



## 2015 CCAFL Serbian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Correctly identifies the significance of the date	1

*Sample answer:*

It is the last date that tickets can be purchased.

#### Question 1 (b)

Criteria	Marks
• Correctly identifies how this event tries to appeal to its target audience	2
• Provides some relevant information	1

*Sample answer:*

By having young musicians perform different styles (from rock to pop) using classical instruments and also by mentioning socialising and fun.

**Question 2 (a)**

Criteria	Marks
• Shows a thorough understanding of what makes the tours unusual	3
• Shows some understanding of the tours	2
• Provides some relevant information	1

**Sample answer:**

Travellers will experience nature and become active by participating in a variety of physical outdoor activities such as cave exploring and fishing. Travellers will also discover the relatively unexplored parts of Serbia. They get to stay with farming families where they are offered healthy, homemade food and some traditional dishes.

**Question 2 (b)**

Criteria	Marks
• Shows a thorough understanding of how the interviewer's attitude changes during the interview with detailed reference to the text	4
• Shows a sound understanding of how the interviewer's attitude changes during the interview with reference to the text	3
• Shows some understanding of the interviewer's attitude	2
• Provides some relevant information	1

**Sample answer:**

She was sceptical at first, describing the idea of 'adventure tourism' as a 'bit unusual'. She wondered if people would want to spend their holiday 'walking'. She was also sarcastic talking about tent accommodation. Then she became interested about the idea of staying in farmhouses and was enthusiastic about choosing the right destination not only for the listeners but also for herself.

**Question 3**

<b>Criteria</b>	<b>Marks</b>
• Shows a comprehensive understanding of the similarities and differences of Ana's and Bane's experiences from their part-time work	5
• Shows a good understanding of the similarities and differences of Ana's and Bane's experiences from their part-time work	4
• Shows a sound understanding of Ana's and Bane's experiences from their part-time work	3
• Shows some understanding of Ana's and/or Bane's experiences from their part-time work	2
• Provides some relevant information	1

***Sample answer:***

Both Ana and Bane feel that they work with nice people. Although Ana earns less than Bane, she is enjoying her job. On the contrary, Bane finds his employer too demanding and working him too hard. Ana is also proud of herself being able to balance schoolwork and her part-time job. On the other hand, Bane's school performance has dropped due to his part-time work. He is stressed by his parents getting upset about his part-time work while Ana's parents are very supportive and proud of her.



## Section 1: Listening and Responding

### Part B

#### Question 4 (a)

Criteria	Marks
• Identifies the correct response	1

*Sample answer:*

(C)

#### Question 4 (b)

Criteria	Marks
• Correctly identifies all reasons for the urgency of the message	3
• Shows some understanding of the urgency of the message	2
• Provides some relevant information	1

*Sample answer:*

Prodavnice se zatvaraju ranije. Gosti dolaze veceras umesto sutra navece a osoba koja ostavlja poruku nema dovoljno potrebnih namirnica.

Shops are closing early. Guests are coming tonight instead of tomorrow night and the caller does not have all the necessary cooking ingredients.

#### Question 5

Criteria	Marks
• Shows a thorough understanding of how the advertisement persuades the listeners to participate	3
• Shows some understanding of how the advertisement persuades the listeners to participate	2
• Provides some relevant information	1

*Sample answer:*

Naglasava vaznost folkloru u srpskoj kulturi, mogucnost druzenja sa ostalim clanovima zajednice i povoljne cene bez ugovornih obaveza.

It persuades by showing the importance of folklore in Serbian culture/roots/tradition, the opportunity to socialise with other members of the community, and the affordable prices without contractual commitment.

**Question 6 (a)**

Criteria	Marks
• Explains fully why Petar is unhappy with his choices	2
• Provides some relevant information	1

**Sample answer:**

On nije zadovoljan zato što je izabrao masinstvo zbog njegovih prijatelja, a sada kad studira Pravo, smatran da je gradivo preobilno.

He is unhappy because he chose mechanical engineering following his friends, and now that he is studying law, he finds that there is a lot of reading.

**Question 6 (b)**

Criteria	Marks
• Correctly identifies what has influenced Valentina's choice	2
• Provides some relevant information	1

**Sample answer:**

Na Valentininu odluku su uticali njeni vlastiti interesi, profesija njenih roditelja kao i razne mogućnosti koje učenje jezika pruža.

Valentina's choice was influenced by her own interests, her home environment and the versatility of job options that language learning offers.

