



2014 CCAFL Armenian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Explains the purpose of the announcement	2
• Gives some relevant information	1

Sample answer:

To announce that some students were successful in progressing to the finals of the ‘Young & Fresh Dance Festival’. It also announced the time of the final and the names of the students who participated.

Question 1 (b)

Criteria	Marks
• Identifies the reason why the performance needs to be changed	1

Sample answer:

Because Haig sustained an injury in the semi-finals and will be unable to perform in the final.

**Question 1 (c)**

Criteria	Marks
• Identifies the reason	1

Sample answer:

There are limited places for the show, therefore they need to register soon otherwise seats will be allocated by pulling names from a hat.

Question 2 (a)

Criteria	Marks
• Identifies fully what has contributed to Mary's love of science	2
• Gives some relevant information	1

Sample answer:

She has been inspired by her family and extended family, who are doctors and scientists. She remembers their regular conversations about the latest and newest in science.

Question 2 (b)

Criteria	Marks
• Describes at least two of Mary's personality traits, with reference to the text	2
• Gives some relevant information	1

Sample answer:

Mary is confident in her abilities – for example, she says that she deserves her success and knows that she will achieve much more in this field. She is inquisitive – she says she loves discovering. She is highly driven as she declares that she will have more victories and inventions.

**Question 2 (c)**

Criteria	Marks
• Explains fully the interviewer's support for the program, making reference to at least three examples of language used	3
• Describes two ways in which the interviewer shows support for the program, making reference to some language used	2
• Identifies one way in which the interviewer shows support for the program	1

Sample answer:

The interviewer describes such competitions as 'brilliant' and 'amazing', and notes that such competitions 'nurture and encourage young minds'. He merits their efforts to provide monetary support to young scientists. He directs a plea to her audience and asks them to 'get involved with science and support such programs. He highlights the benefits of such programs not just to the country but to the whole of humanity.

Question 3

Criteria	Marks
• Responds to the question with detailed reference to the text	4
• Responds to the question with some reference to the text	2–3
• Gives some information	1

Sample answer:

Nora talks about efficiency, economic growth and keeping up with the times. She ignores the effects of such a project on humanity and the environment. She is very general in her argument whereas Ara is raising issues of sustainability, protecting the nature and the structure and lifestyle of the neighbourhood. He also cares about the aesthetic effect of such a project on the suburb he lives in. He is more specific in his approach by giving examples and demonstrating a more serious approach to the topic, therefore his argument is stronger.



Section 1: Listening and Responding

Part B

Question 4 (a)

Criteria	Marks
• Provides an explanation of the symbolic meaning of the phrase and relates it back to the text	2
• Provides a literal explanation of the quoted phrase	1

Sample answer:

Sossy means that only when people unite can they make a change in the world. It is through working together with donations and volunteer work that Sossy will be able to help poor children.

Question 4 (b)

Criteria	Marks
• Identifies all motives for developing Sossy's organisation	3
• Identifies at least two motives for developing Sossy's organisation	2
• Identifies one motive for developing Sossy's organisation	1

Sample answer:

Sossy has experienced poverty herself and knows how painful it could be for a child. She is well aware of this growing problem of poverty and knows that it needs urgent attention from everyone. She knows of the negative psychological and destructive impact of poverty on the child and the future society.

**Question 5 (a)**

Criteria	Marks
• Presents at least two arguments for Lilit's decision	2
• Gives some relevant information	1

Sample answer:

Lilit believes that she will become a stronger, more independent and mature person if she travels alone. Also she quotes her father who says relationships make people wealthier.

Question 5 (b)

Criteria	Marks
• Describes changes in the father's tone and supports it with reference to the text	3
• Identifies some changes in tone with references to the text	2
• Gives some relevant information	1

Sample answer:

At the beginning, her father is worried and this is clear in the question he asks her. Then he becomes impatient and says 'I am sick and tired of talking about this issue'. He also says 'why don't you understand?'. He employs a sarcastic tone when he says 'If you become more independent you could write a book on the topic. Then at least you will be free and rich.' He is furious/angry as he says 'enough', 'go to your room'. He describes her as rude and disrespectful.

**Question 6**

Criteria	Marks
• Justifies choice and supports choice with detailed reference to the text	5
• Justifies choice and supports choice with some reference to the text	3–4
• Identifies either engineering or medicine as the career likely to be chosen and supports choice with reference to the text	2
• Gives some relevant information	1

Sample answer:

Armen is more likely to choose engineering because he is a great student of science and maths. His father is an engineer so he will have ongoing support in his studies and future employment. He is the winner of the ‘Young Engineer’ competition. He would also prefer to finish university in a shorter timeframe and start working as soon as possible.



Section 2: Reading and Responding

Part A

Question 7

Criteria	Marks
• Identifies all features of the advertisement that make it attractive	3
• Identifies some features of the advertisement that make it attractive	2
• Identifies one feature of the advertisement that makes it attractive	1

Sample answer:

Persuasive offer of no tuition fees and guaranteed work opportunities and ongoing support.

Question 8 (a)

Criteria	Marks
• Compares the personalities of Raffi and Anahid with detailed reference to the text	3
• Compares the personalities with some reference to the text	2
• Gives some relevant information	1

Sample answer/Answers could include:

Raffi is highly motivated and driven. He has wide interests and is self-centred with no future aspirations of giving back to others. He is also very confident.

Anahid is more willing to give back to others through her teaching. She relies on the support of her mother and seems to be satisfied and grounded.

**Question 8 (b)**

Criteria	Marks
• Names an appropriate candidate and provides detailed justification based on the specified criteria	4
• Names an appropriate candidate and provides good justification based on the specified criteria	3
• Names an appropriate candidate and provides some justification based on the specified criteria	2
• Names an appropriate candidate	1

Sample answer:

Maro Mesrobian is most likely to receive the sponsorship as she recorded high marks in both Maths and Science. She is involved in the field, winner of many competitions, is a published author as she wrote articles in a science magazine. She has wide interests, she loves music, participates in school concerts as a singer. She expresses commitment to education as she is willing to educate generations to come.



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 Armenian

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

Armenian Continuers

2014 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	Announcement — School Life – The individual	H3.1
1 (b)	1	Announcement — School Life – The individual	H3.1
1 (c)	1	Announcement — School Life – The individual	H3.2
2 (a)	2	Interview — Education: Aspirations and the individual	H3.1
2 (b)	2	Interview — Education: Aspirations and the individual	H3.3
2 (c)	3	Interview — Education: Aspirations and the individual	H3.2
3	4	The Armenian speaking communities: Daily life conversation	H3.2, H4.3

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	2	Interview	H2.1, H4.1
4 (b)	3	Interview	H3.1, H4.3
5 (a)	2	The Changing World: Conversation	H3.1, H3.3
5 (b)	3	The Changing World: Conversation	H3.2, H3.4
6	5	The Changing World: Conversation	H3.1, H3.4

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

Question	Marks	Content	Syllabus outcomes
7	3	The Changing World: Educational opportunities – Advertisement	H3.1, H3.2
8 (a)	3	The individual: Aspirations – Letters	H3.1, H3.4
8 (b)	4	The individual: Aspirations – Letters	H3.4

Section 2: Reading and Responding
Part B

Question	Marks	Content	Syllabus outcomes
9	15	The Changing World — Travel abroad/email	H2.1, H2.2, H2.3

Section 3: Writing in Armenian

Question	Marks	Content	Syllabus outcomes
10	20	Letter — The Individual/School Life	H2.1, H2.2, H2.3
11	20	Diary entries — The Changing World/World of work	H2.1, H2.2, H2.3