

**2004 HSC Notes from
the Marking Centre
Serbian**

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2004 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 2004 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 2004 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.

Written Examination

Section I – Listening and Responding

Part A

General Comments

Overall, candidates displayed a range of responses. Candidates generally require further practice in analysing language structures and features. They should develop their ability to read questions carefully and respond accurately and appropriately. They should always refer to the text and note the marks that are awarded to each question.

Strengths

Some candidates demonstrated a perceptive understanding of the spoken texts and the ability to respond to questions, appropriately supporting their opinions with relevant reference to the text.

Weaknesses

A number of candidates demonstrated a very good understanding of the texts and requirements of the tasks but failed to justify their opinions with any reference to the texts.

Some of them demonstrated limited comprehension of the texts and requirements of the tasks.

Their responses reflected:

- inability to analyse information (Questions 2, 3 (b), 4 (b))
- recounting the texts and repeating the same ideas (Questions 2, 3 (b), 4 (b))
- expressing a personal opinion rather than referring to the text (Question 4 (b)).

Part B

General Comments

Candidates performed relatively better in this part, where they were required to answer the questions in Serbian. They generally demonstrated a good understanding of the texts as well as the requirements of the tasks.

Strengths

Some candidates demonstrated a comprehensive understanding of the texts with thorough analysis and relevant references. They also demonstrated their ability to identify language techniques and to explore their effects (see Question 5 (b)).

Weaknesses

A number of candidates demonstrated a poor ability to analyse the texts. They tended to recount the texts instead of analysing them. Some candidates showed a very good comprehension of the texts, but did not elaborate on their opinions with reference to the text (Questions 5 (b) and 6 (b)). Many candidates did not understand the requirements of Question 5 (a) (1 mark question).

Section II – Reading and Responding

Part A

General Comments

Although many candidates demonstrated a good comprehension of the written texts, they experienced difficulties in answering the more complex questions which required analysis of language, structure and tone (Questions 7 (b) and 8 (c)), as well as analysis and comparison of attitudes (Questions 7 (a) and 8 (b)).

Strengths

A number of candidates showed a perceptive understanding of the texts and met the requirements of the tasks. Their responses demonstrated a comprehensive understanding of how language works. They provided extended responses with detailed analysis of the structure, language (Question 8 (c)) and tone (Question 7 (b)), including relevant reference to the texts.

Weaknesses

Some candidates demonstrated a limited understanding of the texts and requirements of the tasks. Their responses reflected their limited ability to analyse the language and information from the text. This was evident in Questions 7 (b), 8 (b) and 8 (c), which required higher order language skills.

Recommendations : Section I & Section 2 Part A

- Before responding to questions candidates should read questions carefully and make sure that they understand the requirements of the task.
- They should note the marks allocated to specific questions as an indication of the depth of analysis that they are expected to present in their answers.
- Candidates should always refer to the texts even when the questions do not explicitly require that.
- In their responses candidates should avoid expressing personal opinions rather than referring to the content of the texts.
- All relevant information written in the ‘notes’ column should be used in their answers (Section I – Listening & Responding).
- Teachers have to ensure that all candidates are familiar with and understand ‘key words’ listed in the Board of Studies Glossary of Key Words.
- Candidates should be taught to analyse language techniques and how language is used to convey meaning through analysis of various text types.

Part B

General Comments

In general, candidates performed well, with a few producing outstanding responses. 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.

However, some candidates found it difficult to respond appropriately, and only listed the reasons for not agreeing with the original text.

Weaknesses

- negation – joining and separating the negation part from the word
- addressing someone and showing respect (use of capital letter/upper case in the Serbian word ‘Vi/Bn’)
- declension
- upper case/capital letters and their use
- the selection of appropriate words for certain expressions
- punctuation, especially commas
- conditional (eg ‘ti bih, jabi, etc)
- mixing two very similar characters, ‘h’ and ‘u’
- writing the names of certain institutions (eg TAFE), cities (eg Melbourne), streets, etc
- mixing two pronunciations, ‘ekavski’ and ‘ijekavski’
- use of pleonasm (eg ‘young child’)
- Anglo-Serbian words (eg ‘cansa’)
- paragraphing
- some new words in Serbian vocabulary (‘isoljati’, smorati’)
- sometimes, the level of language and the content are out of balance, a very good language accompanied with a poor content, and vice versa
- mixing formal and informal language.

Section III – Writing In Serbian

General Comments

The majority of candidates opted to respond to Question 10, which required a response in the form of diary entry. Question 11 (requiring a response in the form of speech) was the least popular, while Questions 12 and 13 were answered by a few candidates.

In general, candidates performed well, with a few responses that were outstanding. Better responses displayed excellent language skills and depth in treatment, and an overall maturity.

While some other responses demonstrated maturity, candidates lacked the language skills to be able to express their ideas and opinions in a sophisticated manner.

Weaknesses

- negation – joining and separating the negation part from the word
- declension
- the selection of appropriate words for certain common expressions
- punctuation (especially commas)
- conditional
- mixing two orthographies – Cyrillic and Roman
- mixing two pronunciations - ‘ekavski’ and ‘ijekavski’
- mixing two very similar characters
- paragraphs
- candidates need to be reminded to write the number of the question being attempted.

