



2015 CCAFL Croatian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Criteria	Marks
• Identifies the intended audience of the announcement	2
• Identifies some relevant information	1

Sample answer:

Lovers of traditional Croatian food.

People who like to cook or taste traditional Croatian food.

People who care about the future of Croatian cooking.

**Question 2**

Criteria	Marks
• Demonstrates a thorough and perceptive understanding of why the father is opposed to his daughter shopping at large shopping centres	5
• Demonstrates a thorough understanding of why the father is opposed to his daughter shopping at large shopping centres	4
• Demonstrates a good understanding of why the father is opposed to his daughter shopping at large shopping centres	3
• Demonstrates some understanding of why the father is opposed to his daughter shopping at large shopping centres	2
• Demonstrates basic understanding of why the father is opposed to his daughter shopping at large shopping centres	1

Sample answer:

The father is worried about the growth of foreign industries/companies in Croatia as well as large shopping centres stocking too many foreign goods rather than locally produced goods. He believes that the growth of these shopping centres is destroying local businesses. He is concerned that young people really don't care about the implications of not supporting local industry through the buying of foreign products. He would like his daughter to realise that it leads to job losses and will impact on her future prospects for employment.

**Question 3 (a)**

Criteria	Marks
• Identifies reasons why the speaker has chosen the topic of his speech	2
• Identifies some relevant information	1

Sample answer:

He is concerned about the future of tourism in Croatia. He wants to raise awareness of the issues related to gas mining in the Adriatic and its impact on the environment as well as the Croatian economy.

Question 3 (b)

Criteria	Marks
• Demonstrates a thorough and perceptive understanding of how the speaker communicates his opinion about the project including detailed reference to both language and content	6
• Demonstrates a thorough understanding of how the speaker communicates his opinion about the project including some detailed reference to both language and content	5
• Demonstrates good understanding of how the speaker communicates his opinion about the project including appropriate reference to both language and content	4
• Demonstrates some understanding of how the speaker communicates his opinion about the project including some reference to language and/or content	3
• Demonstrates limited understanding of how the speaker communicates his opinion about the project including limited reference to language and/or content	2
• Identifies some relevant information	1

Sample answer:

He is angry, concerned and negative about gas mining in the Adriatic Sea. He communicates his ideas through an emphatic speech where he describes the negative impact of gas mining through the use of personal language (*our community*) and includes details of the negative impact. He displays an angry tone using adjectives such as, *bitter*, *unfortunately* or *it saddens me*. He uses rhetorical questions to engage the audience and draw on their empathy. 'Tell me which tourist would want to come?' Using emotive language such 'I am distraught'. 'It is with a heavy heart' the speaker demonstrates the seriousness of the situation.



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Demonstrates deep understanding of how the passengers' travel plans will be affected	2
• Demonstrates some understanding of how the passengers' travel plans will be affected	1

Sample answer:

The ship will be delayed and the passengers wishing to see the performance in Korcula will miss out. Sightseeing in Dubrovnik will be dependent on the weather.

Question 5 (a)

Criteria	Marks
• Identifies reasons why Nina objects to joining the folkloric dance group	2
• Identifies a reason why Nina objects to joining the folkloric dance group	1

Sample answer:

Nina feels that it is old fashioned and silly. It reminds her of being forced to go as a child.

Question 5 (b)

Criteria	Marks
• Demonstrates a deep understanding of how Marko tries to convince Nina to join the folkloric group	4
• Demonstrates a good understanding of how Marko tries to convince Nina to join the folkloric group	3
• Demonstrates a basic understanding of how Marko tries to convince Nina to join the folkloric group	2
• Identifies some relevant information	1

Sample answer:

Marko tries to convince Nina by appealing to her need to do something active. He suggests that it's a cheaper alternative to going to the gym. He entices Nina with the idea that it could lead to a trip to Croatia. He also emphasises the appeal of going out for coffee afterwards and spending time together as well as enjoying the company of other young Croatians.

