteria	Marks
• Identifies the moral of the story	2
• Identifies some relevant information	1

**Sample answer:**

- To be loyal to your long term friends
- Not to take steps based on self interest
- Be aware of people who harbour shallow relationships for their own benefit
- Greed does not pay
- Loyalty is its own reward
- Self interest and shallowness will be rejected.

**Question 3**

<b>Criteria</b>	<b>Marks</b>
• Identifies the points of discussion on which Ani and Saro disagree	5
• Demonstrates a good understanding of the differences in opinion between Ani and Saro	4
• Demonstrates some understanding of Ani's and/or Saro's opinions	2–3
• Identifies some relevant information	1

***Sample answer:***

- Ani thinks smiling is the essential factor to succeed in the workplace
- Saro thinks that skills are even more important
- Ani thinks that to lead your work mates to success you need to have a smile on your face otherwise no one will want to help you
- Saro thinks that leadership skills will ensure success and huge earnings
- Ani thinks it is not easy to work with people who frown all day and she believes that there should be a balance of hard work and fun at work
- Saro rejects a workplace being a place for fun. He views a workplace as a serious place for work only.



## Section 1: Listening and Responding

### Part B

#### Question 4 (a)

Criteria	Marks
• Identifies what the radio presenter thinks about young drivers	2
• Identifies some relevant information	1

*Sample answer:*

QՕՏՆԱԿՕ ԽԱՍԱՏՈՒՄ ՕՐ ԵՐԻՏԱՏԱՐԴՆԵՐՕ ԱՆՓԱՏԱՏՈՒՄ ԿԱՐԴՆԵՐ ԵՆ ՕՐՈՆՎ ՓԱՏԻՒՕ ԵՆ ԴԱՕՆՈՒՄ ԱՐԿԱԿՆԵՐԻ ՄԵԿԱՏՆՈՒԷԱՆ:

The speaker believes that young drivers are irresponsible and the cause of most accidents.

#### Question 4 (b)

Criteria	Marks
• Demonstrates a good understanding of Nora's experience as a young driver	3
• Demonstrates some understanding of Nora's experience as a young driver	2
• Identifies some relevant information	1

*Sample answer:*

ԱՆ ԲՕԼՐԻՆ ԿՕՃՄԻԷ ԵՆՆԵԱՍՐ ՕՆԿԱՏՎԵԼ ԵՍ ԱՆԱՐԴԱՐՕՐՕՆ ԴԱՏԱՓԱՐՏՎԵԼ ԶԻՆՍՐՆԵՐՈՒ ԿՕՃՄԻԷ, ՕՐՈՆՎ ՄԵՐԻԵԼ ԵՆ ԼՏԵԼ ԻՐ ԲԱԷՒՏՐՈՒՄԻՆԵՐԻՆ:  
ԱՐԴԱՐԵՍ ԱՆ ԱՆԱՐԿԱՆՎԻ ՕՆԵՆԻՐԿՎԵԼ ՂՕՏՆԱԿԻ ԿՕՃՄԻԷ ՕՐՕ ԿԱՐԵՍՐՈՒՄԻՆ ԷՆ ԵՆ ԻՐ ԿԱՐԿԻՎԻՆ:

She experienced unfair judgment by society and had a negative experience when the police saw her at fault without even questioning her or listening to her explanation. Moreover, Nora experiences disrespect when the interviewer does not value her contribution.

**Question 5 (a)**

Criteria	Marks
• Identifies what Arek and Narin are discussing	1

**Sample answer:**

AREGN OU NARINÖ KÖ ZROUËEN MAJRENI LEZOUİ KAREUOROUÏEAN MASIN:

That language is essential to define one's national identity OR the importance of language in defining one's identity OR the importance and role of language.

**Question 5 (b)**

Criteria	Marks
• Clearly shows how Arek's and Narin's attitudes towards their topic of discussion are similar or different	4
• Demonstrates a good understanding of Arek's and Narin's attitudes towards their topic of discussion	3
• Demonstrates some understanding of Arek's and/or Narin's attitudes towards their topic of discussion	2
• Demonstrates limited understanding of Arek's or Narin's attitudes towards their topic of discussion	1

**Sample answer:**

NARINÖ KÖ HAUATAJ OR MAJRENI LEZOUİN MIXOËAU ANY MÖ KÖ KAZMÔ IR AZGAJIN INWNOUÏIUNÖ: AN NAEU KÖ HAUATAJ OR LEZOUİ MOXOËAU KÖ ZARGANAJ ANHATIN AZGAJIN PATKANELIOUÏEAN ZGAËOUMÖ OU ANONW MAS KÖ KAZMEN AZGAJIN EU MÏAKOUÏAJIN GORCOUNÔOUÏIUNNEROU:  
AREGÖ KÖ HAUATAJ OR MIAN MÏAKOUÏÏI MIXOËAU KARELI Ô KAÓËAC MNAL AZGAJIN INWNOUÏEAN:

Narin views language as a prerequisite for one's national identity. She argues that humans develop their sense of belonging to a nation through the mother language. It is through language that individuals involve themselves and engage in events, individuals and feeling therefore it is essential to define their national identity. Arek however believes that it is possible to exist and keep your traditions without speaking the language. He thinks it is essential to keep traditions for people to survive.

