



2013 CCAFL Serbian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies the purpose of the assembly	1

Sample answer:

To open the Peace Garden.

Question 1 (b)

Criteria	Marks
• Identifies symbols used	2
• Identifies one piece of relevant information	1

Sample answer:

The symbols used in the garden are olive branches (representing peace) and little bridges (representing people from different countries joining in together).

**Question 2 (a)**

Criteria	Marks
• Correct answer A	1

Question 2 (b)

Criteria	Marks
• Describes fully how Bosko's response changes during the conversation	3
• Shows some understanding of how Bosko's response changes during the conversation	2
• Identifies one piece of relevant information	1

Sample answer:

At the start Bosko does not feel the need to tidy up his apartment. When Vesna gives him the reasons to do space clearing, Bosko starts thinking about it, starts being interested, but still questions its purpose. At the end, Bosko gives in, realising that Vesna's right and even suggests that they start with space clearing as soon as possible.

Question 3 (a)

Criteria	Marks
• Identifies the effect that Milica's new situation has had on Nenad	1

Sample answer:

Milica's negative experiences have helped Nenad with the dilemma he had about moving out of his parents' place.

Question 3 (b)

Criteria	Marks
• Makes an informed judgement about how justified Milica's decision is to return home with relevant reference to the text	3
• Shows some understanding of Milica's decision to return home with some reference to the text	2
• Identifies one piece of relevant information	1

Sample answer:

Her decision is completely justified for several reasons: she will not have to worry about finances as much; her life is going to be much more organised – stabilised routine, continuing with studies; she will have parents to take care of her.

**Question 3 (c)**

Criteria	Marks
• Identifies the lessons learned and supports the response with relevant evidence from the text	4
• Identifies some lessons and supports the response with some evidence from the text	3
• Shows some understanding of Milica's experiences	2
• Identifies one piece of relevant information	1

Sample answer:

Milica has learned that independence has its price, including day-to-day responsibilities such as housework and paying bills. As a result, there was not much time left for studying. She realised, in the end, that living at her parents' place has lots of advantages.



Section 1: Listening and Responding

Part B

Question 4 (a)

Criteria	Marks
• Identifies the decision	1

Sample answer:

She has to decide what course she will do at university.

Она треба да одлучи шта ће да студира на универзитету.

Question 4 (b)

Criteria	Marks
• Identifies what makes Marija's decision difficult	2
• Identifies one piece of relevant information	1

Sample answer:

She is quite good in all her subjects and could, therefore, not decide what her favourite subject is.

Она има добре оцене из свих предмета и не може да одлучи који јој је предмет најбољи.

Question 4 (c)

Criteria	Marks
• Identifies two courses of action suggested by Stefan	2
• Identifies one course of action suggested by Stefan	1

Sample answer:

Firstly, Stefan suggests to Marija to choose the subject in which she received the best mark. The second suggestion was to eliminate what she doesn't want to study and to then make the choice from what is left.

Прво, Стефан предлаже Марији да изабере предмет из којег је добила најбољу оцену. Други предлог је да елиминише оно што не жели да студира и онда да одабере од онога што је остало.

**Question 5 (a)**

Criteria	Marks
• Identifies the reason that Dejan's mum woke him up	1

Sample answer:

Dejan's mum woke him up so that he would not be late for school.

Дејана је мама пробудила да не закасни у школу.

Question 5 (b)

Criteria	Marks
• Identifies fully what is being discussed	4
• Identifies most of the elements being discussed	3
• Identifies some of the elements being discussed	2
• Identifies one piece of relevant information	1

Sample answer:

Dejan is in love with a girl and he often dreams about her. He is cross with his mother for waking him up at the moment when he was about to kiss the girl. He talks about it to his friend. His friend tactfully tries to enter his dream world and explains to him that, if he goes to sleep early, he will be able to wake up on his own and perhaps complete his dreaming. But then she makes him realise that, dreaming aside, he will have to face the reality and approach the girl he is in love with.

Дејан је заљубљен у девојку и често сања о њој. Он је љут на маму јер га је пробудила у тренутку кад је требало да је пољуби. Он говори о томе са пријатељицом. Пријатељица му покушава објаснити да ако раније пође на спавање, раније ће моћи да се пробуди и да заврши сан. На крају, она му саветује да се остави снова и да се окрене реалности тако што ће поразговарати са девојком у коју је заљубљен.

