

**2006 HSC Notes from  
the Marking Centre  
Croatian**

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# 2006 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 2006 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 2006 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**

### **Section 1: Conversation**

Most candidates handled this section of the examination well, with relatively few needing assistance from the examiner to rephrase questions which had not been understood. A number of candidates were clearly well prepared and were able to respond confidently in Croatian, without recourse to English. While some showed less ability with linguistic structures than others, most were able to converse in a natural and fluent way.

Candidates are reminded that they should listen to their own responses and consider what they are saying to avoid repeating the same material too frequently. Candidates who demonstrated a higher level of achievement were able to produce interesting and varied responses, which showed breadth and depth of vocabulary and structures and an ability to engage in the conversation at a sophisticated level. A superficial response with a good deal of repeated material is not indicative of a strong response.

Teachers and candidates are reminded that consideration needs to be given to whether the topic selected can allow the student to:

- ∞ access resources
- ∞ undertake in-depth research
- ∞ present a point of view
- ∞ discuss issues.

The syllabus states 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 allow the candidate to go beyond the presentation of factual information.

## Section 2: Discussion

In formulating their responses, relatively few candidates were able to speak without error. However, the majority were able to communicate their ideas with reasonable proficiency. Candidates are reminded that they should practise using culturally appropriate forms of address. The examiners should therefore be addressed as *vi*, not *ti*.

Many candidates relied heavily on the internet to research their topic for discussion. Although a number mentioned other sources, only a very small percentage demonstrated good use of these resources. The choice of a topic which offers an interesting approach is important. For example, one candidate had chosen the topics *drugs* and had made a comparative study of drug use in Croatia and Australia. This candidate had clearly spent considerable time and effort in researching the topic and was able to discuss the issue from a variety of perspectives.

Many candidates selected a city, region or person to discuss. Too often these candidates relied heavily on pictures to assist their discussion and had not researched the topic well. In many cases they were hindered by the use of the pictures, which had possibly given them a false sense of confidence and restricted them to a more superficial level of discussion. These candidates would probably have given better responses had they not brought the objects to the examination, but rather made a more concerted effort to research the topic chosen. Candidates are strongly advised to choose a topic which allows for in-depth discussion from a variety of different viewpoints.

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

### **General Comments**

The use of bilingual dictionaries is recommended, as a number of candidates misinterpreted whole texts, parts of texts or key words.

While many candidates took excellent notes, they sometimes omitted to include all the information from their notes in their final answer. Candidates should practise effective note taking and using the information to write fuller responses.

Candidates should not use pencil to write their responses. The instructions on the examination paper state clearly that answers must be written in blue or black ink or ball-point pen. Candidates are advised to adhere to correct conventions of written English. It is not appropriate to use SMS shorthand words in a formal examination.

Candidates should practise taking notes and using them to write fuller responses. Candidates also need to play closer attention to spelling in both English and Croatian to ensure the meaning is correctly conveyed.

### **Part A**

In general, responses to Questions 1, 2 (a) and 3 were sound, as candidates were able to identify the required information from the texts. Questions 2 (b) and 4 required in-depth analysis of the language techniques employed by the speaker. Better responses identified detailed information that was relevant to the questions asked and also reflected the candidates' ability to eg analyse language, discuss how language techniques were used to create and convey nuances of meaning, and make inferences from the texts. Relevant references to the texts were also included to support the responses where appropriate.

#### **Question 2 (b)**

##### **Sample response**

*The speaker quotes facts and statistics to prove his point of view. He also uses negative language to describe workers who harass co-workers. He sympathises with workers who have had experiences such as this and encourages them to call up and share their stories. He understands how they may be feeling and reassures them that they are not alone and that it is not their fault.*

The candidate has understood the text well and has made evaluative comments based on the text. Reference is made to the speaker's use of statistics, the negative language used to describe workers who harass co-workers, and the way in which he displays his understanding of the victims of workplace bullying and provides advice.

## Question 4

### Sample response

*This is a thank you speech and also a motivational one and this is appropriate because it is the first anniversary of the establishment of the organisation. The leader of the group is thanking them on behalf of all the disadvantaged children they had helped throughout the year. He states the motto to help one child and then another (One kid at a time). This reinforces the organisation's goals and reasons why they are there in the first place. They need this speech so that they will continue the battle they have started and, as the speaker said, soldiers don't give up in the middle of the war. He is encouraging them to go on and help more children.*

This response highlights the motivational and inspirational aspects of the speech and reminds the listeners of their success and the reason for their existence. There are relevant examples from the text. The candidate explains the analogy of the army not giving up in the middle of a battle.

## Part B

### Question 5

The word 'imply' in this question was misunderstood by many candidates. Better responses referred to the underlying meaning of the commentator's questions. Weaker responses simply rewrote the comments without addressing the aspect of 'implied' meaning.

