

**2002 HSC Notes from  
the Marking Centre  
Croatian**

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# 2002 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 2002 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.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 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

In 2002, 128 candidates attempted the CCAFL Croatian Continuers examination, 12 from NSW, 97 from Victoria, 17 from South Australia and two from Tasmania.

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

## Section I – Listening and Responding – Part A

### General Comments

The majority of the candidates successfully attempted the content-based questions of the examination.

Candidates should, however, be encouraged to listen to the texts in their entirety before responding to the choices provided.

Candidates should also be given constructive note taking advice and use the note taking column. Many candidates took little or no notes relying, it seems, on their memory to answer questions. This resulted in many questions being answered poorly.

Candidates are reminded to mark only one of the multiple choice answers.

## Specific Comments

### Question 1

This question was generally well done. Some candidates, however, provided very short answers with little or no reference to the text, while others added information that was not contained within the text.

### Question 2

- (a) The table was not completed very well. There was a surprising lack of familiarity with the 24-hour clock and some candidates appeared not to know the days of the week.
- (b) Better responses included clear and detailed references to the language used in the advertisement.

### Question 3

- (a) Some responses were very short and made little or no reference to the text.

In general, this question was answered well by the majority of candidates.

- (b) Many candidates did not know, nor could they infer from the context, the meaning of the phrase *Sretan si da imas izbor*.

Other candidates knew what the phrase meant, but in their explanation used little or no textual reference.

Better responses included relevant textual references to support their responses.

### Question 4

- (b) Many of the responses included isolated reasons for, or description of, how the exhibition was designed to attract young people.

Many discussed music, sport and film, but did not mention interactive computer programs.

- (c) This question was not answered well by the majority of the candidates. Many candidates made little or no mention of language features and made few textual references.

## Section I – Listening and Responding – Part B

### Question 5

In general, this question was well answered. Better responses included examples from the text.

### Question 6

This question was the most challenging.

- (a) In many instances, responses were not sufficiently detailed or were too repetitious.
- (b) Many candidates misread this question and only focused on persuasive language to convince the friend to listen to the radio program. Many candidates provided few, if any, textual references.

A limited number of candidates answered this question well referring both to persuasive language use and to references from the text to support their views.

Many candidates included personal views and information, rather than refer to the spoken text.

Many candidates wrote extensive and copious notes for this section but failed to incorporate these into their responses.

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

### **General Comments**

Many candidates found this section difficult, especially those questions that targeted higher order skills of interpretation, analysis and evaluation, including language techniques and stylistic features eg tone, emotive language and punctuation.

### **Specific Comments**

#### **Question 7**

Many candidates became confused with the term *S faksna na posao* and thought the text was about getting a job using a fax machine, rather than interpreting *faks* as ‘university’.

Those candidates who supported their statements with relevant textual references performed well overall.

Many candidates found it difficult to infer and interpret cultural information, as well as the attitudes of the business community and the government.

#### **Question 8**

This question was found to be difficult by the majority of the candidates.

Many candidates provided little or no evidence from the text to support their viewpoints.

- (d) The majority of the candidates found this question difficult. Some candidates were unable to identify specific language features, while others were able to identify some/many language features, but used little or no evidence from the text to support their views.

Those candidates who performed well were able to identify language features from the texts and support their answers with relevant references.

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

### **General Comments**

Most candidates understood the requirements of the task and were able to respond using the correct text type. A full range of marks was achieved.

The candidates who achieved high marks were able to use the given information to write an entry in a personal diary. These candidates responded to the information from the given text but did not copy sections directly from the text. They demonstrated a clear understanding of the text and responded to it creatively and authentically.

Candidates need to be reminded that they should not copy information directly from the text without making any attempt to use the information creatively. In responses where this was the case, the candidate's knowledge of vocabulary, grammar and syntax was at an elementary level.

Some candidates showed an extensive knowledge of vocabulary and used a variety of sentence structures, including complex sentences, but failed to respond to the information in the given text.

Candidates should be taught to read texts very carefully. They should be able to identify main points and categorise the given information. In their responses they should refer to the main points and include as much information as is relevant to complete the required task. Candidates should be encouraged to plan their responses to ensure that there is a logical sequencing of ideas and that the written text shows some cohesion.

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

The majority of the candidates were able to respond to the requirements of the task. A full range of marks was achieved.

Approximately 80% of the candidates elected to respond to Question 10. Most were able to write in the correct text type.

Candidates who achieved high marks were able to present and elaborate on the problem clearly, giving examples, describing situations and feelings and explaining why they had difficulties in resolving the problem. They also sought help and advice from a friend. The informal letter had to have some logical sequencing and cohesion. The language used was emotive and descriptive and the candidates showed an extensive knowledge of vocabulary and syntax.

