

**2005 HSC Notes from
the Marking Centre
Croatian**

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Contents

Conversation and Discussion	5
Section I – Listening and Responding	6
Section II – Reading and Responding	8
Section III – Writing in Croatian	9

2005 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 2005 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.

This document should be read along with the relevant syllabus, the 2005 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 and Discussion

Conversation

In general, students were able to demonstrate a good knowledge of vocabulary and structures and provide relevant responses to questions posed. The better students were able to express themselves in Croatian without any recourse to English.

Students who demonstrated a higher level of achievement were able to treat topics in depth and to use questions as an opportunity to demonstrate a range of vocabulary and structures, and to present and justify opinions.

Discussion

Performance in this section of the examination varied with the students' capacity to demonstrate their ability against the assessment criteria. Unfortunately, there are still some students who are unfamiliar with the format of the examination, which is a discussion, and not the presentation of a speech or report. Examiners will give students an opportunity to present information from the in-depth study, but it is most important that students are properly prepared not just to present, but also to discuss what they have learnt.

Choice of topic is critical and students and their teachers need to consider whether the topic selected can allow the student to:

- study texts
- undertake in-depth research
- present a point of view
- discuss issues.

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.

The topic should not be too narrow or too broad, and should go beyond the presentation of factual information about, for example, an historical or geographical subject.

The best students used 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. Students must be able to reference the texts and explain why they were used and how they have contributed to the student's understanding of the chosen topic. Students must be prepared to use these texts to support the discussion rather than merely quoting the text's title or a web address. In the better responses, students made specific reference to the texts studied and critiqued them rather than merely referring to them superficially. This was particularly the case where information from the Internet was used.

Students who had researched the topic well brought to the discussion a richness of vocabulary and structures not evident where students had made only a limited or superficial reference to texts often of a 'standard classroom' type.

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

Section I – Listening and Responding

General Comments

In general, candidates demonstrated an understanding of texts on the literal level and transcribed information verbatim from the text in their answers. Candidates need to be more aware of the need to provide information in relation to the question asked.

Question 1

- (b) When answering this question many candidates tended to use examples from the text at a literal level. In the better responses, candidates referred to the contrast between the historic / modern (old and new) using textual examples as references. No candidate mentioned that the speaker was inspired by Dubrovnik.

Question 2

- (a) In the best responses, candidates included both the obvious and more inferential reasons for the interest in the competition, eg winning for the first time ever; being amateurs and expatriate Australian Croatians.
- (b) Very few candidates identified all the reasons for the significance, ie cultural, historical, prestige and future tourism. Very few candidates used textual examples to support their answers and many candidates focused on the historical aspect – Vis and the Pontish – and did not refer to the other aspects.

Better responses identified many reasons for the significance of cricket and included textual references in their answers. They identified the cultural and historical aspects within the text: ie cricket being a 'bridge' between the Croatian and Australian cultures.

Question 3

- (b) Very few candidates responded to this question by addressing the accusations levelled at Nina by her employer in the text: ie rudeness and impoliteness; quality of service; lack of hygiene and stealing. Responses were generalised rather than text specific.

Better responses identified nearly all the accusations made. They responded to each accusation and supported their answers with reference to the text.

- (c) This question required candidates to analyse how the language used by the employer indicated his negative view of the employee eg patronising, domineering, aggressive, dismissive. Many candidates were able to identify some language techniques, eg tone; change from *vi* to *ti* form; interruptions; use of dismissive language. However, they did not analyse how these techniques related to the employer's view.

Better responses not only identified how the boss's language indicated his negative view of the employee, but also used relevant textual examples to support their opinion.

Question 4

Overall this question was answered well. Better responses were written in the appropriate text type, 'note'. They identified nearly all the main elements, ie reason, importance and place of exhibition, importance of artist and the artist's art style. They responded confidently and fluently with only minor inaccuracies in grammar eg adjective endings. They also used textual references to support their argument in convincing the parent to attend the exhibition.

Some common grammatical and syntactical errors when answering in Croatian were: not knowing whether to address the parents in *vi* or *ti* forms, case endings, spelling of Ontat's name and word order.