**Question 6 (c)**

<b>Criteria</b>	<b>Marks</b>
• Shows a thorough understanding of how Petar expresses his attitude towards Valentina's choice with detailed reference to the text	4
• Shows a good understanding of how Petar expresses his attitude towards Valentina's choice with reference to the text	3
• Shows an understanding of how Petar expresses his attitude towards Valentina's choice with limited reference to the text	2
• Provides some relevant information	1

**Sample answer:**

On ne veruje da neko može uživati uceci i koristi retoricko pitanje "Ko još uziva uceci?". On isto tako misli da je učenje jezika i omalovazava ga, nazivajući ga "dosadnim". Isto tako on je zavidan i koristi sarkastican ton, "...lako je tebi. Mama i tata mogu da polazu ispite za tebe". On misli da je Valentina nerealna i idealista. Pita je "A od cega ćeš da živiš?"

He doesn't believe that anyone can enjoy their course and uses a rhetorical question "Who enjoys studying?". He also belittles language learning calling it "boring". Additionally, he is envious and uses sarcastic tone "...easy for you because mum and dad can do exams for you". He thinks that Valentina is unrealistic and idealistic asking "How are you going to live?"



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
• Identifies the correct answer	1

*Sample answer:*

(A)

#### Question 7 (b)

Criteria	Marks
• Shows a full understanding of why the writer thinks that the bridges should be preserved	3
• Shows a good understanding of why the writer thinks that the bridges should be preserved	2
• Provides some relevant information	1

*Sample answer:*

They should be preserved because they play an important role in the city's life and they link people. The bridges also represent the past, present and future of this city. Their cultural and historical value is timeless.

**Question 7 (c)**

Criteria	Marks
• Shows a comprehensive and perceptive understanding of how the writer promotes Serbian history and culture with detailed reference to both content and language	6
• Shows a full understanding of how the writer promotes Serbian history and culture with detailed reference to both content and language	5
• Shows a good understanding of how the writer promotes Serbian history and culture with clear reference to content and language	4
• Shows some understanding of how the writer promotes Serbian history and culture with some reference to content and language	3
• Shows basic understanding of how the writer promotes Serbian history and culture	2
• Provides some relevant information	1

**Sample answer:**

The writer uses a variety of language features, such as **adjectives**, “prelep, lepsi, ponosnji, jedinstven”, to highlight the beauty of the bridges and their cultural/historical importance. The **metaphors** used in the text give abstract meaning to these bridges, “...oni su spona prijateljstva i zajedništva; ...stoji kao dotaz i nada; ...oni su prošlost, sadašnjost ali i budućnost ovoga gradon”. The writer uses **rhetorical questions** to make readers think about the great achievements these bridges represented at that time. The writer also uses personification ‘Beograd se oduvek ponosio’, ‘nemi svedok’, ‘tvrdo glavo spaja’.

The writer also uses **factual information** referring to the important historical figures, such as Serbian poets Branko Radicevic and Branko Copic, as well as King Aleksandar Karadjordjevic.

The writer also mentions particular times in Serbian history, such as the exact years of when the bridges were built, Roman era, as well as the particular architectural style “Serbian Byzantine”. The writer states that the bridges were unique and first in the world at the time of their construction, highlighting again their importance and need for preservation.

**Answers could include:**

The writer uses a variety of modal verbs to indicate the importance of saving the bridges ‘moramo, treba, ne sme’.



## 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 Serbian

### 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 Serbian 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 (a)	1	Arts and entertainment — advertisement	H3.1
1 (b)	2	Arts and entertainment — advertisement	H3.1
2 (a)	3	Tourism — radio interview	H3.1
2 (b)	4	Tourism — radio interview	H3.2
3	5	World of work — conversation	H3.4

## Section 1: Listening and Responding

### Part B

Question	Marks	Content	Syllabus outcomes
4 (a)	1	Daily life — telephone message	H3.1
4 (b)	3	Daily life — telephone message	H3.1
5	3	Leisure and recreation — advertisement	H3.1
6 (a)	2	Education and aspirations — conversation	H3.2
6 (b)	2	Education and aspirations — conversation	H3.1
6 (c)	4	Education and aspirations — conversation	H3.2

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

Question	Marks	Content	Syllabus outcomes
7 (a)	1	History and culture — article	H1.2
7 (b)	3	History and culture — article	H3.1
7 (c)	6	History and culture — article	H1.2, H1.4

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

Question	Marks	Content	Syllabus outcomes
8	15	Current issues — blog	H1.2, H1.3, H2.1, H2.3

**Section 3: Writing in Serbian**

Question	Marks	Content	Syllabus outcomes
9	20	Current issues — article	H2.1, H2.2, H2.3
10	20	Education and aspirations — script of a speech	H2.1, H2.2, H2.3