The less able candidates wrote emotional letters and used a lot of repetition. They also had difficulties with language structures and spelling.

Questions 11 and 12 were answered by a very small number of candidates. Many of these candidates did not demonstrate adequate control of vocabulary and sentence structures. Although they made some attempt to write in the correct text type, they were less successful. Candidates need to be familiar with the text types that are listed in the syllabus for productive use.

Only a few candidates wrote in slang or borrowed from other languages.



## **Oral Examination**

### **Conversation**

Most candidates were able to communicate effectively with the examiner. The better candidates were more confident in expressing opinions and could do so clearly, fluently and with a high level of grammatical accuracy. The less fluent candidates had difficulties with lexicon as well as grammar and syntax.

Some candidates did not appear familiar with some of the syllabus topics and tended to respond very simply and were not able to give and/or justify an opinion on some topics.

### **Discussion**

Some candidates supported discussion topics with materials such as pictures, illustrations from books, and statistics, others did not bring supporting material at all. Some of the candidates who brought supporting material with them to the examination, relied solely on this and were not able to engage in discussion of the topic beyond a superficial account of information.

Success in this section of the speaking skills examination appeared to relate to the candidates' preparedness for the discussion topic. The candidates who appeared well prepared, relying on a range of resources, were able to speak at length with a high degree of accuracy.

Problems with accuracy related to lack of knowledge of the lexicon, grammar and syntax.

# Croatian Continuers

## 2002 CCAFL Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
<b>Oral Examination</b>			
Conversation			H1.1, H1.2, H1.3, H1.4
Discussion			H1.1, H1.2, H4.1, H4.2, H4.3
<b>Section 1: Listening and Responding</b>			
<b>Part A</b>			
1(a)	1	Celebrations and Events Forthcoming exhibition of Christmas customs in Croatian	H3.1
1(b)	2	Celebrations and Events Forthcoming exhibition of Christmas customs in Croatian	H3.1, H3.2
2(a)	1	Travel at home and abroad Visiting Bari in Italy Travel from Dubrovnik, Croatia	H3.1
2(b)	3	Travel at home and abroad Visiting Bari in Italy Travel from Dubrovnik, Croatia	H3.1, H3.2, H3.3
3(a)	2	Future Plans Deciding what option to take after HSC	H3.1, H3.2, H3.3
3(b)	3	Future Plans Deciding what option to take after HSC	H3.1, H3.2, H3.3
4(a)	1	Changing Face of Croatia and Croatian Society Exhibition about changes 'A century of change'	H3.1, H3.2
4(b)	2	Changing Face of Croatia and Croatian Society Exhibition about changes 'A century of change'	H3.1, H3.2, H3.3
4(c)	5	Changing Face of Croatia and Croatian Society Exhibition about changes 'A century of change'	H3.1, H3.2, H3.3
<b>Section 1: Listening and Responding</b>			
<b>Part A</b>			
5(a)	1	Creative and performing Arts Review of a play	H2.1, H2.3, H3.1
5(b)	1	Creative and performing Arts Review of a play	H2.1, H2.3, H3.1
5(c)	2	Creative and performing Arts Review of a play	H2.1, H2.3, H3.1, H3.2, H3.3
6(a)	2	Youth Issues – Environment Biological Diversity	H2.1, H2.3, H3.1, H3.2, H3.3
6(b)	4	Youth Issues – Environment Biological Diversity	H2.1, H2.3, H3.1, H3.2, H3.3, H4.1
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
7 (a)	1	World of Work Government initiative to help students to prepare better for work	H3.1
7 (b)	2	World of Work Government initiative to help students to prepare better for work	H3.1, H3.2, H3.3
7 (c)	2	World of Work Government initiative to help students to prepare better for work	H2.3, H3.1, H3.2, H4.2
7 (d)	3	World of Work Government initiative to help students to prepare better for work	H2.3, H3.1, H3.2, H3.3
8 (a)	1	Youth Issues – Drugs in Society Educational questioning organisation of a smoking competition	H3.1
8 (b)	1	Youth Issues – Drugs in Society Educational questioning organisation of a smoking competition	H3.1
8 (c)	2	Youth Issues – Drugs in Society Educational questioning organisation of a smoking competition	H3.1, H3.2, H3.3, H4.2
8 (d)	3	Youth Issues – Drugs in Society Educational questioning organisation of a smoking competition	H2.3, H3.1, H3.2, H3.3, H4.2
8 (e)	5	Youth Issues – Drugs in Society Educational questioning organisation of a smoking competition	H2.3, H3.1, H3.2, H3.3, H4.2
<b>Section 2: Reading and Responding</b>			
<b>Part B</b>			
9	10	Leisure and Recreation Visit to Sibenik and International Children's Festival – Diary entry	H2.1, H2.2, H2.3, H3.1, H3.3, H4.1
<b>Section 3: Writing in Croatian</b>			
10	15	Personal Identity – Relationships Advice how to deal with parental disapproval of non-Croatian girlfriend/boyfriend – Informal letter	H2.1, H2.2, H2.3, H4.1, H4.2
11	15	People and Places Advantages of travel to Croatia – Article	H2.1, H2.2, H2.3, H4.1, H4.2
12	15	Customs and Traditions Appropriateness of participation in traditional/Croatian celebrations – Speech (script)	H2.1, H2.2, H2.3, H4.1, H4.2