### Question 6

- (a) In the better responses, candidates had a thorough understanding of what is expected in a question that involves analysis of aspects of the text and were able to provide sophisticated responses. Weaker responses tended to provide examples from the text of Ana's response to her husband, but provided little or no analysis of the emotions evoked by her language.
- (b) In the better responses, candidates were able to infer meaning from the text and support their interpretations with relevant references to the text. Weaker responses either retold the story or quoted references from the text, without any qualifying explanation or analysis.

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

### **Part A**

In general, candidates were able to identify ‘factual’ information from the texts, but found the analytical questions more challenging.

#### **Question 7**

- (a) Most candidates correctly identified where the report would be likely to be found.
- (b) This question required candidates to reflect on why the find was so significant, both in the past as well as now.
- (c) Overall this question was well answered. While weaker responses tended to merely include a list of references from the text, better responses were more holistic and focussed on what people could learn, incorporating natural, historical, cultural and ecological aspects.

#### **Question 7 (c)**

##### **Sample response**

*I think I would be enlightened about the way of life in the area. I would also gain a greater understanding of the rich wildlife and flora in this part of Croatia. I feel it would be a valuable experience in learning about Croatian culture such as wine making, and also Croatian history, eg who discovered the cave and why it is so culturally and environmentally important (eg the beauty and richness of the ornamentation).*

The response demonstrates a good understanding of what would be learnt by walking along this ‘path’.

#### **Question 8**

- (a) Many candidates answered this question very briefly and had difficulty distinguishing the particular aspects.
- (b) Most candidates answered this question well. They were able to reflect on the text and describe the developmental phases in the artist’s success. Some candidates focused on only one point and neglected to show the stages of success.

#### **Question 8(b)**

##### **Sample response**

*There is an array of evidence that suggests Silvana Krajacic has become a successful artist. The fact that an article was printed about her work suggests that she is an accomplished artist. In the text, Silvana talks about how her souvenir business has expanded and grown from just giving her souvenirs to her family for Christmas 2001 – poklonila sam svojim najblizim za Bozicne poklone 2001. godine to opening her own souvenir factory in 2002 – 2002.g. otvorilo obrt za izradu suvenira ‘Srceko’. She talks*



*about how she sold souvenirs in King Tomislav Square – prodavala suvenire na Trgu Kralja Tomislava u Samoboru and that people expressed an interest in her work – Tu se pokazao interes za mojim suvenirima. Her setting up a factory/shop and people showing and valuing her unique Croatian souvenirs suggests she has become a successful artist.*

This response demonstrates an excellent understanding of how the artist became successful, by providing detailed references to the text and linking these to the phases in her development.

- (c) Relatively few candidates were able to identify how each text contributed to the reader's understanding of these particular issues. Instead, many candidates merely listed or mentioned two or three issues that related to the preservation and promotion of cultural and natural heritage.

### **Question 8 (c):**

#### **Sample response**

*Both texts are factual and provide us with certain specific details regarding the preservation and promotion of Croatian cultural and natural heritage. Text 7 is focused primarily on natural heritage and describes to the reader an opportunity they can undertake in order to learn more about it. It also explains certain details such as the cave which immediately provides the reader with information on the topic (Croatian culture/history).*

*Text 8 is more concerned with promotion rather than preservation (Text 7 highlights preservation of an important natural area) and also culture rather than nature. The fact that an artist has become so successful promoting Croatian culture is highly positive and proves that it is an important issue. Additionally, as souvenirs are taken across the world, it is a very effective method of spreading knowledge of Croatian cultural heritage. In a sense, it also preserves the culture in art form, and similarly, Text 7 promotes the natural heritage through advertising inviting people to visit and learn more.*

This response presents a detailed explanation of how both texts contribute to the reader's understanding of the issues that are raised in the two texts and provides supporting references from the texts.

## **Part B**

### **Question 10**

All students were familiar with the need to write in the appropriate text type. Although most candidates understood the requirements of the task, many experienced difficulties in responding to the information given in the text. Many candidates were unable to manipulate language authentically and creatively and were prevented by poor grammar and spelling from conveying the meaning they may have intended.

Some candidates had no idea of the distance and time required to travel from Australia to Croatia or from Zagreb to Split or other coastal cities, which resulted in unrealistic timeframes, detracting from the authenticity of the response.

### **Section III – Writing in Croatian**

Most candidates recognised the requirements of the three given tasks and responded in the correct text type. However, a number experienced difficulty with linguistic structures. They wrote in dialect, made numerous grammatical and spelling mistakes and used incorrect vocabulary. It was evident that insufficient time had been spent developing skills in grammar in these cases.

Grammatical errors were most evident in the morphological endings of words, incorrect use of pronouns and noun-verb agreements. Frequently this inability to write accurately detracted from the meaning, or suggested a meaning quite contrary to what the students may have intended.

