

**2008 HSC Notes from
the Marking Centre
Croatian**

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Contents

Introduction	4
Oral Examination	4
Section I – Listening and Responding	4
Section II – Reading and Responding.....	6
Section III – Writing	7

2008 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 contains comments on candidate responses to the 2008 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2008 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

The candidates were generally well prepared and were able to expand their answers to some extent. Most used a variety of vocabulary and expressions, and showed a good control of syntax. Fewer responses showed a lack of knowledge of grammatical structures and a limited vocabulary this year.

Discussion

Candidates were well prepared and chose an interesting range of topics for their in-depth study. The best responses demonstrated a range of ideas and opinions, and an ability to argue points of view well. Some topics that lent themselves well to discussion of information, ideas and opinions were clearly linked to other HSC subject areas.

Most candidates demonstrated that they had used a number of resources, including the internet, for their research. Candidates need to be reminded that they should be using a minimum of three different resources: *'It is expected that at least three different texts will form the basis of the in-depth study, so that the candidate is able to explore their chosen subject in sufficient depth.'* (Croatian syllabus)

Few candidates brought supporting objects to the examination. Should candidates choose to bring such material to the examination, they are reminded that these should be such items as photographs, pictures and maps. Notes and cue cards are not permitted, and there must be no written information or annotations either in English or in Croatian on the objects. Supporting objects serve only as a prompt and do not contribute to the mark awarded.

Section I – Listening and Responding

Part A

Question 1

Most candidates answered the multiple-choice question correctly (choice B).

Question 2

In the better responses, candidates identified the language used to convey the urgency of the message, as well as providing appropriate textual examples. Weaker responses simply retold the content of the message.

Question 3

In the better responses, candidates identified why Vinko was justified in feeling frustrated with his mother and included textual references to support their responses. Weaker responses either consisted of retelling the conversation, or only mentioning Vinko's feelings and not the mother's actions which caused his frustration.

Question 4

- (a) This question was generally well answered. Candidates identified the lifestyle and gave appropriate examples.
- (b) In the better responses, candidates identified most of the reasons why the women would respond and provided appropriate textual examples. Some candidates did not realise that reasons needed to be given to support their answers and simply described the lifestyle of the women.

Question 5

- (a) This question was generally well answered and candidates stated changes clearly.
- (b) Some candidates understood the content and identified the language features in the text. They also discussed the contrasting views of both speakers. However, most candidates focused on the content and did not identify the language features.

Part B

Question 6

In the better responses, candidates identified a number of reasons for the speaker recounting his experiences. However, some candidates misunderstood the role of the speaker in talkback radio. The text contained some technical language that some candidates did not fully understand.

Question 7

The best responses justified which speaker presented the better argument and provided textual references from both speakers. Weaker responses presented only one speaker's argument or gave minimal detail about both speakers' arguments. These responses tended to make general comments rather than being supported by reference to the text.

Section II – Reading and Responding

Part A

Question 8

- (a) Candidates generally answered this question well. They identified all the relevant detail in relation to the site.
- (b) Most candidates identified some relevant detail by extracting the information from the text. Weaker responses demonstrated a lack of knowledge of the vocabulary needed to fully understand the text and were therefore unable to express all the benefits of this type of tourism.

Question 9

- (a) Most candidates identified the purpose of the opening statement of the text. However, some did not recognise that, in the introduction, there was a reference to a previously published article. The quote *pogodio je žicu* confused some candidates who took it to be either the title of the previous article, or else did not understand the idiom.
- (b) This question was well answered by the majority of candidates but some candidates made general comments instead of referring to Pero's opinion.
- (c) In the best responses, candidates demonstrated the ability to analyse and interpret Pero's views. In the weaker responses, candidates did not analyse the text but simply listed facts. Some candidates compared the two different lifestyles rather than focusing on how Pero's interpretation of country living was idealistic. Very few candidates referred to linguistic features.
- (d) The best responses identified the language techniques used to convey the attitude of the writer and referred to the text to support their answers. In the weaker responses, candidates retold the content of the text and only occasionally referred to examples from the text. They did not explain the language techniques that the writer used to convey their attitude. Some candidates, who identified the language technique used, did not support their answer by reference to the text.