**Question 6**

Criteria	Marks
• Expresses concisely the relevant details of Mr Adamian's philosophy of life with reference to the text	5
• Expresses relevant details of Mr Adamian's philosophy of life demonstrating good understanding of the text	4
• Demonstrates some understanding of Mr Adamian's philosophy of life	2–3
• Identifies some relevant information	1

**Sample answer:**

PRN ATAMEANÖ HAUATOUM Ô OR DRAKAN KEËUACWÖ VARYATRUOUM Ô:  
KEANWÖ VARYATROUM Ô NРАНÊ ORONW TWNAXAN EU JARATEUÖRÖN AÏQATOUM EN  
HASNELOU IRENÊ NPATAKNERIN:  
GOHOUNAKOUÏIUNÖ OURAQOUÏIUN KÖ BERÔ ANHATIN:  
AZNUOUÏEAMB ANHATÖ KÖ SIROUI OU KÖ JARGOUI OURIÏNERI KOÏMIË:

- Mr Adamian believes in adopting a positive attitude in life as, according to him, exuding positive energy is rewarded
- That life rewards the hard worker and it is through persistence that an individual achieves their goals in life
- That appreciation of the simplest things in life brings happiness to the individual
- Being grounded and humble is the key to feeling loved and accepted.



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
• Identifies some advantages of classical music according to the text	2
• Identifies one advantage of classical music according to the text	1

#### *Sample answer:*

- Music has a positive effect on the physical and mental health of people
- Different neurophysiological illnesses are cured with the use of classical music
- Classical music has a calming effect on stressed children
- Helps children express their emotions constructively
- Classical music has healing powers.

#### Question 8 (a)

Criteria	Marks
• Correctly describes the tone of the letter	3
• Demonstrates some understanding of the tone of the letter	2
• Demonstrates limited understanding of the tone of the letter	1

#### *Sample answer:*

There are two main tones expressed within the letter.

1. Tone of desperation/concern – “As a mother I am very concerned about the mental welfare of my child.”
2. Tone of hope/optimism – “Your article inspired hope within me. I am sure that with your help I can overcome my anxiety and concerns.”

**Question 8 (b)**

<b>Criteria</b>	<b>Marks</b>
• Identifies the advice that Dr Arakelian would give to the writer with clear reference to the texts in Question 7 and Question 8	5
• Demonstrates a good understanding of the advice that Dr Arakelian would give to the writer with reference to the texts in Question 7 and Question 8	4
• Demonstrates some understanding of the advice that Dr Arakelian would give to the writer with some reference to the text in Question 7 and/or the text in Question 8	2–3
• Identifies some relevant information	1

***Sample answer:***

Advice given by Dr Arakelian:

- Allow the child to listen to classical music at home – this will substitute for the sounds of the birds and brooks and calm the child
- Allow the child to experiment with musical instruments – this will allow the child to express themselves calmly
- Immerse the child in a classical music – research and many years of experience point to the physical and mental well being effects of classical music on children.





## 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

**Note:** Response can agree or disagree.



## Section 3: Writing in Armenian

### 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



# Armenian Continuers

## 2013 CCAFL Examination 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 (a)	2	Daily life — conversation	H3.1
1 (b)	3	Daily life — conversation	H3.3
2 (a)	1	Art and entertainment — conversation	H1.2
2 (b)	2	Art and entertainment — conversation	H1.2
2 (c)	2	Art and entertainment — conversation	H2.2
3	5	World of work — conversation	H3.4

### Section 1: Listening and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	2	Daily life — conversation	H3.3
4 (b)	3	Daily life — conversation	H3.3
5 (a)	1	The Armenian-speaking community — conversation	H3.4
5 (b)	4	The Armenian-speaking community — conversation	H3.4
6	5	Hobbies and interests — conversation	H1.2

### Section 2: Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
7	2	Arts and entertainment — article	H2.3
8 (a)	3	The individual — letter	H3.4
8 (b)	5	The individual — letter	H1.3

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

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
9	15	Youth issues — blog	H1.2, H1.3, H3.1

**Section 3: Writing in Armenian**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
10	20	Daily life — email	H2.1, H2.2, H2.3
11	20	Youth issues — article	H2.1, H2.2, H2.3