# Croatian Continuers

## 2006 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Section 1: Listening and Responding</b>			
<b>Part A</b>			
1	4	Leisure and Recreation — (radio) advertisement	H3.1, H3.3
2 (a)	1	World of Work — (radio) editorial	H3.1, H3.3
2 (b)	4	World of Work — (radio) editorial	H3.1, H3.2, H3.3
3	5	Youth issues — conversation	H3.1, H3.2, H3.3
4	6	Youth issues — speech	H3.1, H3.2, H3.3
<b>Section 1: Listening and Responding</b>			
<b>Part B</b>			
5	3	Leisure and recreation — (radio) editorial	H3.1, H3.3
6 (a)	3	Personal identity — dialogue	H3.1, H3.2, H3.3
6 (b)	4	Personal identity — dialogue	H3.1, H3.2, H3.3
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
7 (a)	1	People and places — report	H3.1
7 (b)	2	People and places — report	H3.1, H3.2
7 (c)	4	People and places — report	H3.1, H3.2, H3.3
8 (a)	3	Arts and Entertainment — interview	H3.1
8 (b)	4	Arts and Entertainment — interview	H3.1, H3.2, H3.3
8 (c)	6	Arts and Entertainment — interview	H3.1, H3.2, H3.3, H3.4
<b>Section 2: Reading and Responding</b>			
<b>Part B</b>			
9	10	Tourism — advertisement/diary	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Section 3: Writing in Croatian</b>			
10	15	Education and aspirations — speech	H2.1, H2.2, H2.3
11	15	Personal identity — narrative account	H2.1, H2.2, H2.3
12	15	People and places — formal letter	H2.1, H2.2, H2.3



## 2006 CCAFL Croatian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

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

#### MARKING GUIDELINES

Criteria	Marks
• Lists four of the seven relevant arguments mentioned	4
• Lists three of the seven relevant arguments mentioned	3
• Lists two of the seven relevant arguments mentioned	2
• Lists one of the seven relevant arguments mentioned	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the type of program	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 how the speaker conveys his point of view	3–4
• Demonstrates some understanding of how the speaker conveys his point of view	1–2

**Question 3***Outcomes assessed: H3.1; H3.2; H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an excellent understanding of the arguments used • Discusses most relevant arguments and provides textual examples	4–5
• Demonstrates a good understanding of the arguments used • Discusses many relevant arguments and provides textual examples	3
• Demonstrates some understanding of the arguments used • Discusses some relevant arguments and provides some textual examples	2
• Demonstrates limited understanding of the arguments used	1



#### Question 4

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates an excellent understanding of what makes this speech an appropriate one</li><li>• Provides most relevant textual examples</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of what makes this speech an appropriate one</li><li>• Provides some relevant textual examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of what makes this speech an appropriate one</li></ul>	1–2



## Section 1: Listening and Responding

### Part B

#### Question 5

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates an excellent understanding of the implications of the commentator's questions</li><li>• Discusses the most relevant implications and provides textual examples</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of what the commentator implies by his questions</li><li>• Discusses some relevant arguments and provides textual examples</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates limited understanding of what the commentator implies by his questions</li></ul>	1

#### Question 6 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates an excellent understanding of Ana's responses to her husband's suggestions</li><li>• Identifies the main responses</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of Ana's responses to her husband's suggestions</li><li>• Identifies at least two responses</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1

#### Question 6 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of how the text reflects the changing roles of men and women</li><li>• Supports answer with relevant textual examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how the text reflects the changing roles of men and women</li><li>• Support answer with some textual examples</li></ul>	1–2
<ul style="list-style-type: none"><li>•</li></ul>	



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

#### Question 7 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the two reasons for the significance of the find	2
• Identifies one reason for the significance of the find	1

#### Question 7 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates an excellent understanding of what would be learnt through the educational path	4
• Demonstrates a good understanding of what would be learnt through the educational path	3
• Demonstrates some understanding of what would be learnt through the educational path	2
• Demonstrates limited understanding of what would be learnt through the educational path	1



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

<b>Criteria</b>	<b>Marks</b>
• Identifies three aspects that distinguishes SK's souvenirs	3
• Identifies two aspects that distinguishes SK's souvenirs	2
• Identifies one aspect that distinguishes SK's souvenirs	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an excellent understanding of how SK has become a successful artist • Provides relevant textual references to support answer	4
• Demonstrates a very good understanding of how SK has become a successful artist • Provides some relevant textual references to support answer	3
• Demonstrates a good understanding of how SK has become a successful artist • Provides limited textual references to support answer	2
• Demonstrates limited understanding of how SK has become a successful artist • Provides few, if any, textual references to support answer	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates an excellent explanation of how both texts contribute to our understanding of these issues • Provides many relevant textual references to support answer	5–6
• Demonstrates a good explanation of how both texts contribute to our understanding of these issues • Provides some relevant textual references to support answer	3–4
• Demonstrates some explanation of how both texts contribute to our understanding of these issues • Provides little or no relevant textual references to support answer	1–2



## 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"><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