Serbian Continuers

2004 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Section 1: Listening and Responding			
Part A			
1	2	Current issues — announcement	H3.1
2	3	Education and aspirations — dialogue	H3.1, H3.2
3 (a)	2	Arts and entertainment — radio advertisement	H3.1, H3.3
3 (b)	5	Arts and entertainment — radio advertisement	H3.1, H3.2, H3.4
4 (a)	3	Personal identity — interview	H3.1, H3.3
4 (b)	5	Personal identity — interview	H3.2, H3.3
Section 1: Listening and Responding			
Part B			
5 (a)	1	Arts and entertainment — review	H3.1
5 (b)	4	Arts and entertainment — review	H3.2, H3.3, H3.4
6 (a)	1	Personal identity — conversation	H3.1
6 (b)	5	Personal identity — conversation	H3.2, H3.3
Section 2: Reading and Responding			
Part A			
7 (a)	3	Leisure and recreation — diary entry	H3.1, H3.2, H3.3
7 (b)	4	Leisure and recreation — diary entry	H3.2, H3.3, H3.4
8 (a)	2	World of work – article	H3.1
8 (b)	5	World of work – article	H3.1, H3.2, H3.3, H3.4
8 (c)	6	World of work – article	H3.1, H3.2, H3.3, H3.4
Section 2: Reading and Responding			
Part B			
9	10	Education and aspirations — article/letter	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Serbian			
10	15	Daily life — diary entry	H2.1, H2.2, H2.3
11	15	Arts and entertainment — speech	H2.1, H2.2, H2.3
12	15	Education and aspirations — newspaper article	H2.1, H2.2, H2.3
13	15	Leisure and recreation — narrative account	H2.1, H2.2, H2.3



2004 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 comments • 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 comments • 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: H1.3, 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



2004 CCAFL Serbian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the ways in which teenagers can support the action of saving water	2
• Identifies at least one piece of relevant information	1

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the dilemma Dragan faces in choosing his career path • Supports answers with relevant reference to the text	3
• Demonstrates a good understanding of the dilemma Dragan faces in choosing his career path	2
• Demonstrates a some understanding of the dilemma Dragan faces in choosing his career path	1

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

Criteria	Marks
• Demonstrates comprehensive understanding of who the advertisement is meant for	2
• Identifies at least one piece of relevant information	1

Question 3 (b)*Outcomes assessed: H3.1, H3.2, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of how the advertisement attracts the attention of the listeners • Supports answer with relevant examples from the text	5
• Demonstrates a good understanding of how the advertisement attracts the attention of the listeners • Supports answers with some relevant examples from the text	3–4
• Demonstrates a limited understanding of how the advertisement attracts the attention of the listeners • Identifies isolated examples from the text	1–2

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the reasons why Mrs Berak was invited to the program	3
• Demonstrates a partial understanding of the reasons why Mrs Berak was invited to the program	2
• Identifies at least one piece of relevant information	1



Question 4 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the extent to which the psychologist holds parents responsible• Supports answers with the relevant reference to the text	4–5
<ul style="list-style-type: none">• Demonstrates a good understanding of the extent to which the psychologist holds parents responsible• Supports answers with the relevant reference to the text	2–3
<ul style="list-style-type: none">• Identifies at least one piece of relevant information	1

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

Criteria	Marks
• Identifies the novel the film is based on	1

Question 5 (b)*Outcomes assessed: H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of how the review encourages people to see the movie • Supports answers with relevant examples from the text	4
• Demonstrates some understanding of how the review encourages people to see the movie • Supports answers with some relevant examples	2–3
• Demonstrates a limited understanding of how the review encourages people to see the movies OR • Identifies isolated examples from the text	1

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

Criteria	Marks
• Identifies the reason why Natasha rang Milan	1



Question 6 (b)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how the relationship will develop• Supports answers with the relevant reference to the text	4
<ul style="list-style-type: none">• Demonstrates a good understanding of how the relationship will develop• Supports answers with the relevant reference to the text	2–3
<ul style="list-style-type: none">• Demonstrates a limited understanding of how the relationship will develop	1



Section 2: Reading and Responding

Part A

Question 7 (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 girl's attitude towards dieting• Supports answers with the relevant reference to the text	3
<ul style="list-style-type: none">• Demonstrates a good understanding of the girl's attitude towards dieting	2
<ul style="list-style-type: none">• Demonstrates a limited understanding of the girl's attitude towards dieting	1

Question 7 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the tone of each diary entry• Supports answers with the relevant reference to the text	4
<ul style="list-style-type: none">• Demonstrates a good understanding of the tone of the diary entries• Supports answers with the relevant reference to the text	2–3
<ul style="list-style-type: none">• Demonstrates a limited understanding of the tone of each of the diary entries• Identifies at least one piece of relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the purpose of the article	2
• identifies at least one piece of relevant information	1

Question 8 (b)*Outcomes assessed: H3.1, H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of both attitudes and compares them • Supports answers with relevant reference to the text	4–5
• Demonstrates a good understanding of both attitudes • Supports answers with relevant reference to the text	2–3
• Identifies the attitudes of the author and Telecom manager	1

Question 8 (c)*Outcomes assessed: H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the effectiveness of the language and the structure of the article in conveying the two views • Supports answers with relevant reference to the text	6
• Demonstrates a comprehensive understanding of the effectiveness of the language and the structure of the article in conveying the two views • Supports answers with some reference to the text	4–5
• Demonstrates some understanding of the effectiveness of the language and the structure of the article in conveying the two views	2–3
• Identifies at least one piece of relevant information	1



Section 2: Reading and Responding

Part B

Question 9

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

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 10–13

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