



## 2013 CCAFL Croatian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Identifies the intended audience of the advertisement	1

*Sample answer:*

Students who have completed their exams wishing to go on a trip.

#### Question 1 (b)

Criteria	Marks
• Identifies the purpose of the advertisement	1

*Sample answer:*

The advertisement introduces and promotes a new airline.

**Question 2 (a)**

Criteria	Marks
• Identifies the project being discussed	1

**Sample answer:**

This is a project where a replica (another Titanic ship) will be built.

**Question 2 (b)**

Criteria	Marks
• Clearly shows how Iva's and Petar's attitudes are different	4
• Demonstrates good understanding of Iva's and Petar's attitudes	3
• Demonstrates some understanding of Iva's and/or Petar's attitudes	2
• Demonstrates a basic understanding of Iva's or Petar's attitudes	1

**Sample answer:**

Iva is enthusiastic and eager to apply her engineering knowledge. She is excited about the opportunity to work on a ship building project in China. In contrast, Petar is totally uninterested and laid back. He wants to take a year off in order to relax after working so hard at university.

**Question 3 (a)**

Criteria	Marks
• Identifies the storyline of the film	2
• Identifies some relevant information	1

**Sample answer:**

Storyline is a love story/romance, centred on a seventy-year-old couple who plot/plan to escape from the nursing home they live in.

**Question 3 (b)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how the presenter conveys her enthusiasm for the film with detailed reference to both content and use of language	6
• Demonstrates a good understanding of how the presenter conveys her enthusiasm for the film with reference to both content and use of language	4–5
• Demonstrates some understanding of how the presenter conveys her enthusiasm for the film with some reference to content and/or use of language	2–3
• Identifies some relevant information	1

**Sample answer:**

The speaker is excited about a film that has “awakened” the film industry. Her enthusiastic tone is displayed through the use of emotive words such as “we can commend ourselves” and “we are excited”. She uses descriptive language, “beautiful”, “surprised film critics” and “quality and noted piece”, to engage the audience and showcase the brilliance of the film. The speaker highlights that the film has received awards and international acclaim which suggests that it can be influential within the film industry.



## Section 1: Listening and Responding

### Part B

#### Question 4

Criteria	Marks
• Correctly completes all details	3
• Completes the majority of the details	2
• Provides some relevant details	1

#### Sample answer:

Ime glazbenog sastava: <u>Venera</u>
Mjesto nastupa: <u>Koncertna dvorana Nota</u>
Vrijeme i datum: <u>15/12 u 7 na večer</u>
Gdje se mogu kupiti karte: <u>Šalter dvorane Nota</u>
Razlog koncerta: <u>20 godina postojanja glazbenog sastava</u>

#### Question 5 (a)

Criteria	Marks
• Identifies the reason for Ante's visit	1

#### Sample answer:

To meet his father's relatives.

#### Question 5 (b)

Criteria	Marks
• Explains fully how Ante was affected by the trip	4
• Demonstrates a good understanding of how Ante was affected by the trip	3
• Demonstrates some understanding of how Ante was affected by the trip	2
• Identifies some relevant information	1

#### Sample answer:

Ante was delighted that people still lived in lighthouses in such great numbers. He was surprised but pleased to find out that his relatives lived in and operated a lighthouse; and had done so for generations. He felt proud of their historical importance and admired their courage. He felt a sense of belonging when he participated in their everyday lives which included the lighthouse and their farms. He is more passionate about travelling to his parents' homeland because he has discovered his family roots, Croatian culture and learnt something of its history.

**Question 6 (a)**

Criteria	Marks
• Identifies the main issue being discussed	1

**Sample answer:**

Whether or not it is a good idea that so many cruise ships visit Dubrovnik every day.

