

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

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# 2003 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 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 Serbian.

### 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 comments.

#### Discussion

Performance in this section of the examination varied in accordance with the candidates' capacity 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**

In general, candidates responded well to the spoken texts. Some candidates failed to transfer information from the notes made during the listening into their final answer.

Teachers should advise candidates to read the questions carefully and answer directly by only including information from the spoken texts.

Candidates should practise making notes in the column provided and reading over their final responses to avoid unnecessary errors. When answering questions about language features candidates should include examples from the text in their responses.

##### **Strengths**

The majority of candidates demonstrated a good understanding of the spoken passages.

##### **Weaknesses**

Some candidates did not take the time to plan their answers to questions carefully which made their responses unclear.

#### **Part B**

This part consisted of some content-based questions as well as questions requiring higher-order language skills such as analysing information from spoken texts and comparing and contrasting information. Questions were phrased in English and Serbian and responses were required to be in Serbian.

In general candidates responded well in this part. One candidate did not attempt this part at all and one answered this part in English although it was specified that responses were to be written in Serbian.

Candidates should develop their skills in taking notes and using these notes in their responses.

In their responses, candidates should refer to the text content wherever possible.

Teachers should focus more on questions that require higher-order skills and devote more time to text analysis.

### **Specific Comments**

It was evident that most candidates responded well to the content-based questions, 5(a) and 6(a), whereas they experienced difficulties in responding to questions 5(b) and 6(b) which required that candidates analyse, compare and contrast information.

Some candidates did not understand the meaning of the word ‘purpose’ and therefore in their responses they tended to retell the text instead of identifying ‘the purpose of the story’ (question 5(b)). The same occurred in question 6(b).

However, there were some responses that demonstrated a sophisticated use of language and included the relevant details.

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

### **Part A**

#### **General Comments**

Candidates should develop their skills in analysing written texts and responding to questions about language features and subtle meanings. Candidates should avoid expressing personal opinions about texts rather than referring to text content in their responses. Candidates should note the marks awarded to specific questions as an indication of the breadth and depth that are expected in responses. They should read the questions carefully in order to respond appropriately.

#### **Strengths**

Candidates generally demonstrated good understanding of informative texts. Some candidates demonstrated perceptive understanding of both informative and literary texts as well as the ability to respond to complex questions. Most candidates responded well to Question 7(c), drawing upon specific information in the text.

#### **Weaknesses**

Some candidates demonstrated limited comprehension of the text and limited ability to analyse a written text. In some responses, there was repetition of the same single idea.

## **Part B**

### **General Comments**

Part B was designed to assess candidates' skills in exchanging information, opinions and ideas and analysing, evaluating and responding to information, opinions and ideas from a written text. Candidates found this section very challenging. All candidates attempted Part B and provided a variety of responses. Very few candidates provided incomplete responses.

Candidates should take greater care in reading questions in both Serbian and English.

### **Strengths:**

- Many candidates demonstrated depth in the treatment of the task, referring to the main points in the text with an authentic and creative use of language.
- They were also able to express ideas and opinions in Serbian through the production of original text in the form of an article.

### **Weaknesses:**

- Some candidates had difficulty meeting the requirements of the task. Instead of writing about how the issues are presented in the film and their links with reality, they wrote about the influences of film on people, especially the younger generation.
- Some responses were written in the form of a speech or letter to the editor, rather than the required text type, an article. Some candidates demonstrated limited ability to structure information, ideas and opinions coherently and logically to maintain the accuracy of linguistic elements, eg orthography, punctuation.

## **Section III – Writing in Serbian**

### **General Comments**

The majority of candidates opted to respond to the questions requiring a formal letter and a diary entry.

Candidates should write clearly the question number that they have chosen to attempt.

Candidates should take careful note of language structures and features, such as the use of the conditional mood, expressions of negation and punctuation. They should develop their skills in responding to questions in a range of text types, using complex language structures, and sequencing ideas in the appropriate format.

**Strengths:**

- Some responses, particularly to Question 11, were well expressed, demonstrating thorough knowledge of vocabulary and language structures and the ability to sequence ideas appropriately. Most responses were written in the appropriate script, either Cyrillic or Roman, and Anglicisms were rarely used.

**Weaknesses:**

- Some responses demonstrated limited understanding of the requirements of the question, while some referred to more than one question. In Question 12, some candidates misinterpreted the word ‘expedition’. Some responses were not of the appropriate length, being either very short or excessively long.