Question 5

- (a) Many candidates appeared unsure of the meaning of the word 'dilemma'. Many candidates identified aspects of Marko's dilemma, using examples from the text as the dilemma, and retelling the text eg problem of drinking identified, problem of drink driving identified. However, the dilemma of whether Marko should stay with his friends or keep his friendship or leave it, was not mentioned.

Better responses addressed the actual dilemma faced by Marko. They did not focus on the other aspects only, but used those aspects as textual references for his dilemma.

Weaker responses retold much of the text, identifying aspects of the dilemma, but not always identifying the dilemma itself.

- (b) This question required candidates to analyse language techniques eg tone of voice; concern and care through her choice of phrases; advice without judgement; empathy. Many candidates retold the text rather than focusing on how the matter demonstrated her support.

Those candidates who performed well identified the ways Marko's mother demonstrated her support, through her use of language. They responded confidently and well in Croatian with minor inaccuracies in either grammar or syntax and they used textual references to support their answers.

Section II – Reading and Responding

Part A

Question 6

- (a) Very few candidates identified the message that love is unconditional, everlasting and often tragic. Many candidates just retold the story in the text.

Those candidates who performed well not only identified the message, but used examples from the text to support their point of view.

- (b) Overall this question was answered well. Candidates identified the language and stylistic features used by the composer to convey the feelings of love, trust, hope, sadness, and tragedy through use of adjectives, syntax and structure. Many candidates justified their points of view using relevant textual examples.

Candidates who did not perform well simply retold the story, rather than discussing language and stylistic features.

Teachers and candidates are reminded of the importance of being aware of the language of critical analysis, which is essential when discussing how language creates meaning.

Question 7

- (a) In general, this question was not handled well. Many candidates misunderstood the term ‘infer’.

In the better responses, candidates identified the inferences made, discussed those inferences and used examples from the text to support their answers.

- (b) Many candidates identified most of the writer’s criteria for assessing whether or not a person is an adult, eg completion of studies, leaving home, being financially independent, being responsible, able to plan for the future. However, most candidates did not evaluate effectively the writer’s criteria, and did not provide their opinion based on the text. They provided little or no relevant textual references to support their point of view.

In the better responses, candidates identified and evaluated the writer’s criteria with reference to relevant textual examples.

Candidates are strongly encouraged to bring dictionaries into the exams in order to check the meanings of unfamiliar words.

- (c) Many candidates did not identify and discuss the language and stylistic features of the text used by the writer in presenting his point of view. They simply retold the text. Many candidates made generalised statements, eg ‘used statistics’ without providing textual examples to support the statements made.

It is important that candidates learn how to analyse language and how to talk about language and stylistic techniques.

Part B

Most candidates understood the requirements of the task. They all understood that the task was a job application and attempted to respond to the criteria in the advertisement. Most attempted to structure their responses in the correct text type. The main difficulty was with the candidates' inability to write in the correct register.

Many candidates did not use an appropriate greeting or the correct form of address. Although familiar with the vocabulary required for the task, candidates had problems with spelling, correct grammatical form and syntax.

Section III – Writing in Croatian

Questions (9, 10, 11 and 12)

All candidates made some attempt to answer this section. Although many candidates had difficulty with grammar and syntax, they appeared to have a satisfactory knowledge of the vocabulary required to address the task. Candidates attempted to use the correct text types; however, the formal register was mastered by only a few candidates.

There was little use of anglicisms. However, some candidates had problems with spelling and at times used English syntax in their responses.

Candidates should be encouraged to use a wider range of adjectives and adverbs as well as more sophisticated language structures.