**Question 6 (b)**

Criteria	Marks
• Demonstrates a perceptive understanding of how Luka convinces the woman including detailed reference to both content and language	6
• Demonstrates a good understanding of how Luka convinces the woman including appropriate reference to both content and language	4–5
• Demonstrates some understanding of how Luka convinces the woman including some reference to content and/or language	2–3
• Identifies some relevant information	1

**Sample answer:**

Luka's tone is emphatic and direct. He uses short, sharp sentences to get his point across, "Well there isn't.", "Think a bit more!" and "Profits are minimal". He uses descriptive and emotive language to convince the woman, "Chaos!", "Catastrophe!" He refers to the fact that people living outside the city walls don't care enough about what occurs in Dubrovnik, trying to make the woman feel guilty.

He uses facts about the negative effects of the cruisers including pollution and health issues to convince her to sign the petition. He is graphic in his speech using words like "faecal/waste matter", "cancerous" and "scraped seabed". He is repetitive in order to get his point across, "too many cruisers", "pollution" and "lack of benefits".

He explains that there is little benefit compared to the amount of destruction and disturbance to the city.



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
• Identifies what prompted the writer to apply for Croatian citizenship	1

*Sample answer:*

The writer needs Croatian citizenship in order to inherit land that was left to her by an aunt.

#### Question 7 (b)

Criteria	Marks
• Explains fully how the changes will affect potential applicants	3
• Demonstrates some understanding of how the changes will affect potential applicants	2
• Identifies some relevant information	1

*Sample answer:*

The process is much more difficult now. Apart from submitting paperwork applicants must now prepare to pass two exams. One exam is on the culture, history and geography of Croatia. The other requires fluency in Croatian language. This is much more time consuming and requires a great deal of preparation and knowledge especially for those people whose first language is not Croatian.

**Question 8 (a)**

Criteria	Marks
• Identifies the requirements that must be met in order to participate in the tournament	2
• Identifies one requirement for participating in the tournament	1

**Sample answer:**

Must be a male born in Sinj.

Must show great skills in horse riding and jousting/tilting in order to be one of the 16 competitors.

**Question 8 (b)**

Criteria	Marks
• Explains fully how the inclusion of the Robot Alkar may influence the future success of the Sinjska Alka	4
• Demonstrates a good understanding of how the inclusion of the Robot Alkar may influence the future success of the Sinjska Alka	3
• Demonstrates some understanding of how the inclusion of the Robot Alkar may influence the future success of the Sinjska Alka	2
• Identifies some relevant information	1

**Sample answer:**

It guarantees future success with inclusion of the Robot Alka in that it appeals to a wider audience. A new generation will potentially be interested in it. It is open to schools where boys and girls of any age or ability are accepted. Creating the robots encourages group work and competition from students, which promotes future participation.

Is not limited to only those born in Sinj, it's open to all which will encourage future numbers. It includes technology so that it brings relevance to a new generation.

Incorporates history, heritage, culture and technology, which makes it modern and appealing. It could also start a whole new tradition of Alka.



## 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 Croatian

### 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



# Croatian 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)	1	Tourism — advertisement	H3.1
1 (b)	1	Tourism — advertisement	H3.1
2 (a)	1	World of work — conversation	H3.1
2 (b)	4	World of work — conversation	H3.2, H3.4
3 (a)	2	Arts and entertainment — speech	H3.1
3 (b)	6	Arts and entertainment — speech	H3.2, H3.3

### Section 1: Listening and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
4	3	Arts and entertainment — advertisement	H3.1
5 (a)	1	Tourism — conversation	H3.1
5 (b)	4	Tourism — conversation	H3.2, H3.3
6 (a)	1	People and places — conversation	H3.1
6 (b)	6	People and places — conversation	H3.3

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

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
7 (a)	1	Personal identity — article	H4.1
7 (b)	3	Personal identity — article	H4.1, H4.2
8 (a)	2	History and Culture — poster/brochure	H4.2
8 (b)	4	History and Culture — poster/brochure	H4.2, H4.3

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

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
9	15	Travel — article and brochure	H2.1, H2.2, H4.2, H4.3

**Section 3: Writing in Croatian**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
10	20	Youth Issues — formal letter	H2.1, H2.2, H2.3
11	20	Youth issues, World of Work, Education and aspirations — article	H2.1, H2.2, H2.3