

**2002 HSC Notes from
the Marking Centre
Serbian**

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2002 HSC NOTES FROM THE MARKING CENTRE

SERBIAN

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Serbian. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Serbian.

General Comments

In 2002, 200 candidates attempted the CCAFL Serbian Continuers examination, 64 from NSW, 120 from Victoria, 14 from South Australia and 2 from Tasmania.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

Section I – Listening and Responding – Part A

There were five questions phrased in English for responses in English, with a mark range from 1–5.

Types of questions included:

- filling in a message
- multiple choice items
- information related to aspects of the language
- comparing and contrasting different points of view.

Section I – Listening and Responding – Part B

There were two questions phrased in English and Serbian for responses in Serbian. Marks ranged from 1–4.

Types of questions included:

- multiple choice items
- identifying information
- analysing information

General Comments

In general candidates' performances were satisfactory.

A group of candidates demonstrated a perceptive understanding of the texts, as well as an ability to analyse and convey the information accurately and appropriately. They also demonstrated a very good command of both English and Serbian.

A small number of candidates did not attempt to do part (a) or part (b), attempting only the questions requiring extended responses.

Some candidates demonstrated a comprehensive understanding of the texts, as well as a very good command of the language; however, they made little or no reference to the texts.

In general, candidates scored more marks on questions that were content-based than those that required an ability to analyse the information, language and tone.

Specific Comments – Part A

Question 1

The majority of candidates managed to score 2 marks on this question. However, there were some responses with either incomplete messages or the wrong phone numbers. It was interesting that some candidates converted the analogue 018 to digital 0418, which was incorrect.

Questions 2(a), 2(b), 3(a) Multiple Choice

Many candidates had difficulties answering these questions (especially 3(a)). A number of candidates ticked more than one answer.

Questions 3(b), 4 and 5

Although there were a number of very good responses, the majority of answers illustrated candidates' rather limited ability to analyse the information, to recognise the tone of the text (Question 3(b)), language and imagery (Question 4) and to compare and contrast different points of view (Question 5). Candidates demonstrated a sound understanding of spoken texts, but tended to retell the texts. On the other hand, some responses illustrated candidates' ability to analyse and summarise the information, but contained no references to the texts.

Specific Comments – Part B

As in Part A, candidates gave better answers to content-based questions – Questions 6(b) and 7(b) – than to questions which required analysis (Question 7(c)). Some of them had difficulty answering multiple-choice questions.

A few candidates did not attempt to do questions in this part, especially 7 (c).

Section II – Reading and Responding – Part A

This section consisted of two reading passages ie Questions 8 and 9. Types of questions included:

- multiple choice
- questions about language or tone of texts
- questions which targeted general understanding and ability to interpret reading passages, with one question also targeting candidates' ability to link, compare and contrast information.

Performance

Questions had different degrees of difficulty so most candidates were able to score full marks on earlier questions, while few achieved the same result on some of the later questions.

There was a range of answers covering all performance bands. A number of candidates did not attempt to answer some questions. It was evident that many candidates have problems expressing themselves in English, with some candidates writing translations of the questions.

Recommendations

Teachers should instruct candidates on how to answer multiple-choice questions. Candidates need to indicate one correct answer only. If they make a mistake, candidates need to indicate clearly which is the answer to be considered.

Candidates should refer to examples from texts whenever possible. Whenever there is any doubt, it is better to refer to the text to support a response. It would be useful for teachers to devote time to text analysis in class.

Overall, this new paper was challenging for the candidates. Nevertheless it was relevant and candidates were able to respond to the tasks.

Question 10

This question was mandatory. It targeted outcomes H 3.1, H 3.2 and H 3.3.

In general, candidates performed well. Many candidates displayed maturity and higher-order skills in dealing with the problems stated in the question. Candidates were very contemplative when writing about family, tradition and everyday life, which indicated their interest in the topic, as well as the depth in the treatment of the text. A number of candidates succeeded in reflecting on both their own and their parents' position, which displayed candidates' maturity and ability to contribute actively to the resolution of the problem.

The form chosen by most candidates was satisfactory. Their responses displayed the tone expected in the question. Most exchanged information from the text and gave advice as required and specified by the task.

The number of some Anglicisms was insignificant, possibly due to the nature of the topic. However, there are some grammatical 'details' that need to be focused on in schools, such as:

- negation – joining and separating the negation part from the word
- mixing two orthographies – Cyrillic and Roman

- mixing two/three pronunciations – *ekavski*, *ijekavski* and *ikavski*. The last example is not accepted in the standard language.
- mixing two very close, but different characters, ‘ћ’ and ‘ч’
- interpunctuation, especially commas
- the length of the sentences – candidates should indeed be encouraged to use complex grammatical structures, but not at the expense of meaning.