Part B

Question 10

The stimulus text was well understood by most candidates.

In the better responses, candidates wrote creatively and authentically, demonstrating superior knowledge of grammar, syntax, register and vocabulary. They adopted an in-depth treatment of the task through the development of relevant information, ideas and opinions relating to the original text. These candidates knew how to organise information and were thoroughly familiar with the convention of text type.

In the weaker responses, candidates did not convey information accurately. In addition, these weaker responses tended to be full of literal translations from the English and showed a poor understanding of the stimulus text.

Candidates are advised to practise writing informal letters, including the date, address and signing off to ensure they know how to use the appropriate conventions of the text type. It is important to construct a letter with an introduction, the body of the letter and a conclusion.

Candidates need to be aware that dialectical forms of language are not acceptable; standard forms need to be used at all times.

Section III – Writing

General comments

Candidates were well prepared for the writing task. There was a large number of mature and well-organised responses. Most candidates responded in the correct text type and their responses were extensive. They demonstrated a broad knowledge and understanding of vocabulary and sentence structure, and they manipulated language authentically and creatively. Limited grammatical knowledge, especially endings and subject/verb agreement typified the poorer response.

Some candidates who wrote reasonably well either did not use diacritical marks correctly, or completely ignored them.

Candidates are advised to indicate the questions they intend answering.

Croatian Continuers

2008 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	1	World of work — advertisement	H3.1
2	2	Arts and entertainment — telephone message	H3.2
3	4	Education and aspirations — conversation	H3.2, H3.3
4 (a)	2	Leisure and recreation — (radio) announcement	H3.1
4 (b)	4	Leisure and recreation — (radio) announcement	H3.1, H3.3
5 (a)	2	Personal identity — conversation	H3.1
5 (b)	5	Personal identity — conversation	H3.2, H3.3
Section 1: Listening and Responding			
Part B			
6	4	Leisure and recreation — report	H3.1, H3.2, H3.3
7	6	Youth issues — discussion	H3.2, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
8 (a)	3	The changing world — (web page) article	H3.1
8 (b)	4	The changing world — (web page) article	H3.1
9 (a)	1	History and culture — letter (to the editor)	H3.1
9 (b)	3	History and culture — letter (to the editor)	H3.1
9 (c)	3	History and culture — letter (to the editor)	H3.1
9 (d)	6	History and culture — letter (to the editor)	H3.2, H3.4
Section 2: Reading and Responding			
Part B			
10	10	Personal identity — letter / letter	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Croatian			
11	15	Current issues — text of a speech	H2.1, H2.2, H2.3
12	15	Current issues/education and aspirations — (school newspaper) article	H2.1, H2.2, H2.3
13	15	Leisure and recreation — review	H2.1, H2.2, H2.3



2008 HSC Croatian Continuers Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Croatian Continuers, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.



Section 1: Listening and Responding

Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Discusses how the speaker conveys the urgency of the message	2
• Identifies some relevant information	1

Sample answer:

Ana is excited and expresses a need for urgency. She makes statements such as, “I can hardly wait.”, “you promised” and “don’t even try to get out of it!” She tells him she needs him to call because he is providing transport, she can’t.

Question 3

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the issues explored in the text	4
• Demonstrates some understanding of the issues explored in the text	2–3
• Identifies some relevant information	1

Sample answer:

Viko is justified in feeling frustrated with his mother because she keeps pestering him about studying. She is very ambitious for him and wants him to go to uni, although that may not be his ambition. She is derogatory about his friend, who is his study partner and implies that she is not his intellectual equal. Vinko feels she is overbearing – not even allowing time off to play sport. She is constantly on his back and never seems to give him a break to the point where she actually want to interfere by calling his girlfriend up herself and stopping her coming.