**Question 6 (a)**

Criteria	Marks
• Identifies reasons why Ana is unsure about staying in Biograd na Moru	2
• Identifies a reason why Ana is unsure about staying in Biograd na Moru	1

Sample answer:

Ana is unsure about Biograd na Moru because they are holidaying out of season and it is a small town. She is concerned that there won't be enough activities for her to enjoy.

Question 6 (b)

Criteria	Marks
• Demonstrates a thorough and perceptive understanding of why staying in Biograd na Moru out of season would be appealing to tourists	5
• Demonstrates a thorough understanding of why staying in Biograd na Moru out of season would be appealing to tourists	4
• Demonstrates a good understanding of why staying in Biograd na Moru out of season would be appealing to tourists	3
• Demonstrates some understanding of why staying in Biograd na Moru out of season would be appealing to tourists	2
• Provides some basic information about Biograd na Moru	1

Sample answer:

Staying there out of season would appeal to tourists because the price of accommodation is cheaper, it is less crowded and the weather is cooler. There are national parks filled with autumn colours nearby for outdoor activities rather than just going to the beach. There are other autumn activities scheduled such as a volleyball competition/tournament, a sailing regatta and a historical re-enactment of famous duels between knights and invaders. For food lovers, there are gastronomic festivals in September.



Section 2: Reading and Responding

Part A

Question 7

Criteria	Marks
• Demonstrates a thorough understanding of how Croatians are affected by the success of the Ice Hockey Club Medveščak	4
• Demonstrates a good understanding of how Croatians are affected by the success of the Ice Hockey Club Medveščak	3
• Demonstrates some understanding of how Croatians are affected by the success of the Ice Hockey Club Medveščak	2
• Provides some relevant information	1

Sample answer:

Many Croatians are delighted by the fact that the team has been included in the Continental League. They feel the team is the 'pride of Croatia'. Players and the team are showcased around the world. Travel and tourism will increase with Croatian supporters and visiting teams travelling all over Europe, increasing visitors to Croatia. Croatian players will be in demand overseas, lifting the profile of Croatia around the world.

**Question 8**

Criteria	Marks
• Demonstrates a thorough and perceptive understanding of how the professor expresses his concerns about the future of Croatian animated films including detailed reference to both content and language	6
• Demonstrates a thorough understanding of how the professor expresses his concerns about the future of Croatian animated films including detailed reference to both content and language	5
• Demonstrates good understanding of how the professor expresses his concerns about the future of Croatian animated films including appropriate reference to both content and language	4
• Demonstrates some understanding of how the professor expresses his concerns about the future of Croatian animated films including some reference to content and/or language	3
• Demonstrates limited understanding of how the professor expresses his concerns about the future of Croatian animated films including limited reference to content and/or language	2
• Provides some relevant information	1

Sample answer:

The professor writes an impassioned article to express his concern. He uses descriptive language ('great pride', 'full of nostalgia') highlighting his love of an industry that has been lost. He uses rhetorical questions ('has profit . . . art?', 'who will follow?') to draw in the audience to share his concern. There is sarcasm to show how absurd it is that nothing is being done. He uses language to mock the issue saying that Croatian artists/animators are good enough all over the world but not in Croatia. He has taken it upon himself to start a scholarship fund for new artists/animators because he is so worried.



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 Croatian

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



2015 CCAFL Croatian 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	Leisure and recreation announcement	H3.1
2	5	Youth issues — conversation	H3.1, H3.2
3 (a)	2	Youth issues — speech	H3.1, H3.2, H3.3
3 (b)	6	Youth issues — speech	H3.1, H3.2, H3.3

Section 1: Listening and Responding

Part B

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

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7	4	Leisure and recreation — article	H3.1, H3.2, H3.3
8	6	Arts and entertainment — website article	H3.1, H3.2, H3.3

Section 2: Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
9	15	Personal identity — email	H2.1, H2.3, H3.1, H3.2



Section 3: Writing in Croatian

Question	Marks	Content	Syllabus outcomes
10	20	World of work — diary / journal entry	H2.1, H2.2, H2.3
11	20	Youth issues — article	H2.1, H2.2, H2.3