# Serbian 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	2	Current issues – announcement	H3.1
2 (a)	1	Personal identity – speech	H3.1
2 (b)	2	Personal identity – speech	H3.2
3 (a)	2	Arts and entertainment – interview	H3.1
3 (b)	4	Arts and entertainment – interview	H3.1, H3.3
4 (a)	2	Current issues – interview	H3.1
4 (b)	2	Current issues – interview	H3.3
4 (c)	5	Current issues – interview	H3.2, H3.3
<b>Section 1: Listening and Responding Part B</b>			
5 (a)	1	Current Issues – interview	H3.1
5 (b)	3	Current Issues – interview	H3.3
6 (a)	1	Leisure and recreation – conversation	H3.1
6 (b)	5	Leisure and recreation – conversation	H3.2, H3.3
<b>Section 2: Reading and Responding Part A</b>			
7 (a)	1	Personal identity – article	H3.1
7 (b)	2	Personal identity – article	H3.1
7 (c)	4	Personal identity – article	H3.3
8 (a)	2	Personal identity – speech	H3.1
8 (b)	5	Personal identity – speech	H3.2, H3.3
8 (c)	6	Personal identity – speech	H3.3, H3.4



<b>Question</b>	<b>Marks</b>	<b>Content (Theme/Topic — text type)</b>	<b>Syllabus outcomes</b>
<b>Section 2: Reading and Responding Part B</b>			
9	10	Arts and entertainment – play/article	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Section 3: Writing in Serbian</b>			
10	15	Daily life – report	H2.1, H2.2, H2.3
11	15	Current issues – letter	H2.1, H2.2, H2.3
12	15	Current issues – diary entry	H2.1, H2.2, H2.3
13	15	Personal identity – narrative account	H2.1, H2.2, H2.3



## 2003 CCAFL Serbian Continuers Marking Guidelines

### Section 1: Listening and Responding

#### Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Completes the table with all relevant information	2
• Completes the table with some relevant information	1

#### Question 2 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how the speaker feels on that occasion	2
• Identifies at least ONE piece of relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies all works which are included in the exhibition	2
• Identifies at least ONE piece of relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of why the exhibition is described as the main happening of the season	4
• Demonstrates some understanding of why the exhibition is described as the main happening of the season	2–3
• Identifies at least ONE piece of relevant information	1

**Question 4 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies a reason why the scientists are experiencing difficulties in recognising signs of life on Mars	2
• Identifies some relevant information	1



**Question 4 (b)**

*Outcomes assessed: H3.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Fully explains the reasons for interviewing Professor Srnic	2
• Partially explains the reasons for interviewing Professor Srnic	1

**Question 4 (c)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the way language features reflect the scientist's and journalist's attitudes towards the topic	5
• Demonstrates some understanding of the way language features reflect the scientist's and journalist's attitudes towards the topic	3–4
• Identifies at least ONE relevant aspect of the language features used	1–2

**Section 1: Listening and Responding****Part B****Question 5 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the number of bird species described in the book	1

**Question 5 (b)***Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies the purpose of the story with some relevant detail	3
• Identifies the purpose of the story	2
• Identifies at least ONE relevant aspect of the purpose of the story	1

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

Criteria	Marks
• Identifies where Danilo is going	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the differences between Danilo's and Tania's opinions and identifies the reasons for these differences	5
• Demonstrates some understanding of the differences between Danilo's and Tania's opinions and identifies the reasons for these differences	3–4
• Identifies some elements of the differences between Danilo's and Tania's opinion	1–2

**Section 2: Reading and Responding****Part A****Question 7 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (B)	1

**Question 7 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of reasons why children often say 'Djordjc is tall and strong, he is not afraid of anything!'	2
• Identifies at least ONE piece of relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the role of imaginary friends in a child's development	4
• Demonstrates a partial understanding of the role of imaginary friends in a child's development	2–3
• Identifies at least ONE piece of relevant information	1

**Question 8 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the reasons why Baba has made up Bucko	2
• Identifies at least ONE piece of relevant information	1

**Question 8 (b)***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the reasons why the author described Bucko the way he did</li><li>• Provides some examples to support answers</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the reasons why the author described Bucko the way he did</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the reasons why the author described Bucko the way he did</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies at least ONE piece of relevant information</li></ul>	1

**Question 8 (c)***Outcomes assessed: H3.3, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates comprehensive understanding of both texts and the ability to link information</li><li>• Supports answers with relevant reference to the text</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrate good understanding of both text and the ability to link information</li></ul>	4–5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of both texts and some ability to link information</li></ul>	2–3
<ul style="list-style-type: none"><li>• Identifies at least ONE piece of relevant information</li></ul>	1

**Section 2: Reading and Responding****Part B****Question 9***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 Serbian****Question 10–13***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