## 2002 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"> <li>Communicates confidently and fluently with correct intonation and pronunciation</li> <li>Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment</li> <li>Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> </ul>	13–15
<ul style="list-style-type: none"> <li>Communicates effectively, with some degree of fluency and authenticity</li> <li>Responds with relevant information and a range of relevant opinions and/or comment</li> <li>Responds with a range of vocabulary and structures, but with some minor inaccuracies</li> </ul>	10–12
<ul style="list-style-type: none"> <li>Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li> <li>Responds with relevant information and opinions</li> </ul>	7–9
<ul style="list-style-type: none"> <li>Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li> <li>Presents some relevant information, opinions or ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li> </ul>	1–3

## Discussion

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• 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</li> <li>• Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> <li>• Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation</li> <li>• Consistently justifies and substantiates a point of view</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• 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</li> <li>• Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies</li> <li>• Responds with relevant information, opinion or comment</li> <li>• Justifies and substantiates a point of view</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied</li> <li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li> <li>• Shows some evidence of justifying a point of view</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the chosen topic and texts studied</li> <li>• Sustains basic communication</li> <li>• Responds using simple structures and vocabulary with frequent pauses and errors</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the chosen topic</li> <li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li> </ul>	1–2



## 2002 CCAFL Croatian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates an understanding of why young Croatians would visit the exhibition	2
• Provides relevant references to the text	
• Provides isolated references to the text	1

**Question 2 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies days of the week and 24 hour time</li> </ul>	1

**Question 2 (b)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a comprehensive understanding of how language and verbal images are used in the advertisement to make a visit to Bari appealing</li> <li>Demonstrates an excellent understanding of language features eg register, genre, text types</li> <li>Provides relevant and extensive references to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates a good understanding of how language is used in the advertisement to make a visit to Bari sound appealing</li> <li>Provides some references to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides isolated references to the text and/or minimal reference to language features</li> </ul>	1

**Question 3 (a)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates a detailed understanding of the reason Marko's decision will create problems for him</li> <li>Provides reference to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>Demonstrates some understanding of the reason Marko's decision will create problems for him</li> </ul> OR <ul style="list-style-type: none"> <li>Provides isolated references to the text</li> </ul>	1

**Question 3 (b)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of why Ivana says ‘Sretan si da ima izbor!’</li> <li>• Demonstrates an extensive knowledge of language structures, vocabulary, colloquialisms and grammar</li> <li>• Provides reference to inferences in the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the quotation</li> <li>• Demonstrates a sound global understanding of the text and the ability to identify some details</li> </ul>	2
<ul style="list-style-type: none"> <li>• Identifies isolated details with limited global understanding of the text</li> </ul>	1

**Question 4 (a)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• (D)</li> </ul>	1

**Question 4 (b)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding and interpretation of information in the text, on how the exhibition is designed to attract young people</li> <li>• Provides reference to inferences in the text</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some understanding of the text with isolated references to how the exhibition is designed to attract young people</li> </ul>	1



**Question 4 (c)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the text and the ability to identify the language used in the interview to convey Željko Kovačić's commitment and enthusiasm for his work</li> <li>• Demonstrates an extensive knowledge of language structures, vocabulary, syntax, grammar, register and genre</li> <li>• Organises information effectively and coherently to meet the demands of the task</li> <li>• Conveys information accurately and appropriately</li> <li>• Provides extensive reference to the text</li> </ul>	4-5
<ul style="list-style-type: none"> <li>• Provides a good global understanding of the text and the ability to identify language used in the interview to convey Željko Kovačić's commitment and enthusiasm for his work</li> <li>• Organises information fairly coherently to meet the demands of the task</li> <li>• Provides some references to the language used in the text</li> </ul>	2-3
<ul style="list-style-type: none"> <li>• Provides isolated examples of the language used in the text to illustrate Željko Kovačić's commitment and enthusiasm for his work and conveys the information in a limited way</li> </ul>	1

## Section 1: Listening and Responding

### Part B

#### Question 5 (a)

*Outcomes assessed: H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (A)	1

#### Question 5 (b)

*Outcomes assessed H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (B)	1

#### Question 5 (c)

*Outcomes assessed: H2.1, H2.3, H3.1, H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the opinion of the reviewer</li><li>• Provides extensive reference to the text</li><li>• Conveys answer accurately and appropriately</li></ul>	2
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the opinion of the reviewer with minor references to the text</li><li>• Conveys answer in comprehensible Croatian</li></ul>	1