Section III – Writing in Serbian

In this section candidates were required to write a response of 200 to 250 words in Serbian on one of three prescribed questions. Each question required a different text type selected from those asterisked in the syllabus for productive use. In the 2002 examination these were a diary entry, a letter and an article.

General Comments

Almost all candidates responded to Question 11 or 12. Only very few candidates chose to respond to Question 13.

Question 12, the letter to the tennis coach, was written as an informal letter by some candidates and as a formal letter by others. This reflected how candidates imagined their relationship with the coach, either as a friend or as an older respected person.

The candidates had some problems answering Question 11, the diary entry. They used this text type to describe a series of events that happened on one day or over a few days. Because the world trip was a long experience from the past, they were unable to put it into the context of a day by day recount. Their responses showed an unusual mix of text types from an informal letter to a friend, a travel report and a diary entry.

The general performance of candidates in this section was good to very good. In general candidates had a thorough knowledge and understanding of vocabulary and sentence structures, and organised and manipulated language creatively. Their ability to understand the required text types was less impressive.

Specific Comments

Candidates also demonstrated some problems in grammar and syntax. This is an ongoing problem and there has been little improvement in recent years. The most common error was the incorrect writing of negations, ie incorrect rendering of ‘no’, in Serbian Cyrillic script *HE*, together with the verb. The adverb *HE* should always be written separately from the verb, with the exception in just four words: *HEЋU*, *HEMAM*, *HECAM* and *HEMOJ*. This is a very simple but mostly ignored rule.

The second most common error was the omission of the letter ‘h’ in Cyrillic *x* at the end of the verb БИТИ, in the first person singular of the verb in the conditional mood ја БИХ, and also writing the same letter in other forms of singular and plural ТИ БИ, ОН БИ, МИ БИСМО, ВИ БИСТЕ, ОНИ БИ. Candidates were often confused about when to use the letter ‘x’. A recommendation for Serbian teachers would be to teach the conditional mood of the verb БИТИ emphasising that ‘x’ only appears in the first person singular.

Perhaps in an attempt to impress, candidates often use complex sentences that are very confused grammatically and syntactically. Teachers are advised to demonstrate to candidates how it is possible to use simple forms to express complex meaning.

Candidates demonstrated a remarkable improvement in the correct writing of both the *ekavski* and *ijekavski* variant recognised as equal in the modern standard version of Serbian. There was still some minor mixing of both variants in the same text. Attention still needs to be focused on the use of Cyrillic script. A large number of candidates are mixing both Cyrillic and Roman script.

Recommendations for teachers

- Teach separately the adverb *HE* from the corresponding verb.
- Teach the use of the conditional mood of the verb БИТИ, with emphasis on the first person singular БИХ and consonant *x*.
- Emphasise the avoidance of mixing Roman and Cyrillic script in candidates’ responses.
- Emphasise recognition of the difference between consonants *h* and *ч*.
- Give more attention to sentence structure and vocabulary building.
- Use prescribed text types more widely, emphasising differences between the applications.
- Give more attention to correct punctuation.

Oral Examination

Conversation

The candidates’ capacity to maintain a conversation varied from those who were very hesitant and needed constant prompting to those who spoke fluently and at length on any question posed. Similarly the candidates’ treatment of the information and ideas ranged from rather superficial and simple comment to sophisticated responses that showed the ability to use complex language effectively.

The majority of candidates expressed themselves clearly and accurately although the most common errors occurred with newer technical vocabulary and expressions such as ‘website’.

Discussion

Candidates seemed to know the requirements for this section of the examination and some brought supporting material with them such as photos. All candidates were able to speak clearly with good expression. Responses varied in quality according to how well prepared the topics were. Better candidates were able to discuss topics in some depth and had clearly studied a range of resources to support the information provided.

There was minimal use of Anglicism although any topics of a technical nature presented problems for candidates where there is no Serbian equivalent of terms.