**Question 6 (a)**

Criteria	Marks
• Identifies the kind of job that Marko has applied for	1

Sample answer:

Marko applied for a job at a bank.

Марко је конкурисао за посао у банци.

Question 6 (b)

Criteria	Marks
• Makes an informed judgement about the likelihood of Marko being offered the position and supports the answer with relevant reference to the text	4
• Makes a judgement about the likelihood of Marko being offered the position and supports the answer with some reference to the text	3
• Demonstrates some understanding of the interview	2
• Identifies one piece of relevant information	1

Sample answer:

Marko is not very likely at all to be offered the position because of the following reasons:

- inadequately dressed, wearing jeans and no tie
- being late for the interview
- asking about the salary and annual leave
- having his mobile phone on.

Марко вероватно неће добити посао из следећих разлога:

- неадекватно је обучен, у фармерицама и без кравате
- закаснио је на интервју
- питао је за плату и одмор
- оставио је мобилни телефон укључен.



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Identifies what recent research shows about young people's reading habits	1

Sample answer:

The research shows that young people read books less than before.

Question 7 (b)

Criteria	Marks
• Identifies how the author feels about the topic and supports the answer with relevant reference to the text	3
• Shows some understanding of how the author feels about the topic	2
• Identifies one piece of relevant information	1

Sample answer:

The author feels sorry for young people missing out on the 'entire world of experiences and beauty' by not reading books and being 'intellectually lazy' by choosing TV and internet use.

**Question 8 (a)**

Criteria	Marks
• Clearly shows how Dragana's and Petar's viewpoints are similar and different	3
• Shows some understanding of Dragana's and/or Petar's viewpoints	2
• Identifies one of Dragana's or Petar's viewpoints	1

Sample answer:

Both agree that motivation is a problem. However, Dragana sees the main problem as lack of time and the irrelevance of classical literature. Petar sees that reading is not profitable and relevant in contemporary life.

Question 8 (b)

Criteria	Marks
• Clearly explains how Marko reveals his feelings about the issue and supports the answer with relevant reference to the text	3
• Shows some understanding how Marko reveals his feelings with some reference to the text	2
• Shows a basic understanding of Marko's feelings	1

Sample answer:

He is not in favour of spending time reading books and classical literature. He seems very passionate and definite about it, recalling his own experiences. He uses expressions like 'forced to read', 'that so-called classical literature', 'wasting precious hours, days and years', etc to justify his opinion about the issue.



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



Serbian Continuers

2013 CCAFL Examination 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	Education and aspirations — speech	H3.1
1 (b)	2	Education and aspirations — speech	H3.3
2 (a)	1	Current issues — conversation	H3.1
2 (b)	3	Current issues — conversation	H3.2
3 (a)	1	Personal identity — conversation	H3.1
3 (b)	3	Personal identity — conversation	H3.3
3 (c)	4	Personal identity — conversation	H3.2

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	1	Education and aspirations — conversation	H3.1, H3.2, H3.3
4 (b)	2	Education and aspirations — conversation	H3.1, H3.2, H3.3
4 (c)	2	Education and aspirations — conversation	H3.1, H3.2, H3.3
5 (a)	1	Personal identity — conversation	H3.1, H3.2, H3.3
5 (b)	4	Personal identity — conversation	H3.1, H3.2, H3.3
6 (a)	1	World of work — conversation	H3.1, H3.2, H3.3
6 (b)	4	World of work — conversation	H3.1, H3.2, H3.3

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	1	Education and aspiration — article	H3.1, H3.3
7 (b)	3	Education and aspiration — article	H3.2
8 (a)	3	Current issues — interview	H3.4



Question	Marks	Content	Syllabus outcomes
8 (b)	3	Current issues — interview	H3.2, H3.1

Section 2: Reading and Responding
Part B

Question	Marks	Content	Syllabus outcomes
9	15	World of work — email response	H1.2, H1.3, H3.1

Section 3: Writing in Serbian

Question	Marks	Content	Syllabus outcomes
10	20	Education and aspirations — article	H2.1, H2.2, H2.3
11	20	Personal identity — diary entry	H2.1, H2.2, H2.3