**Question 6 (a)**

*Outcomes assessed: H2.1, H2.3, H3.1, H3.2, H3.3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the ways in which humans are responsible for current ecological problems</li> <li>• Provides extensive reference to the text</li> <li>• Conveys answer accurately and appropriately</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the ways in which humans are responsible for current ecological problems</li> <li>• Conveys answer in comprehensible Croatian</li> </ul>	1

**Question 6 (b)**

*Outcomes assessed: H2.1, H2.3 H3.1, H3.2, H3.3, H4.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the text and the ability to identify the main points of the interview</li> <li>• Demonstrates an ability to infer how language and tone convey meaning</li> <li>• Organises information effectively and coherently to meet the demands of the task and provides extensive reference to the text</li> <li>• Conveys information accurately and appropriately, with possible minor errors in grammar and spelling</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a satisfactory understanding of the text by identifying issues relevant in the interview</li> <li>• Organises information effectively to meet the demands of the task and supports the answer with references to the text</li> <li>• Conveys information with some errors in grammar and spelling</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates a basic understanding of the text by conveying the gist of the interview</li> <li>• Structures and sequences the information presented</li> <li>• Conveys information in a limited way that may impede comprehension</li> </ul>	2
<ul style="list-style-type: none"> <li>• Relates some relevant information</li> </ul>	1

## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

#### Question 7 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the advantages of using modern technical innovations	2
• Supports answer with reference to the text	
• Identifies isolated advantages from the text	1

#### Question 7 (c)

*Outcomes assessed: H2.3, H3.1, H3.2, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of why the Croatian Government initiated this program	2
• Demonstrates a limited understanding of the Croatian Government's reasons for initiating this program	1

**Question 7 (d)**

*Outcomes assessed: H2.3, H3.1, H3.2, H3.3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the aims of the program and the positive future of young graduates</li> <li>• Infers points of view and attitudes of the Government and the business community</li> <li>• Supports answer with reference to the text</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the text with some reference to attitudes of the Government and a positive future for young graduates</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the positive future of young graduates</li> </ul>	1

**Question 8 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• (C)</li> </ul>	1

**Question 8 (b)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• (B)</li> </ul>	1

**Question 8 (c)**

*Outcomes assessed: H3.1, H3.2, H3.3, H4.2*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Identifies and conveys the main attitudes of the people of Doce Donje</li> <li>• Infers attitudes of the people of Doce Donje and supports answer with reference to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>• Identifies isolated attitudes of the people of Doce Donje from the text</li> </ul>	1

**Question 8 (d)**

*Outcomes assessed: H2.3, H3.1, H3.2, H3.3, H4.2*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies and conveys culturally significant differences in attitudes to smoking</li> <li>Provides agreement with the editor, criticism of the competition and advice to Ivana with extensive reference to the text</li> <li>Organises information effectively and coherently to meet the demands of the task</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies and conveys some cultural attitudes and values, provides some agreement with the editor and some advice to Ivana</li> <li>Organises information well in order to meet the demands of the task with references made to the text</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies and conveys some information with limited reference to the text</li> </ul>	1

**Question 8 (e)**

*Outcomes assessed: H2.3, H3.1, H3.2, H3.3, H4.2*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates the ability to identify objective and subjective language structures</li> <li>Demonstrates an extensive understanding of the effectiveness of the writer's use of language and stylistic features to express his personal opinion</li> <li>Demonstrates a perceptive ability to interpret and evaluate information and ideas</li> <li>Supports arguments with relevant references to the text</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates the ability to identify objective and subjective language structures</li> <li>Demonstrates a good understanding of the effectiveness of the writer's use of language and stylistic features to express his personal opinion</li> <li>Demonstrates a global understanding of written text and the ability to identify specific detail by interpreting and evaluating information and ideas</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates a satisfactory understanding of the effectiveness of the writer's use of language and stylistic features to express his personal opinion</li> <li>Demonstrates an understanding of written text and the ability to identify some detail by interpreting information and ideas</li> </ul>	3
<ul style="list-style-type: none"> <li>Demonstrates a limited understanding of language and how meaning is conveyed</li> <li>Provides some relevant details from the text</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides isolated details from the text</li> </ul>	1

## Section 2: Reading and Responding

### Part B

#### Question 9

*Outcomes assessed: H2.1, H2.2, H2.3, H3.1, H3.3, H4.1*

#### 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

## Section 3: Writing in Croatian

### Question 10–12

*Outcomes assessed: H2.1, H2.2, H2.3, H4.1, H4.2*

#### MARKING GUIDELINES

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