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

Criteria	Marks
• Identifies the lifestyles of the islanders	2
• Identifies some relevant information	1

Sample answer:

In winter life slows down to the point of being boring, especially for the women. They are often left alone, are indoors and have very little to do to help them pass time, as the men work and the children go to school.

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

Criteria	Marks
• Demonstrates a comprehensive understanding of why the women would respond to the announcement	4
• Demonstrates a good understanding of why the women would respond to the announcement	2–3
• Identifies some relevant information	1

Sample answer:

These women may respond to the radio announcement to relieve the boredom of the winter months. They may enjoy joining a soccer club for the active competition which may also lead to improved health and fitness. They may also be influenced by the fact that the proceeds would go to humanitarian purposes. It may be an opportunity to interact with women from other parts of the island.

Question 5 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the changes Željko has made	2
• Identifies some relevant information	1

Sample answer:

Željko has moved out of home. He has stopped smoking, rarely drives his car and doesn't go out any more.

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of how language and content reflect the contrasting views of both speakers• Includes views of each speaker• Comments on language features and content• Provides relevant textual references	5
<ul style="list-style-type: none">• Demonstrates a good understanding of how language and content reflect the contrasting views of both speakers• Includes most of the views of each speaker• Comments on most of the language features and content• Provides most of the relevant textual references	3–4
<ul style="list-style-type: none">• Demonstrates some understanding of how language and content reflect the contrasting views of both speakers• Includes some of the views of each speaker• Comments on some of the language features and content	2
<ul style="list-style-type: none">• Identifies some relevant information	1

Sample answer:

Milica has a very positive and upbeat view of living on her own and can hardly wait “Jedva čekam da si nađem stan” She is very idealistic and has unreal expectations of how she will cope “što misliš naporno? ... Kakve poteškoće?” She feels that there aren’t any worries associated with it. She often questions the seriousness of her friend’s details about living alone “Znaći ozbiljno ti je teško?” expressing surprise and disbelief. She uses exaggeration when talking about her parents ‘terrorising’ her at home and their mistaken belief that children should not leave home till they marry.

Želiko, unlike Milica, is very realistic, lonely and disheartened about living alone. He gives her details of his experiences “Rijetko izlazim...” He asks Milica questions that are serious and designed to make her stop and think more carefully about her decision “Kad počnes živjeti sama kako ćeš platiti režike?” further highlighting her immature comments. He uses direct, plain speaking language and keeps to the topic. He also sows deep concern for her ability to cope alone, “Dok si kupiš hranu I knjige, te platiš stanarinu, možeš zaboraviti na izlaske.” as well as advising her to rethink her decision.



Section 1: Listening and Responding

Part B

Question 6

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of why the speaker is recounting his experience (includes topic, danger, cost)	4
• Demonstrates a good understanding of why the speaker is recounting his experience	2–3
• Identifies some relevant information	1

Sample answer:

It is to introduce the topic of the talk-back discussion and exemplify how dangerous extreme sports are not only for the participants but also for the rescuers. He is speaking from personal experience as a rescuer and resents the fact that it poses a great risk to his life and the potential effects on his family. To further illustrate that these types of sports should be limited, perhaps banned, he talks about the economic burden these people place on society by their irresponsibility and desire to just have fun.

