

**2007 HSC Notes from
the Marking Centre
Croatian**

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2007 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 2007 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 2007 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. Weaker responses showed a lack of knowledge of grammatical structures and a limited vocabulary.

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, such as the Arab–Israeli conflict. Others included social issues, such as homelessness, to which candidates were able to bring multiple perspectives.

Candidates should carefully consider their choice of topic. Factual recounts tend to limit candidates' ability to discuss in depth. Topics which involve, for example, descriptions of places of interest or cultural festivals do not necessarily provide candidates with the opportunity to demonstrate a perceptive understanding of issues and a sophisticated use of language, or to engage in a discussion. Candidates should avoid topics that rely on English vocabulary, such as aspects of technology.

While all candidates demonstrated that they had used a number of resources, some candidates relied heavily on the internet for their research. Examiners felt that some candidates could have better exploited the resources used or accessed a wider range of texts, such as film and documentaries, journal articles and interviews. 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 in no way contribute to the mark awarded.

Supporting objects will be checked prior to the examination. Candidates will not be permitted to take into the examination any item or items which are deemed to be inappropriate or do not conform to the identified specifications.

Section I – Listening and Responding

Part A

General Comments

Candidates understood the texts and most were able to respond to at least some of the information required in each question. Candidates are advised to read each question carefully to ensure they have clearly understood what each task requires. Most candidates responded well to the questions on the first three texts, identifying the required information from the texts and responding appropriately. The questions on texts 4 and 5 were more challenging and produced a wider range of responses.

Question 1

This was a straight-forward question answered well by most candidates.

Question 2

This question was generally well answered. Some responses indicated a lack of knowledge of basic vocabulary such as the months of the year.

Question 3

This was generally well attempted although in the weaker responses, candidates simply retold the text rather than responding to the specific question asked relating to the benefits of the opportunity.

Question 4

This question required candidates to understand emotive language and only a few candidates answered this well.

Question 5

This question required candidates to analyse the use of language and support their views with textual references. The best responses demonstrated a sound understanding of the way in which language was used to show how the relationship between the two speakers changed. Weaker responses tended to be rather repetitive, focusing on one point only.

Part B

General Comments

Although most candidates answered Question 6 well, Question 7 proved more challenging. Most candidates understood the song but only the best responses referred to the irony and culturally specific message. Weaker responses translated segments of the song rather than addressing the question of the attitude of the composer.

Section II – Reading and Responding

Part A

General Comments

Candidates generally answered Question 8(a) well. Question 8(b) required textual analysis with justification. Weaker responses listed rather than analysed. Candidates are reminded that textual references need to substantiate a response. There needs to be a clear link between a statement and the textual references used to support the statement.

In Question 9(b), the best responses demonstrated a comprehensive understanding of the relationship between Maar and Picasso, referring both to the professional and love relationship. Most responses honed in only on the aspect of love. Question 9(c) required analysis and reference to language techniques, and candidates were able to demonstrate at least a minimal understanding of each reviewer's opinion. The best responses showed a sophisticated understanding of language and how it was used to convey opinion. Teachers need to stress to students the importance of understanding the use of language techniques to convey meaning in texts.

Part B

General Comments

Candidates understood the text and the requirements of the task. Most candidates were able to respond strongly to the editorials and seemed to enjoy the task.

Question 10

Most responses satisfied the requirements of the task and the correct text type was used. The effectiveness of responses depended on candidates' ability to manipulate language authentically and effectively. Some responses contained good ideas, but those ideas were not expressed effectively because of a lack of understanding of vocabulary and difficulties with syntax and grammar.

Good responses demonstrated the ability to respond in the correct length and to organise the information and ideas well. Sophisticated language structures and a richness of vocabulary were also evident.

Difficulties with grammar and syntax, and simple sentence structures were evident in poorer responses. Also evident was the influence of English. In the initial salutation of the editor, a translated form was used rather than 'štovani' which is the prescribed form of address. The formal register was not always used.

More attention should be paid to the correct usage of a variety of everyday verbs as well as the correct grammar, syntax and punctuation. Candidates should be encouraged to plan and organise their responses, and to use paragraphs correctly.

Section III – Writing

General Comments

It seems that this year the candidates were better prepared for the writing task. There was a large number of mature and well-organised responses. Most candidates were able to respond in the correct text type and their responses were extensive. They demonstrated a broad knowledge and understanding of vocabulary and sentence structures, and they were able to manipulate language authentically and creatively. Limited grammatical knowledge, especially endings and subject/verb agreement typified the poorer response. Although some students wrote reasonably well they did not correctly use diacritical marks or completely ignored them. Students are advised to indicate the question they intend answering.

