

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

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2004 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 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 Croatian.

General Comments

The total number of candidates for the Croatian Continuers examination was 144: 20 from South Australia, 2 from Tasmania, 109 from Victoria and 13 from New South Wales.

Written Examination

Section I – Listening and Responding

Part A

General Comments

There was a wide range of responses presented, from well-answered questions to those that were poorly answered. There was also a small group of candidates who did not attempt to answer some questions. Candidates need to be taught language techniques and how they are used in a text to convey information, eg descriptive, emotive, figurative language. Candidates also need to be taught to recognise and distinguish what is required in answering a ‘how’ type question, ie is the question asking about the content or stylistic and language techniques?

Candidates are encouraged to write in-depth answers, when they are required, not just superficial answers, and to use the number of marks allocated to a question as a guide to the amount of detail expected in a response.

Candidates are also strongly encouraged to attempt all questions in the examination paper and to make use of dictionaries, as many candidates were unable to understand key words in a question, eg ‘nostalgic’, ‘aspects’, ‘emotion’. It would be beneficial to all candidates to familiarise themselves with past papers and to accustom themselves to different question formats.

Strengths

Those candidates who answered well made many annotations in the notes and were able to write comprehensive answers from these notes. These candidates were also able to interpret from the questions what was required in the answers. They were therefore able to distinguish between content and language techniques and were also able to support their answers using relevant textual references.

Weaknesses

Candidates who made few, if any, annotations in the notes were unable to show even limited understanding of the texts. Candidates should read questions carefully and respond appropriately, with relevant information from the text to support their answers.

Part B

General Comments

Responses generally showed sound understanding of the content of texts. There was a good range of marks and the questions were well attempted. Better responses supported their answers with relevant textual references and did not merely list their answers.

Candidates are encouraged to familiarise themselves with analysing style, purpose, language structures and features of texts in addition to listening for understanding content. Candidates require further practice in expressing opinions and ensuring they provide relevant textual references when supporting their argument.

Question 5

Many candidates need to be more familiar with the format of Croatian addresses, eg Kazalisna 215 (street name).

Question 6

- (b) Some candidates were unable to identify the requirements of the task and listed examples of the mother's language, ie what she said, rather than concentrating on stylistic elements of language use, ie how the language used demonstrated her disapproval.

Section II – Reading and Responding

Part A

General Comments

There was a wide range of responses presented, from some excellent answers to some non-attempts. Better responses identified the requirements of the question, answered appropriately, analysed language features and provided relevant textual references.

Question 7

- (b) Candidates need to develop skills in reading and understanding the gist of the whole text and should avoid making specific isolated words or sentences the only basis for their answers.
- (c) This question required not only analysis of the language techniques used by the writer to convey his argument, but also required candidates to present specific examples from the text to support their answers.

Candidates need to be provided with opportunities to read widely in order to develop language, vocabulary and text analysis techniques.

Question 8

- (a) Some candidates were unable to interpret the meaning of the title and proceeded to talk about the content of the text. A number of candidates were able to interpret both the literal and metaphorical meaning of the title, as well as its relevance to the text.
- (b) Many candidates were unable to write about the change in the writer's attitude, which was a key requirement of the question. Instead they wrote about the content of the text, without support from direct textual references, ie they retold the story.
- (c) Many candidates presented their personal opinions or experiences when answering the question of 'fundraising' and discussed both positive and negative viewpoints. However, they failed to use direct relevant textual references, as stated in the question, to support these opinions.

It appears that some basic terminology was unknown to some candidates despite the fact that 'drugs' is a sub-topic in the syllabus.

Part B

General Comments

Most candidates were able to write responses that satisfied the requirements of the task. They showed good comprehension of the task and were able to respond in the correct text type.

There was a full range of marks. The effectiveness of the candidates' responses depended on their ability to manipulate language authentically and effectively. Although some of responses contained good ideas, they were not expressed effectively because of a lack of understanding of vocabulary and difficulties with syntax and grammar. More attention should be paid in the classroom to correct usage of a variety of everyday verbs as well as to grammar, syntax and punctuation. Candidates should be encouraged to plan their responses and to use paragraphs correctly.

Section III – Writing In Croatian

General Comments

Although a great number of candidates answered Question 10, the candidates who answered Question 11 and 12 frequently gave more mature and better organised responses and were able to express their ideas in a more sophisticated manner.

Most candidates were able to respond in the correct text type. The weaker responses demonstrated an inability to manipulate language and difficulties with grammar, spelling and syntax. The better responses sequenced and structured ideas and information coherently and effectively and manipulated language authentically and creatively.

