



2009 CCAFL Croatian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of the context of the message• Provides appropriate advice	3
<ul style="list-style-type: none">• Demonstrates some understanding of the context of the message• Provides some appropriate advice	2
<ul style="list-style-type: none">• Provides some relevant information	1

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of how Damir convinces Melita to enter the competition• Provides examples from the text to support answer	3
<ul style="list-style-type: none">• Demonstrates some understanding of how Damir convinces Melita to enter the competition• Provides at least one example from the text to support answer	2
<ul style="list-style-type: none">• Provides some relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of why the reporter refers to Oto Reisinger as a 'living legend of caricature'.• Provides relevant textual examples	3
<ul style="list-style-type: none">• Demonstrates some understanding of why the reporter refers to Oto Reisinger as a 'living legend of caricature'• Provides a relevant textual example	2
<ul style="list-style-type: none">• Provides some relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of how the language used by the reporter convinces listeners to go to the exhibition• Justifies opinion with some textual examples	4
<ul style="list-style-type: none">• Demonstrates some understanding of how the language used by the reporter convinces listeners to go to the exhibition• Provides some justification with at least one textual example	2–3
<ul style="list-style-type: none">• Provides some relevant information	1

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

Criteria	Marks
• Identifies purpose of the text	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of how the speaker engages the audience • Supports answer with evidence from the text	6
• Demonstrates a good understanding of how the speaker engages the audience • Supports answer with evidence from the text	4-5
• Demonstrates some understanding of how the speaker engages the audience • Provides some evidence from the text	2-3
• Provides some relevant information	1



Section 1: Listening and Responding

Part B

Question 5

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of the mother's concern for the children's feelings while still telling the truth• Supports answer with evidence from the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of the parent's concern for the children's feelings while still telling the truth• Support answer with some evidence from the text	2
<ul style="list-style-type: none">• Provides some relevant information	1

Question 6 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Identifies two reasons for writing the article	2
<ul style="list-style-type: none">• Identifies a reason for writing the article	1

Question 6 (b)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how effective the professor's arguments are• Supports answer with evidence from the text	5
<ul style="list-style-type: none">• Demonstrates a good understanding of how effective the professor's arguments are• Support answer with some evidence from the text	3–4
<ul style="list-style-type: none">• Provides some relevant information with a textual example	1–2



Section 2: Reading and Responding

Part A

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why they are using the internet	2
• Provides some relevant detail	1

Question 7 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates comprehensive understanding of how the text reflects Anđelka's emotional state • Supports answer with evidence from the text	4
• Demonstrates a good understanding of how the text reflects Anđelka's emotional state • Supports answer with evidence from the text	2–3
• Provides some relevant information	1

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

Criteria	Marks
• Identifies the purpose of the bold text	1

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

Criteria	Marks
• Demonstrates a good understanding what has prompted Dr Kralj to write the article	3
• Demonstrates some understanding of what has prompted Dr Kralj to write the article	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of how occult themes influence the lives of young people • Supports answer with evidence from the text	4
• Demonstrates a good understanding of how occult themes influence the lives of young people • Supports answer with some evidence from the text	2–3
• Provides some relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Comments on what specific advice Dr Kralj would give to help Anđelka and Mario• Demonstrates a perspective understanding of how each parent could be helped• Supports answer with evidence from the text	6
<ul style="list-style-type: none">• Identifies to some extent what specific advice Dr Kralj would give to help Anđelka and Mario• Demonstrates a good understanding of how each parent could be helped• Supports answer with some evidence from the text	3–5
<ul style="list-style-type: none">• Demonstrates some understanding of what advice Dr Kralj would give to each parent• Some relevant information provided	2–3
<ul style="list-style-type: none">• Provides some relevant information	1



Section 2: Reading and Responding

Part B

Question 9

Outcomes assessed: H1.2, H1.3, 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 10–12

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

Croatian Continuers

2009 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversa- tion	15	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Section 1: Listening and Responding			
Part A			
1	3	Leisure and recreation — conversation	H3.1, H3.2
2	3	People and places — report	H3.1, H3.2
3 (a)	3	Arts and entertainment — news item	H3.1, H3.2
3 (b)	4	Arts and entertainment — news item	H3.1, H3.2, H3.3
4 (a)	1	Youth issues — speech	H3.1, H3.3
4 (b)	6	Youth issues — speech	H3.1, H3.2, H3.3
Section 1: Listening and Responding			
Part B			
5	3	Tourism — conversation	H3.1, H3.2, H3.3
6 (a)	2	History and culture — interview	H3.1, H3.2, H3.3
6 (b)	5	History and culture — interview	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
7 (a)	2	Personal identity — conversation (chat room)	H3.1
7 (b)	4	Personal identity — conversation (chat room)	H3.1, H3.2, H3.3
8 (a)	1	Arts and entertainment — article	H3.1
8 (b)	3	Arts and entertainment — article	H3.1, H3.2
8 (c)	4	Arts and entertainment — article	H3.1, H3.2
8 (d)	6	Arts and entertainment — article	H3.1, H3.2, H3.3, H3.4
Section 2: Reading and Responding			
Part B			
9	10	World of work — email and advertisement / informal letter	H1.2, H1.3, H3.1
Section 3: Writing in Croatian			
10	15	Personal identity — article	H2.1, H2.2, H2.3
11	15	Youth issues — narrative account	H2.1, H2.2, H2.3
12	15	Education and aspirations — speech script	H2.1, H2.2, H2.3