

**2003 HSC Notes from  
the Marking Centre  
Croatian**

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# 2003 HSC NOTES FROM THE MARKING CENTRE CROATIAN

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Croatian. It provides comments with regard to responses to the 2003 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2003 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 Croatian.

## Oral Examination

### Conversation

In general, candidates were able to demonstrate a good knowledge of vocabulary and structures and provide relevant responses to questions posed.

Candidates who demonstrated a higher level of achievement were able to treat topics in depth and to present and justify opinions and comment.

### Discussion

Performance in this section of the examination varied in accordance with the candidates' ability to demonstrate their ability against the assessment criteria.

Teachers and candidates are strongly advised to familiarise themselves with the syllabus requirements which do not specify the delivery of a speech, report or monologue. As in the Conversation, examiners will make an assessment of the candidate based on interaction with the candidate.

In the Discussion, candidates are required to:

- select a topic appropriate for an in-depth discussion with the examiner
- study at least three texts.

The syllabus makes clear that:

*In the Discussion, the student will be expected to explore with the examiner(s) the subject of the in-depth study, and refer to the texts studied.*

Candidates are using a variety of resources in preparing their in-depth study and these included the Internet, novels, short stories and poetry, articles from books and magazines, as well as interviews and information from the local community. Candidates must be prepared to use these texts to support the discussion rather than merely quoting the title or web address. In the better responses, candidates made specific reference to the texts studied and critiqued them rather than merely

referring to them superficially. This is particularly the case where information from the Internet was used.

Candidates who had researched the topic well brought to the discussion a richness of vocabulary and structures not evident where candidates had made only limited or superficial reference to texts.

The best performances were those of candidates who were able to demonstrate their ability to explore issues through texts, to present and discuss information, and to substantiate a point of view.

## **Written Examination**

### **Section I – Listening and Responding**

#### **Part A**

##### **General Comments**

Most candidates demonstrated a good level of comprehension of the texts.

Candidates generally require further practice in identifying language techniques and explaining their effect. They should also develop their ability to read questions carefully and respond appropriately, using relevant information from the text.

##### **Strengths**

In Question 2b some candidates demonstrated their ability to respond in detail with regard to language use.

##### **Weaknesses**

Candidates generally require further practice in identifying language techniques and explaining their effect. They should also develop the ability to read questions carefully and respond appropriately, with relevant information supported by the text.

#### **Part B**

##### **General Comments**

Responses generally showed sound understanding of the content of texts.

More emphasis should be placed on analysing style, purpose, and language structures and features in texts, in addition to listening for the purpose of understanding content. Candidates require further practice in expressing opinions in writing ensuring they provide references to specific details in the text to support their arguments.

## **Section II – Reading and Responding**

### **General Comments**

In Part B, the majority of candidates were able to understand the requirements of the task. However, a number of candidates misunderstood to whom their letter of complaint should be directed. Only a few candidates demonstrated breadth and depth in the treatment of relevant information, ideas and/or opinions.

Candidates should read the requirements of the task carefully and clearly identify the purpose, content and audience. They should respond in the correct text type to all the relevant information in the stimulus provided. While many candidates correctly identified the text type, many still had difficulty with the language and structure of a formal letter.

### **Strengths**

The candidates, who were able to identify the full requirements of the task, showed an extensive knowledge and understanding of vocabulary, used a variety of sentence structures, manipulated language authentically and creatively, and organised information coherently and effectively.

### **Weaknesses**

Some candidates misunderstood the full requirements of the task and addressed the letter to the wrong person. Some candidates also lacked satisfactory knowledge and understanding of vocabulary, syntax and grammar.

## **Section III – Writing In Croatian**

### **General Comments**

The majority of candidates attempted Question 9. There was a full range of responses.

All themes in the syllabus should be covered so that candidates are familiar with the vocabulary. More exercises in grammar and sentence structure are needed to ensure correct usage.

### **Strengths**

Candidates who produced interesting and creative responses demonstrated good control and understanding of the vocabulary necessary to address the topic. They were able to manipulate language authentically and creatively and had good control of grammar and syntax.

### **Weaknesses**

Some candidates had knowledge of the vocabulary required for the task; however, they frequently misspelt words and had difficulties with correct usage of verbs (spelling and negatives), gender and morphology.

# Croatian Continuers

## 2003 CCAFL Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Oral Examination</b>			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Section 1: Listening and Responding Part A</b>			
1 (a)	1	Education and aspirations – announcement	H3.1
1 (b)	3	Education and aspirations – announcement	H3.1, H3.2
2 (a)	2	Arts and entertainment – discussion	H3.1
2 (b)	4	Arts and entertainment – discussion	H3.1, H3.2, H3.3
3 (a)	2	World of work – interview	H3.1
3 (b)	3	World of work – interview	H3.1, H3.2
3 (c)	5	World of work – interview	H3.1, H3.2, H3.3
<b>Section 1: Listening and Responding Part B</b>			
4 (a)	1	History and culture – news item	H3.1
4 (b)	2	History and culture – news item	H3.1, H3.2
5 (a)	1	Leisure and recreation – (talk back radio) conversation	H3.1
5 (b)	2	Leisure and recreation – (talk back radio) conversation	H3.1, H3.2
5 (c)	4	Leisure and recreation – (talk back radio) conversation	H3.1, H3.2, H3.3





Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
6 (a)	1	Tourism – newspaper article	H3.1
6 (b)	1	Tourism – newspaper article	H3.1
6 (c)	3	Tourism – newspaper article	H3.1, H3.2, H3.3
6 (d)	3	Tourism – newspaper article	H3.1, H3.2, H3.3
7 (a)	3	History and culture – text of speech	H3.1, H3.2, H3.3
7 (b)	4	History and culture – text of speech	H3.1, H3.2, H3.3, H4.2
7 (c)	5	History and culture – text of speech	H3.1, H3.2, H3.3
<b>Section 2: Reading and Responding</b>			
<b>Part B</b>			
8	10	Youth issues – email	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Section 3: Writing in Croatian</b>			
9	15	Youth issues – diary entry	H2.1, H2.2, H2.3
10	15	Arts and entertainment review	H2.1, H2.2, H2.3



## 2003 CCAFL Croatian 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"> <li>Communicates confidently and fluently with correct intonation and pronunciation</li> <li>Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li> <li>Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13–15
<ul style="list-style-type: none"> <li>Communicates effectively, with some degree of fluency and authenticity</li> <li>Responds with relevant information and a range of relevant opinions and/or comment</li> <li>Responds with a range of vocabulary and structures, but with some minor inaccuracies</li> </ul>	10–12
<ul style="list-style-type: none"> <li>Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li> <li>Responds with relevant information and opinions</li> </ul>	7–9
<ul style="list-style-type: none"> <li>Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li> <li>Presents some relevant information, opinions or ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li> </ul>	1–3



## Discussion

*Outcomes assessed: H1.3, H4.2, H4.3*

### MARKING GUIDELINES

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



## 2003 CCAFL Croatian Continuers Marking Guidelines

### Section 1: Listening and Responding

#### Part A

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B) or (C)	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of how this information will be useful	3
• Demonstrates some understanding of how this information will be useful	2
• Identifies some relevant information	1

**Question 2 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies both main advantages	2
• Identifies one main advantage	1

**Question 2 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of negative attitude of the speaker and states examples from the text on how the language conveys this	4
• Demonstrates some understanding of the negative attitude of the speaker with some textual examples	2–3
• Demonstrates a limited understanding of the negative attitude of the speaker	1

**Question 3 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies all information required on the employee form	2
• Identifies some items of information required on the employee form	1

**Question 3 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies nearly all reasons for wanting this apprenticeship	3
• Identifies some reasons for wanting this apprenticeship	2
• Identifies ONE isolated reason for wanting this apprenticeship	1



**Question 3 (c)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a good global understanding of how Stjepan persuades the employer to give him the apprenticeship</li><li>• Provides relevant textual examples</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrate some understanding of how Stjepan persuades the employer to give him the apprenticeship</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of how Stjepan persuades the employer to give him the apprenticeship</li></ul>	1–2



## Section 1: Listening and Responding

### Part B

#### Question 4 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the celebration	1

#### Question 4 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies nearly all reasons for the significance of this event	2
• Identifies ONE reason of the significance of this event	1

#### Question 5 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the reason why Slavka called the talkback show	1

#### Question 5 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the recommendations made	2
• Demonstrates a limited understanding of the recommendations made with minor references to the text	1



**Question 5 (c)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a good global understanding of the text and the ability to identify and explain Slavka's feelings</li><li>• Demonstrates an ability to infer how language and tone convey meaning</li><li>• Conveys information accurately and effectively in Croatian</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a satisfactory understanding of the text by identifying and explaining some of Slavka's feelings</li><li>• Conveys information with some errors in grammar and spelling</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates a basic understanding of the text by conveying the gist of Slavka's feelings</li><li>• Conveys information in a limited way that may impede comprehension</li></ul>	2
<ul style="list-style-type: none"><li>• Relates some relevant information</li></ul>	1



**Section 2: Reading and Responding****Part A****Question 6 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• States what Mario Ljubic does	1

**Question 6 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (B)	1

**Question 6 (c)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of why Mario prefers sailing	3
• Demonstrates some understanding why Mario prefers sailing	2
• Identifies some relevant information	1

**Question 6 (d)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good global understanding of what is meant by this phrase	3
• Demonstrates some understanding of the meaning of the phrase	2
• Demonstrates limited understanding of the meaning of this phrase	1

**Question 7 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good global understanding of the reasons why the speaker refers to the ‘modern postcard’	3
• Demonstrates some understanding of why the speaker refers to the ‘modern postcard’	2
• Demonstrates limited understanding of why the speaker refers to the ‘modern postcard’	1

**Question 7 (b)***Outcomes assessed: H3.1, H3.2, H3.3, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good global understanding of the ways in which the Internet has changed the way people socialise	4
• Demonstrates some understanding of the ways in which the Internet has changed the way people socialise	2–3
• Demonstrates limited understanding of the ways the Internet has changed the way people socialise	1

**Question 7 (c)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates the ability to identify subtle and inferred language structures explaining how the speaker’s message of caution is presented • Provides relevant references to the text	5
• Demonstrates a good understanding of the speaker’s use of stylistic features eg use of rhetoric, to express his opinion in the text • Demonstrates an understanding of the written text and the ability to identify some detail by interpreting information and ideas	3–4
• Demonstrates a limited understanding of language and how the speaker’s message of caution is conveyed	1–2

**Section 2: Reading and Responding****Part B****Question 8***Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1***MARKING GUIDELINES**

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

**Section 3: Writing in Croatian****Questions 9–10***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<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>	13–15
<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>	10–12
<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>	7–9
<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>	4–6
<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>	1–3