Croatian 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	Leisure and recreation — sport report	H3.1, H3.3
2 (a)	1	Tourism — radio advertisement	H3.1
2 (b)	3	Tourism — radio advertisement	H3.1, H3.2, H3.3
3 (a)	2	Arts and entertainment — dialogue	H3.1, H3.2, H3.3
3 (b)	4	Arts and entertainment — dialogue	H3.1, H3.2, H3.3
4 (a)	3	People and places — speech	H3.1, H3.2, H3.3
4 (b)	5	People and places — speech	H3.1, H3.2, H3.3
Section 1: Listening and Responding			
Part B			
5	3	Personal identity — telephone conversation	H3.1, H3.2, H3.3
6 (a)	3	Education and aspirations — conversation	H3.1, H3.2, H3.3
6 (b)	4	Education and aspirations — conversation	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
7 (a)	2	History and culture — editorial	H3.1
7 (b)	1	History and culture — editorial	H3.1, H3.2, H3.3
7 (c)	5	History and culture — editorial	H3.1, H3.2, H3.3
8 (a)	3	Youth issues — article	H3.1, H3.2, H3.3
8 (b)	4	Youth issues — article	H3.1, H3.2, H3.3
8 (c)	5	Youth issues — article	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part B			
9	10	Leisure and recreation — advertisement/speech	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Croatian			
10	15	World of work — report	H2.1, H2.2, H2.3
11	15	Arts and entertainment — letter	H2.1, H2.2, H2.3
12	15	People and places — article	H2.1, H2.2, H2.3



2004 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



2004 CCAFL Croatian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of why Niko's appointment was big news• Provides relevant textual references	2
<ul style="list-style-type: none">• Demonstrates some understanding of why Niko's appointment was big news	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Identifies the main reason	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of how aspects of the text give it a nostalgic tone• Provides relevant textual references	3
<ul style="list-style-type: none">• Demonstrates a good understanding of how aspects of the text give it a nostalgic tone• Provides some relevant textual references	2
<ul style="list-style-type: none">• Demonstrates some understanding of how aspects of the text give it a nostalgic tone	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a good understanding of how Danijela appealed to Andrija to get him to change his mind• Provides relevant textual references	2
<ul style="list-style-type: none">• Demonstrates some understanding of how Danijela appealed to Andrija to get him to change his mind	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of the title• Provides all or nearly all relevant textual references• Conveys information accurately and appropriately	4
<ul style="list-style-type: none">• Demonstrates a good understanding of the title• Provides some relevant textual references	2–3
<ul style="list-style-type: none">• Demonstrates some understanding of the title	1

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

Criteria	Marks
• Identifies nearly all reasons for including the two references	3
• Identifies some reasons for the including the two references	2
• Identifies limited reasons for including the two references	1

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

Criteria	Marks
• Identifies the emotion of pride presented in this speech • Demonstrates a comprehensive understanding of the text • Provides relevant textual references	4–5
• Identifies the emotion of pride presented in this speech • Demonstrates a good understanding of the text • Provides relevant textual references	2–3
• Identifies some emotion presented in this speech • Demonstrates some understanding of the text	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 comprehensive understanding of the text• Identifies all or nearly all the aspects of the message required• Conveys information accurately and appropriately	3
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• Identifies some details of the message required	2
<ul style="list-style-type: none">• Demonstrates some understanding of the text• Identifies isolated details of the message required	1

Question 6 (a)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of how Hrvoje conveys his passion for fashion design• Provides relevant textual references• Conveys information accurately and appropriately	3
<ul style="list-style-type: none">• Demonstrates a good understanding of how Hrvoje conveys his passion for fashion design• Provides some relevant textual references• Conveys information with possible errors in syntax and grammar	2
<ul style="list-style-type: none">• Demonstrates some understanding of how Hrvoje conveys his passion for fashion design• Conveys information in a limited way	1

**Question 6 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of the way language is used by the mother to show disapproval of his original choice• Provides nearly all relevant textual references• Conveys information accurately and appropriately	4
<ul style="list-style-type: none">• Demonstrates a good understanding of the way language is used by the mother to show disapproval of his original choice• Provides some relevant textual references• Conveys information with possible errors in syntax and grammar	2–3
<ul style="list-style-type: none">• Demonstrates some understanding of the way language is used by the mother to show disapproval of his original choice• Conveys information in a limited way	1



Section 2: Reading and Responding

Part A

Question 7 (a)

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

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons	2
• Identifies one reason	1

Question 7 (b)

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

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 7 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Identifies most of the ways in which the writer conveys his arguments • Provides relevant textual references	4–5
• Identifies some of the ways in which the writer conveys his arguments • Provides some relevant textual references	2–3
• Identifies one way in which the writer conveys his arguments	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of how the title can be interpreted• Provides relevant textual examples	3
<ul style="list-style-type: none">• Demonstrates a good understanding of how the title can be interpreted• Provides some relevant textual examples	2
<ul style="list-style-type: none">• Demonstrates some understanding of the meaning of the title	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of how the writer's attitude changes throughout the text• Provides relevant textual examples	4
<ul style="list-style-type: none">• Demonstrates a good understanding of how the writer's attitude changes throughout the text• Provides some relevant textual examples	2–3
<ul style="list-style-type: none">• Demonstrates some understanding of how the writer's attitude changes throughout the text	1



Question 8 (c)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding whether fundraising should be continued• Provides relevant textual examples	4-5
<ul style="list-style-type: none">• Demonstrates a good understanding whether fundraising should be continued• Provides relevant textual examples	2-3
<ul style="list-style-type: none">• Demonstrates some understanding whether fundraising should be continued	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 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