Question 7

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Justifies which speaker presents a better argument• Provides relevant textual references from both arguments	6
<ul style="list-style-type: none">• Justifies which speaker presents a better argument• Provides some relevant textual references from both arguments	4–5
<ul style="list-style-type: none">• Justifies with minimal detail, which speaker presents a better argument• Justifies answer with few textual references from one or both arguments	2–3
<ul style="list-style-type: none">• Identifies some relevant information	1

Sample answer:

The father presents the better argument in this text. He is more convincing because he provides details with passion. “Ne mogu vjerovati!” he is very cynical of the lifestyles of sports people “velika plaća i život u luksuznim hotelima”, highlighting their privileged lives and the fact that they don’t appreciate what they have. He is quite emphatic about sport people’s responsibility to their fans “lagao je svojim obožavateljima” and the influence they have on young lives especially his son’s “Sto će tvoj brat misliti?” He is very strong in his convictions that drugs are not the answer to the problems they have and that sports people need to think more about the consequences of their actions.

The daughter, on the other hand, even though she makes some relevant observations, seems disinterested at first. She is not excusing the behaviour but is trying to get her father to realise he shouldn’t be making judgements as “they don’t know the circumstances”. She is more logical and comments about all the hard work and training they put into their careers. She is under “Nije to lako. Ne može se ni odmoriti na miru.”



Section 2: Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies a wide range of offerings available	3
• Identifies some offerings available	2
• Identifies some relevant information	1

Sample answer:

Offer opportunities for an active alternative holiday on a village property, as well as numerous holiday opportunities from a variety of tourists agencies. You can have direct contact with individual property owners. You can also access information on the sale and purchase of properties.

Question 8 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the benefits of this type of tourism	4
• Demonstrates a good understanding of the benefits of this type of tourism	3
• Identifies some benefits of this type of tourism	2
• Identifies some relevant information	1

Sample answer:

Tourists would be able to experience the relaxed country life. There would be more choice of holiday destinations rather than just the coast. It would develop inland regions which would include farms as well as hotels. It could lead to growth of the Croatian economy with more tourists arriving through the year rather than just summer.

**Question 9 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies the purpose of the opening paragraph	1

Sample answer:

To introduce the opinions of the letter writers or to explain why the letters are being printed and to prepare the reader to expect varying reactions.

Question 9 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the appeals of the country to city dwellers	3
• Demonstrates some understanding of the appeals of the country to city dwellers	2
• Identifies some relevant information	1

Sample answer:

It's more affordable to buy property in the country than the city. People in the country know each other, unlike the anonymity offered by the city and its huge stores. The air is cleaner, and life is healthier.

Question 9 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of how the writer presents an idealistic view of country living • Uses textual references to support opinion	3
• Demonstrates a good understanding of how the writer presents an idealistic view of country life	2
• Identifies some relevant information	1

Sample answer:

Pero presents his idealistic view of country living by writing about how working on the land appeals to people's sense of achievement "zadovoljstvo preuređenja neke stare kuće". He mentions rearing chickens and making jam, as if it is fulfilling and fails to mention all the hard work that is needed. He states that young people should be satisfied that they have contributed



to a new business that is beneficial to the country as a whole by connecting the city with the villages.

He finishes the letter by exclaiming “Same das am barem mmalo mladi” giving the reader the sense of what are they waiting for, it’s great and if you are young, do it.

Question 9 (d)

Outcomes assessed: H3.2, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perspective understanding of the relationship between language features and the attitudes of the writer• Uses relevant textual references to support answer	6
<ul style="list-style-type: none">• Demonstrates a good understanding of the relationship between language features and the attitudes of the writer• Uses most relevant textual references to support answer	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the relationship between language features and the attitudes of the writer• Uses some relevant textual references to support answer	2–3
<ul style="list-style-type: none">• Identifies some relevant details	1

Sample answer:

He is not impressed with city people flocking to the country. He uses sarcasm to highlight his negative attitude to the way they travel through rural areas on their four wheel drives while looking for peace and quiet. He uses quotes of possible exclamations by these people that they have no idea of what life in the country is really like. This is further highlighted with the use of irony to show that they aren’t even comfortable setting foot onto the soil. He uses descriptive language and technical words when he describes how city dwellers would cope with village tasks. With this he shows his concern about the idea of so many going to the country.



Section 2: Reading and Responding

Part B

Question 10

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 11–13

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