



## 2015 CCAFL Armenian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

Criteria	Marks
• Correctly completes the form	2
• Partially completes the form	1

#### *Sample answer:*

<b>Date:</b>	Saturday, June 22
<b>Tickets:</b>	Adults – 3 Children – 1
<b>Method of delivery:</b>	Customer pickup

**Question 2 (a)**

Criteria	Marks
• Identifies the purpose of Vardan's call	1

**Sample answer:**

To invite Sona to his friend's birthday party.

**Question 2 (b)**

Criteria	Marks
• Provides what we learn about Sona's personality	2
• Provides some relevant information	1

**Sample answer:**

Sona places her appearance above anything else. She is superficial/arrogant, self-centred, jealous.

**Question 2 (c)**

Criteria	Marks
• Identifies what prompted the surprising turn in this conversation	3
• Partially identifies what prompted the surprising turn in this conversation	2
• Provides some relevant information	1

**Sample answer:**

Because Sona was not going to be able to buy a new outfit in time, Vardan decided to invite their classmate Satik to the birthday party. In turn, Sona changes her mind, claiming that she was joking and that she would go the birthday party with Vardan.

**Question 3 (a)**

Criteria	Marks
• Identifies the purpose of this advertisement	1

**Sample answer:**

To promote the newly built hotel.

**Question 3 (b)**

Criteria	Marks
• Identifies the facilities that might appeal to business people	2
• Provides some relevant information	1

**Sample answer:**

The hotel has a wing specifically built for business people with big and small conference rooms for business meetings with state of the art technology.

**Question 3 (c)**

Criteria	Marks
• Demonstrates a comprehensive understanding of how the advertisement tries to attract the attention of listeners	4
• Demonstrates good understanding of how the advertisement tries to attract the attention of listeners	3
• Demonstrates some understanding of how the advertisement tries to attract the attention of listeners	2
• Provides some relevant information	1

**Sample answer:**

The advertisement begins with a rhetorical question to attract listeners to something luxurious. The use of a simile 'to live like a king' at the end reinforces the luxury aspect of the hotel to attract attention. The hotel is described as unique, like no other in the city. Additionally, the advertisement promotes the special offers such as restaurant discounts, taxi service and opera tickets.



## Section 1: Listening and Responding

### Part B

#### Question 4 (a)

Criteria	Marks
• Identifies the reason for the conversation	1

*Sample answer:*

Mrs Avetian is interviewing Hakob (for a job) as an office assistant.

#### Question 4 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of how likely Hakob is to be successful	3
• Demonstrates a good understanding of how likely Hakob is to be successful	2
• Provides some relevant information	1

*Sample answer:*

(Hakob is being interviewed for a position as an office assistant.) It is unlikely that Hakob will be successful because punctuality and responsibility are important for this job. Also, he has never worked in an office environment. In his previous positions he has not been punctual; he does not have a sense of responsibility as he blames his mother and/or the alarm for his lateness.

**Question 5**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of Lusine's and Ruben's attitudes towards their favourite team	5
• Demonstrates a good understanding of Lusine's and Ruben's attitudes towards their favourite team	4
• Demonstrates a satisfactory understanding of Lusine's and Ruben's attitudes towards their favourite team	3
• Demonstrates a limited understanding of Lusine's and Ruben's attitudes towards their favourite team	2
• Provides some relevant information	1

**Sample answer:**

The speakers are both disappointed by their team's defeat. They both also feel that the new coach is not good enough. Lusine is so disappointed that she claims that she will no longer support them, particularly so because she feels that they do not try hard and are not interested in winning. Ruben, however, feels that they do try very hard and that the defeat will only help them to improve.

**Question 6**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the extent to which the store was successful	6
• Demonstrates a sound understanding of the extent to which the store was successful	5
• Demonstrates a good understanding of the extent to which the store was successful	4
• Demonstrates a satisfactory understanding of the extent to which the store was successful	3
• Demonstrates a limited understanding of the extent to which the store was successful	2
• Provides some relevant information	1

**Sample answer:**

According to Mr Rubinian, the store was very successful during this period. There were many sales of discounted stock, even those with smaller discounts, and all the stock from the previous year was sold out. There were many new customers as well as old ones who came. The store was so busy on the first day that more staff were employed and the hours were extended. However, during this period, there was some theft, particularly in the jewellery and perfume departments.



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
• Demonstrates a good understanding of why Eva is contributing to this blog	2
• Provides some relevant information	1

*Sample answer:*

Armen wanted to share his experience about trusting people and wanted the other people's opinions.

#### Question 7 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of how Ashot conveys his attitude about people	4
• Demonstrates a good understanding of how Ashot conveys his attitude about people	3
• Demonstrates limited understanding of how Ashot conveys his attitude about people	2
• Provides some relevant information	1

*Sample answer:*

Ashot generally does not trust people. He appears to be cynical, biased and has a negative attitude. He uses a rhetorical question at the beginning; signalling to readers that he has his own biased/strong opinion on trusting people. He believes friends only help each other if they can benefit. By using the imperative eg 'Don't be naive' he tries to impose his ideas in a rude way. He also overgeneralises some people's behaviour as not being trustworthy, such as 'at any moment they can betray you'.

However, he does admit that he has trusted family and old friends sometimes and that he does not have many friends.

**Question 7 (c)**

<b>Criteria</b>	<b>Marks</b>
• Provides a comprehensive comparison of the views of the speakers on the topic	4
• Provides a good comparison of the views of the speakers on the topic	3
• Provides a limited comparison of the views of the speakers on the topic	2
• Provides some relevant information	1

***Sample answer:***

Both Eva and Rosa believe that friends can be trusted. Eva is extremely positive as she shares her experiences about friends who have relied on and trusted each other fully. She only talks about trusting close friends and not about other people in general.

Rosa, however, shows some reservations. She believes that you cannot trust people fully, and that you need to rely on yourself more. She sees that it would be hard to trust negative/cynical people like Ashot.



## Section 2: Reading and Responding

### Part B

#### Question 8

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 Armenian

### Questions 9–10

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



# 2015 CCAFL Armenian Continuers 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	2	Daily life — telephone conversation	H3.1
2 (a)	1	Daily life — face-to-face conversation	H3.1
2 (b)	2	Daily life — face-to-face conversation	H3.2
2 (c)	3	Daily life — face-to-face conversation	H3.1
3 (a)	1	Leisure and recreation — radio advertisement	H3.1
3 (b)	2	Leisure and recreation — radio advertisement	H3.1
3 (c)	4	Leisure and recreation — radio advertisement	H3.2

## Section 1: Listening and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	1	World of work — interview	H3.1
4 (b)	3	World of work — interview	H3.3
5	5	Leisure and recreation — conversation	H3.4
6	6	Leisure and recreation — interview	H3.3

## Section 2: Reading and Responding

### Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Personal identity – blog	H3.1
7 (b)	4	Personal identity – blog	H3.2
7 (c)	4	Personal identity – blog	H3.4

## Section 2: Reading and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
8	15	Education and aspirations/personal identity — letter/letter	H3.1



**Section 3: Writing in Armenian**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
9	20	Daily life — speech	H2.1, H2.2, H2.3
10	20	Daily life — informal letter	H2.1, H2.2, H2.3