Serbian Continuers

2002 CCAFL Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
Conversation			H1.1, H1.2, H1.3, H1.4
Discussion			H1.1, H1.2, H4.1, H4.2, H4.3
Section 1: Listening and Responding			
Part A			
1	2	Leisure and recreation (entertainment)	H3.1
2(a)	1	Personal identify (community event)	H3.1, H3.3
2(b)	1	Personal identify (community event)	H3.1, H3.3
3(a)	1	Arts and entertainment	H3.1, H3.3
3(b)	3	Arts and entertainment	H3.1, H3.2, H3.3
4	5	Tourism — travel at home and abroad	H3.1, H3.2, H3.3
5(a)	2	Youth issues — part-time work vs study	H3.1, H3.2, H3.3
5(b)	5	Youth issues — part-time work vs study	H3.2, H3.3, H3.4
Section 1: Listening and Responding			
Part B			
6(a)	1	Current issues — collecting toys for children	H3.1
6(b)	2	Current issues — collecting toys for children	H3.1, H3.3
7(a)	1	Youth issues — abuse of e-mail/Internet	H3.1, H3.3
7(b)	2	Youth issues — abuse of e-mail/Internet	H3.1, H3.3
7(c)	4	Youth issues — abuse of e-mail/Internet	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
8(a)	1	Future plans (education and aspirations)	H3.1
8(b)	2	Future plans (education and aspirations)	H3.1
8(c)	2	Future plans (education and aspirations)	H3.1, H3.2
8(d)	3	Future plans (education and aspirations)	H3.1, H3.2, H3.3, H3.4
9(a)	3	Current issues (environment)	H3.1, H3.2
9(b)	3	Current issues (environment)	H3.1, H3.2, H3.3, H3.4
9(c)	1	Current issues (environment)	H3.1
9(d)	5	Current issues (environment)	H3.1, H3.2, H3.3, H3.4
Section 2: Reading and Responding			
Part B			

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
10	10	Relationships	H3.1, H3.2, H3.3
Section 3: Writing in Serbian			
11	15	Travel at home and abroad	H2.1, H2.2, H2.3
12	15	Future plans	H2.1, H2.2, H2.3
13	15	Current issues	H2.1, H2.2, H2.3



2002 CCAFL Serbian Continuers Marking Guidelines — Oral Examination

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Communicates confidently and fluently with correct intonation and pronunciation Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13–15
<ul style="list-style-type: none"> Communicates effectively, with some degree of fluency and authenticity Responds with relevant information and a range of relevant opinions and/or comment Responds with a range of vocabulary and structures, but with some minor inaccuracies 	10–12
<ul style="list-style-type: none"> Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary Responds with relevant information and opinions 	7–9
<ul style="list-style-type: none"> Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors Presents some relevant information, opinions or ideas 	4–6
<ul style="list-style-type: none"> Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax 	1–3

Discussion

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth in the treatment of the chosen topic through the development of relevant information, ideas and/or opinions with appropriate reference to texts studied • Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure • Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation • Consistently justifies and substantiates a point of view 	9–10
<ul style="list-style-type: none"> • Demonstrates depth in the treatment of the chosen topic through the development of some relevant information, ideas and/or opinions with appropriate reference to texts studied • Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies • Responds with relevant information, opinion or comment • Justifies and substantiates a point of view 	7–8
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied • Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary • Shows some evidence of justifying a point of view 	5–6
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the chosen topic and texts studied • Sustains basic communication • Responds using simple structures and vocabulary with frequent pauses and errors 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the chosen topic • Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax 	1–2



2002 CCAFL Serbian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Correctly identifies all information• Demonstrates comprehensive understanding of message	2
<ul style="list-style-type: none">• Identifies isolated pieces of information	1

Question 2 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• (C)	1

Question 2 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• (B)	1

Question 3 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • (C) 	1

Question 3 (b)

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies all relevant information • Demonstrates perceptive understanding of tone of the text • Provides examples to support answers 	3
<ul style="list-style-type: none"> • Identifies most relevant information • Demonstrates some understanding of the tone of the text • Provides some examples from the text 	2
<ul style="list-style-type: none"> • Identifies isolated information and/or examples from the text 	1

Question 4

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates perceptive understanding of how language and images are used to make the trip to tropical North Queensland attractive • Supports answer with relevant examples from the text 	4–5
<ul style="list-style-type: none"> • Demonstrates some understanding of how language and images are used to make the trip to North Queensland attractive • Support answer with some relevant examples from the text 	2–3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of how language and images are used to make the trip to North Queensland attractive <p>OR</p> <ul style="list-style-type: none"> • Identifies isolated examples from the text 	1

Question 5 (a)

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the text • Supports answer with relevant examples from the text 	2
<ul style="list-style-type: none"> • Demonstrates an understanding of the text OR <ul style="list-style-type: none"> • Provides isolated examples from the text 	1

Question 5 (b)