Croatian Continuers

2005 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversation	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 (a)	1	Tourism — radio announcement	H3.1
1 (b)	2	Tourism — radio announcement	H3.1, H3.2
2 (a)	3	People and places — interview	H3.1, H3.2
2 (b)	4	People and places — interview	H3.1, H3.2
3 (a)	1	World of work — conversation	H3.1
3 (b)	4	World of work — conversation	H3.1, H3.2, H3.3
3 (c)	5	World of work — conversation	H3.1, H3.2
Section 1: Listening and Responding			
Part B			
4 (a)	3	Arts and entertainment — advertisement	H2.3, H3.1, H3.2, H3.3
5 (a)	3	Youth issues — conversation	H2.3, H3.1, H3.2, H3.3
5 (b)	4	Youth issues — conversation	H2.3, H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
6 (a)	2	Arts and entertainment — song	H3.2, H3.2
6 (b)	4	Arts and entertainment — song	H3.2, H3.2, H3.3
7 (a)	3	Personal identity — newspaper article	H3.2, H3.2, H3.3
7 (b)	5	Personal identity — newspaper article	H3.2, H3.2, H3.3
7 (c)	6	Personal identity — newspaper article	H3.2, H3.2, H3.3
Section 2: Reading and Responding			
Part B			
8	10	World of work — job advertisement/formal letter	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Croatian			
9	15	Personal identity — text of a speech	H2.1, H2.2, H2.3
10	15	Arts and entertainment — review	H2.1, H2.2, H2.3
11	15	Youth issues — newspaper article	H2.1, H2.2, H2.3
12	15	Leisure and recreation — invitation	H2.1, H2.2, H2.3



2005 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"> 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



2005 CCAFL Croatian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 1 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies the main reasons for the attraction	2
• Identifies ONE reason with little or no textual references	1

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

Criteria	Marks
<ul style="list-style-type: none">Identifies reasons for interest in the competitionProvides relevant textual examples	3
<ul style="list-style-type: none">Identifies some reasons for interest in the competitionProvides some relevant textual examples	2
<ul style="list-style-type: none">Identifies ONE reason with little or no textual examples	1

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

Criteria	Marks
<ul style="list-style-type: none">Identifies nearly all reasons for the significance of the sport (eg culture, history, effect on tourism, prestige)Provides nearly all textual references	4
<ul style="list-style-type: none">Identifies most reasons for the significance of the sport (eg culture, history, effect on tourism, prestige)Provides most textual references	3
<ul style="list-style-type: none">Identifies some reasons for the significance of the sport (eg culture, history, effect on tourism, prestige)Provides isolated textual references	2
<ul style="list-style-type: none">Identifies a reason with little or no textual reference	1

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

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

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

Criteria	Marks
<ul style="list-style-type: none">• Identifies nearly all accusations in the text which include: importance of job; quality service; rudeness and impoliteness; lack of hygiene• Responds to the accusations identified• Supports answer with reference to the text	4
<ul style="list-style-type: none">• Identifies some of the accusations in the text which include: importance of job; quality service; rudeness and impoliteness; lack of hygiene• Responds to the accusations identified• Supports answer with some reference to the text	2–3
<ul style="list-style-type: none">• Identifies one accusation in the text• Responds to the accusation identified in a limited way	1

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

Criteria	Marks
<ul style="list-style-type: none">• Identifies nearly all of the ways in which the language used by the boss indicates his negative view of the employee, eg domineering, patronising, dismissive, aggressive, rude, shows dislike• Gives many textual examples	5
<ul style="list-style-type: none">• Identifies some of the ways in which the language used by the boss indicates his negative view of the employee.• Gives some textual examples	3–4
<ul style="list-style-type: none">• Identifies limited ways in which the language used by the boss indicates his negative view of the employee.	1–2



Section 1: Listening and Responding

Part B

Question 4

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies nearly all the reasons why the parents would want to attend this exhibition. This may include: his art style; reason for exhibition; importance of exhibition; place of exhibition i.e Australia – first time factorResponds confidently, fluently and authentically, with minor inaccuracies in grammar and syntaxConsistently substantiates a point of view through the use of textual references	3
<ul style="list-style-type: none">Identifies some of the reasons why the parents would want to attend this exhibition. This may include: reasons for exhibition; place of exhibition i.e Australia – first time factorResponds with a good degree of confidence and fluency with inaccuracies in grammar and syntaxSubstantiates a point of view through use of some textual references	2
<ul style="list-style-type: none">Demonstrates a limited understanding of why the parents would want to attend this exhibitionProvides little textual reference	1

Question 5 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies Marko's dilemma: to stay with friends or leave themResponds confidently, fluently and authentically, with minor inaccuracies in grammar and syntaxUses textual references to support a point of view	3
<ul style="list-style-type: none">Identifies some aspects of Marko's dilemma: to stay with friends or leave themResponds with a good degree of confidence and fluency with some inaccuracies in grammar and syntaxUses some textual references to support a point of view	2
<ul style="list-style-type: none">Demonstrates a limited understanding of Marko's dilemmaProvides little textual reference	1