Croatian Continuers

2007 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	3	World of work — announcement	H3.1
2	3	History and culture — (radio) news item	H3.1
3	3	Tourism — advertisement	H3.1
4 (a)	2	Youth issues — discussion	H3.1
4 (b)	4	Youth issues — discussion	H3.2, H3.3
5	5	Personal identity — conversation	H3.1, H3.2, H3.3
Section 1: Listening and Responding			
Part B			
6	3	Leisure and recreation — conversation	H3.1
7 (a)	2	History and culture — song	H3.1, H3.3
7 (b)	5	History and culture — song	H3.1, H3.2, H3.3
Section 2: Reading and Responding			
Part A			
8 (a)	2	Arts and entertainment — (newspaper) article	H3.1
8 (b)	4	Arts and entertainment — (newspaper) article	H3.1, H3.2
9 (a)	4	People and places — review	H3.1, H3.4
9 (b)	4	People and places — review	H3.2, H3.3
9 (c)	6	People and places — review	H3.1, H3.2, H3.3, H3.4
Section 2: Reading and Responding			
Part B			
10	10	Youth issues — editorial/formal letter	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Croatian			



Question	Marks	Content	Syllabus outcomes
11	15	Education and aspirations — text of speech	H2.1, H2.2, H2.3
12	15	Personal identity — informal letter	H2.1, H2.2, H2.3
13	15	World of work — report	H2.1, H2.2, H2.3



2007 CCAFL Croatian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Fully identifies the type of people	3
• Identifies some criteria	2
• Identifies some relevant information	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Completes the profile with only minor omissions or errors	3
• Completes the profile with most relevant information	2
• Identifies some relevant information	1

**Question 3***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Writes an appropriate note including most of the benefits	3
• Writes a note with some of the benefits	2
• Identifies some relevant information	1

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

Criteria	Marks
• Identifies most of the feelings expressed by the mother	2
• Identifies a feeling expressed by the mother	1

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

Criteria	Marks
• Identifies the main reasons why the son is resistant to the mother's plans	4
• Identifies some of the reasons why the son is resistant to the mother's plans	2–3
• Identifies a reason why the son is resistant to the mother's plans	1

Question 5*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the change in the relationship between father and daughter • Justifies response with relevant references to the text	5
• Demonstrates a good understanding of the change in the relationship between father and daughter • Justifies the response	4
• Demonstrates some understanding of the change in the relationship between father and daughter • Makes some reference to the text	2–3
• Identifies some relevant information	1



Section 1: Listening and Responding

Part B

Question 6

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Completes the invitation with minor omissions or errors	3
• Completes the invitation with most relevant information	2
• Completes the invitation with some relevant information	1

Question 7 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO reasons why this song is unusual	2
• Identifies a reason why this song is unusual	1

Question 7 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the attitudes towards trends in lifestyle expressed by the composer	5
• Demonstrates a good understanding of the attitudes towards trends in lifestyle expressed by the composer	4
• Demonstrates some understanding of the attitudes towards trends in lifestyle expressed by the composer	2–3
• Identifies one attitude towards trends in lifestyle expressed by the composer	1

**Section 2: Reading and Responding**
Part A**Question 8 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies TWO different responses	2
• Identifies a response	1

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

Criteria	Marks
• Identifies the reasons for the exhibition's significance • Justifies response	4
• Identifies some reasons for the exhibition's significance • Provides some justification	2–3
• Identifies some relevant information	1

**Question 9 (a)***Outcomes assessed: H3.1, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Identifies a variety of reasons presented by each reviewer for attending the exhibition	4
• Identifies some reasons presented by each reviewer for attending the exhibition	2–3
• Identifies a reason	1

Question 9 (b)*Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship between Maar and Picasso.	4
• Demonstrates a good understanding of the relationship between Maar and Picasso.	3
• Demonstrates some understanding of the relationship between Maar and Picasso.	2
• Identifies some relevant information	1

Question 9 (c)*Outcomes assessed: H3.1, H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Identifies each reviewer's opinion • Demonstrates a perceptive understanding of the link between language and opinion	6
• Identifies each reviewer's opinion • Demonstrates a good understanding of the link between language and opinion	4–5
• Identifies each reviewer's opinion • Demonstrates some understanding of the link between language and opinion	2–3
• Identifies some relevant information	1



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