Outcomes assessed: H3.2, H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the text • Demonstrates a sound ability to compare and contrast Marko's and Jelena's points of view • Supports answer with relevant examples from the text 	4-5
<ul style="list-style-type: none"> • Demonstrates an understanding of the text • Demonstrates some ability to compare and contrast Marko's and Jelena's points of view • Supports answer with some relevant examples from the text 	3
<ul style="list-style-type: none"> • Demonstrates limited ability to compare and contrast Marko's and Jelena's points of view • Includes some relevant examples from the text OR <ul style="list-style-type: none"> • Demonstrates some ability to present one point of view • Includes some relevant examples from the text 	2
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text OR <ul style="list-style-type: none"> • Demonstrates limited ability to compare and contrast Marko's and Jelena's points of view OR <ul style="list-style-type: none"> • Provides isolated examples from the text 	1

Section 1: Listening and Responding

Part B

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 6 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies both aspects of appeal	2
• Identifies need for volunteers	1
OR	
• Identifies appeal for donations	

Question 7 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 7 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates understanding of the text	2
• Provides relevant examples from the text	
• Identifies isolated information from the text	1

Question 7 (c)

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the relationship between Internet communication and the way that influences opinions about the writer • Provides detailed examples from the text to support the answer 	4
<ul style="list-style-type: none"> • Demonstrates understanding of the relationship between Internet communication and the way that influences opinions about the writer • Provides some examples from the text to support the answer 	3
<ul style="list-style-type: none"> • Demonstrates basic understanding of the relationship between Internet communication and the way that influences opinions about the writer • And may provide some examples 	2
<ul style="list-style-type: none"> • Identifies isolated information from the text 	1

Section 2: Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> (C) 	1

Question 8 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates an understanding of the text Demonstrates ability to identify some detail Demonstrates knowledge of vocabulary (including symbols etc) 	2
<ul style="list-style-type: none"> Identifies isolated details from the text 	1

Question 8 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates understanding of the relationship between Nenad and Ana Demonstrates ability to identify some detail 	2
<ul style="list-style-type: none"> Identifies isolated details 	1

Question 8 (d)

Outcomes assessed: H3.1, H3.2, H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the way Nenad's language reflects his tension • Demonstrates ability to link information • Supports answer with relevant reference to the text 	3
<ul style="list-style-type: none"> • Demonstrates an understanding of the way Nenad's language reflects his tension • Demonstrates some ability to link information • Supports answer with some relevant examples from the text 	2
<ul style="list-style-type: none"> • Demonstrates a limited understanding of Nenad's language OR <ul style="list-style-type: none"> • Provides isolated examples from the text 	1

Question 9 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the text • Supports the answer with relevant examples from the text 	3
<ul style="list-style-type: none"> • Demonstrates an understanding of the text • Identifies some relevant detail from the text 	2
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text OR <ul style="list-style-type: none"> • Identifies isolated details 	1

Question 9 (b)

Outcomes assessed: H3.1, H3.2, H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates perceptive understanding of the text • Demonstrates the ability to evaluate semantic and stylistic aspects of the text • Identifies relevant examples from the text 	3
<ul style="list-style-type: none"> • Demonstrates an understanding of the text • Demonstrates the ability to evaluate some semantic and stylistic aspects of the text • Identifies some examples from the text 	2
<ul style="list-style-type: none"> • Identifies isolated characteristics OR <ul style="list-style-type: none"> • Identifies examples from the text 	1

Question 9 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • (C) 	1

Question 9 (d)

Outcomes assessed: H3.1, H3.2, H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates perceptive understanding of the texts • Demonstrates the ability to provide a detailed comparison and contrasting of relevant aspects of the texts • Identifies relevant passages to support his or her views 	5
<ul style="list-style-type: none"> • Demonstrates perceptive understanding of the texts • Demonstrates the ability to compare and contrast relevant aspects of the texts • Identifies some relevant passages 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of the texts • Demonstrates limited ability to compare and contrast some relevant aspects • And may identify some passages 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of one text <p>OR</p> <ul style="list-style-type: none"> • Demonstrates limited understanding of both texts • Identifies isolated examples from the text(s) 	2
<ul style="list-style-type: none"> • Identifies isolated characteristics and/or passages from the texts 	1

Section 2: Reading and Responding

Part B

Question 10

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9–10
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • 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 	7–8
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5–6
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • 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 	1–2

Section 3: Writing in Serbian

Questions 11–13

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

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 	13–15
<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 	10–12
<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 	7–9
<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 	4–6
<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 	1–3