



## 2012 CCAFL Armenian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

Criteria	Marks
• Provides all information needed to complete the invitation	2
• Provides some of the information	1

#### Question 2

Criteria	Marks
• Demonstrates a perceptive understanding of the reasons why Megheti accepts Sahag's apology	4
• Demonstrates a good understanding of the reasons why Megheti accepts Sahag's apology	2-3
• Demonstrates some understanding of the reasons why Megheti accepts Sahag's apology	1

**Question 3**

<b>Criteria</b>	<b>Marks</b>
• Identifies all the reasons why Garo would decide to attend the fashion show	4
• Identifies some reasons why Garo would decide to attend the fashion show	2–3
• Demonstrates limited understanding of the reasons why Garo would decide to attend the fashion show	1

**Question 4 (a)**

<b>Criteria</b>	<b>Marks</b>
• Identifies relevant information	1

**Question 4 (b)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of Mrs Gyurjian's attitude towards cooking	4
• Demonstrates a good understanding of Mrs Gyurjian's attitude towards cooking	2–3
• Demonstrates limited understanding of Mrs Gyurjian's attitude towards cooking	1



**Question 5 (a)**

<b>Criteria</b>	<b>Marks</b>
• Correctly identifies the occasion	2
• Identifies some relevant information	1

**Question 5 (b)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the changing tone in the speech	3
• Demonstrates some understanding of the changing tone in the speech	2
• Demonstrates limited understanding of the changing tone in the speech	1



## Section 1: Listening and Responding

### Part B

#### Question 6

Criteria	Marks
• Demonstrates a perceptive understanding of the students' concerns	4
• Demonstrates a good understanding of the students' concerns	2–3
• Demonstrates limited understanding of the students' concerns	1

#### Question 7 (a)

Criteria	Marks
• Identifies relevant information	1

#### Question 7 (b)

Criteria	Marks
• Demonstrates a perceptive understanding of the reasons why the speakers are unable to agree	5
• Demonstrates a good understanding of the reasons why the speakers are unable to agree	3–4
• Demonstrates some understanding of the reasons why the speakers are unable to agree	1–2



## Section 2: Reading and Responding

### Part A

#### Question 8 (a)

Criteria	Marks
• Demonstrates a good understanding of what makes the region unique	2
• Identifies some relevant information	1

#### Question 8 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding of what the visitor is likely to do when they visit the region in the future	3
• Demonstrates a good understanding of what the visitor is likely to do when they visit the region in the future	2
• Demonstrates limited understanding of what the visitor is likely to do when they visit the region in the future	1

#### Question 8 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of the persuasive techniques used in the text and identifies their effect on the audience	4
• Demonstrates a good understanding of the persuasive techniques used in the text and identifies their effect on the audience	2–3
• Demonstrates limited understanding of the persuasive techniques used in the text and identifies their effect on the audience	1

#### Question 9 (a)

Criteria	Marks
• Demonstrates a comprehensive understanding of the reasons for the complaint	3
• Demonstrates a good understanding of the reasons for the complaint	2
• Demonstrates some understanding of the reasons for the complaint	1

**Question 9 (b)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the personalities of the writers based on the text.	3
• Demonstrates a good understanding of the personalities of the writers based on the text.	2
• Demonstrates some understanding of the personalities of the writers based on the text.	1

**Question 9 (c)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the success of the event based on both opinions	5
• Demonstrates a good understanding of the success of the event based on both opinions	3–4
• Demonstrates some understanding of the success of the event based on either of the opinions	1–2



## Section 2: Reading and Responding

### Part B

#### Question 10

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



### Section 3: Writing in Armenian

#### Questions 11 and 12

Criteria	Marks
<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



# Armenian Continuers

## 2012 CCAFL Examination Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversation	10	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4
Discussion	15		H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3

### Section 1: Listening and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
1	2	Personal Identity — conversation	H3.1
2	4	Personal Identity — conversation	H3.2
3	4	Leisure and recreation — conversation	H3.3, H3.4
4 (a)	1	Arts and entertainment — conversation	H3.1
4 (b)	4	Arts and entertainment — conversation	H3.2, H3.3
5 (a)	2	Daily Life — speech	H3.1
5 (b)	3	Daily Life — speech	H3.3, H3.4

### Section 1: Listening and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
6	4	Education Inspiration — conversation	H3.1, H3.2, H3.3
7 (a)	1	World of work — conversation	H3.1
7 (b)	5	World of work — conversation	H3.2, H3.4

### Section 2: Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	2	Tourism — brochure	H3.1
8 (b)	3	Tourism — brochure	H3.2, H3.3
8 (c)	4	Tourism — brochure	H3.3, H3.4
9 (a)	3	Daily life — opinion piece	H3.1
9 (b)	3	Daily life — opinion piece	H3.2
9 (c)	5	Daily life — opinion piece	H3.3, H3.4

**Section 2: Reading and Responding**  
**Part B**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
10	10	Youth Issues — Opinion piece formal letter	H3.1, H3.2, H3.3

**Section 3: Writing in Armenian**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
11	15	Arts and entertainment — Editorial	H3.1, H3.2, H3.3
12	15	History and culture — Speech	H3.1, H3.2, H3.3