**Question 5 (b)***Outcomes assessed: H2.3, H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies ways in which Marko's mother demonstrates her support. This may include: tone of voice, respects his independence, shows concern and care, provides advice without judgement, shows empathy and understanding• Responds confidently, fluently and authentically, with minor or no inaccuracies in grammar and syntax• Consistently substantiates a point of view, through the use of textual references	4
<ul style="list-style-type: none">• Identifies some ways in which Marko's mother demonstrates her support. This may include: tone of voice, respects his independence, shows concern and care, provides advice without judgement, shows empathy and understanding• Responds with a good degree of confidence and fluency with some inaccuracies in grammar and syntax• Substantiates a point of view through use of some textual references	3
<ul style="list-style-type: none">• Demonstrates a limited understanding of the ways in which Marko's mother demonstrates her support• Responds with an elementary knowledge of grammar and syntax• Provides little or no textual references	1–2



Section 2: Reading and Responding

Part A

Question 6 (a)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies the message of unconditional/eternal loveJustifies point of view through use of textual references	2
<ul style="list-style-type: none">Identifies some aspect of the message with little or no textual reference provided	1

Question 6 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies language and stylistic techniques used by the composer to convey the feelings expressed (love, trust, hope, sadness) eg use of adjectives, syntax structure, song stylistics, verses and chorusDemonstrates effectiveness of writers' use of language and stylistic techniques to convey the feelings expressedConsistently justifies and substantiates a points of view through use of textual references	4
<ul style="list-style-type: none">Identifies most language and stylistic techniques used by the composer to convey the feelings expressed (love, trust, hope, sadness) eg use of adjectives, syntax structure, song stylistics verses and chorusDemonstrates some effectiveness of writers' use of language and stylistic techniques to convey the feelings expressedJustifies and substantiates a points of view through use of textual references	3
<ul style="list-style-type: none">Identifies some language and stylistic techniques used by the composer to convey the feelings expressed (love, trust, hope, sadness) eg use of adjectives, syntax structure, song stylistics verses and chorusDemonstrates some evidence of effectiveness of writers' use of language and stylistic techniquesDemonstrates some evidence in justifying a point of view through the use of textual references	2
<ul style="list-style-type: none">Demonstrates minimal understanding of the language techniques and stylistic techniques used by the composerProvides little textual reference	1

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

Criteria	Marks
<ul style="list-style-type: none">• Discusses most or all of the inferences made by the writer. Provides many textual references	3
<ul style="list-style-type: none">• Discusses some of the inferences made by the writer. Provides some textual references	2
<ul style="list-style-type: none">• Briefly discusses some of the inferences made by the writer. Provides limited textual references	1

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

Criteria	Marks
<ul style="list-style-type: none">• Identifies nearly all of the writer's criteria for assessing that a person is an adult which may include: completion of studies; has left home, and is financially independent; planning for the future; accepting responsibility• Evaluates effectively the writer's criteria• Provides relevant textual references	5
<ul style="list-style-type: none">• Identifies some of the writer's criteria for assessing that a person is an adult which may include: completion of studies; has left home, and is financially independent• Evaluates creatively the writer's criteria• Provides relevant textual references	3-4
<ul style="list-style-type: none">• Evaluates ONE of the writer's criteria for assessing that a person is an adult with little or no textual references <p>OR</p> <ul style="list-style-type: none">• Identifies the criteria	1-2

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how effectively the writer has presented his/her point of view for this audience• Refers to the language and structure of the text with many relevant textual references	6
<ul style="list-style-type: none">• Demonstrates understanding of how effectively the writer has presented his/her point of view for this audience• Refers to the language and structure of the text with relevant textual references	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of how effectively the writer has presented his/her point of view for this audience• Some reference to the language and structure of the text with textual references	2–3
<ul style="list-style-type: none">• Demonstrates little understanding of how effectively the writer has presented his/her point of view for this audience• No reference to the language and structure of text or textual references	1



Section 2: Reading and Responding

Part B

Question 8

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 Croatian

Questions 9–12

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