

**2005 HSC Notes from  
the Marking Centre  
Serbian**

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# 2005 HSC NOTES FROM THE MARKING CENTRE SERBIAN

## Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Serbian. It provides comments with regard to responses to the 2005 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.

This document should be read along with the relevant syllabus, the 2005 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 Serbian.

## Oral Examination

### Conversation and Discussion

#### Conversation

In general, students were able to demonstrate a good knowledge of vocabulary and structures and provide relevant responses to questions posed. The better students were able to express themselves in Serbian without any recourse to English.

Students who demonstrated a higher level of achievement were able to treat topics in depth and to use questions as an opportunity to demonstrate a range of vocabulary and structures, and to present and justify opinions.

#### Discussion

Performance in this section of the examination varied in accordance with the students' capacity to demonstrate their ability against the assessment criteria. Unfortunately, there are still some students who are unfamiliar with the format of the examination, which is a discussion, and not a presentation of a speech or report. Examiners will give students an opportunity to present information from the in-depth study, but it is most important that students are properly prepared not just to present, but also to discuss what they have learnt.

Choice of topic is critical and students and their teachers need to consider whether the topic selected can allow the student to:

- study texts
- undertake in-depth research
- present a point of view
- discuss issues.

The syllabus makes clear that:

*In the Discussion, the student will be expected to explore with the examiner(s) the subject of the in-depth study, and refer to the texts studied.*

The topic should not be too narrow or too broad, and should go beyond the presentation of factual information about, for example, an historical or geographical subject.

The best students used a variety of resources in preparing their in-depth study and these included the Internet, novels, short stories and poetry, articles from books and magazines, as well as interviews and information from the local community. Students must be able to reference the texts and explain why they were used and how they have contributed to the student's understanding of the chosen topic. Students must be prepared to use these texts to support the discussion rather than merely quoting the text's title or a web address. In the better responses, students made specific reference to the texts studied and critiqued them rather than merely referring to them superficially. This was particularly the case where information from the Internet was used.

Students who had researched the topic well brought to the discussion a richness of vocabulary and structures not evident where students had made only a limited or superficial reference to texts often of a 'standard classroom' type.

The best performances were those of students who were able to demonstrate their ability to explore issues through texts, present and discuss information and substantiate a point of view.

## **Written Examination**

### **Section I – Listening and Responding**

#### **General Comments**

There was a wide range of responses, from those that demonstrated a comprehensive understanding of the texts as well as the requirements of the tasks, well supported with examples from the texts, to those that demonstrated limited understanding of the texts and requirements of the tasks.

Candidates are encouraged to read questions carefully before answering and make sure that they understand the requirements of the task. Use of dictionaries is recommended.

Candidates are also encouraged to support their opinions with reference to the text when required. The number of marks allocated to questions should be used as a guide.

#### **Specific Comments**

Most candidates answered the questions that were content-based well (Question 1, Question 4 (a)). They were also able to identify issues and attitudes (Question 3, Question 4 (b), Question 6). However, some candidates demonstrated limited ability to compare and contrast.

Question 5 seemed to be most challenging. A number of candidates did not identify all three meanings of the word *kolo*. In (b) they were also unable to identify the emotional response.

#### **Strengths**

Better responses in this section were comprehensive and well-structured, and included relevant reference to the texts. They displayed substantial ability to analyse the information rather than recount the information from the texts.

## **Weaknesses**

Weaker responses included:

- an inability to go beyond a minimal response – identifying isolated details only
- a recounting of the texts rather than analysing them
- poor reference to the texts.

## **Part A**

### **General Comments**

Candidates need to identify the key words in questions before attempting to answer the question. They also need to distinguish between analysing information and recounting/translating the text.

### **Specific Comments**

#### **Question 7**

Some candidates were able to identify the attitude of the interviewer towards Milan Markovic and folk music. Some did not analyse how this attitude was conveyed, ie irony, sarcasm, mocking tone etc. Instead they recounted the whole interview.

#### **Question 8**

(a) and (b) Some candidates appeared to have not understood the words ‘chronological overview’ and ‘sentiments’ which led them to answer the questions inappropriately.

(c) Most candidates were able to identify the message of the text. However, a number of candidates did not go beyond that and did not attempt to analyse the organisation and style of the text.

### **Strengths**

Better responses demonstrated substantial ability in analysing the information. They distinguished between quantity and quality and presented coherent, concise answers with thoughtful reference to examples from the texts.

## **Weaknesses**

Weaker responses showed a tendency to translate the texts instead of analysing them. Some candidates were able to identify one piece of relevant information only.

## **Recommendations**

- Candidates should read questions carefully as it was evident that some candidates did not answer appropriately due to not doing just this.
- Teachers need to ensure that candidates are familiar with a wide range of questions.
- Teachers also need to make candidates aware that in their answers it is quality rather than quantity that matters.
- Candidates also need to be taught to distinguish between relevant and irrelevant information.
- Candidates need to further develop their analytical skills.
- Teaching language features and techniques, how to identify and analyse emotions and how to compare and contrast the information is essential.
- Use of dictionaries is highly recommended.

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

### **Part B**

The task allowed a broad range of emotions to be incorporated in the responses. The best responses demonstrated depth in the treatment of the task through the development of relevant ideas and opinions.

In weaker responses there were problems with understanding vocabulary and sentence structures, the organisation of the response, or the lack of creative use of language.

Many candidates demonstrated the ability to respond in an appropriate manner, using good language. They also displayed depth in treatment of the task.

Generally, candidates dealt with the text type required in a satisfactory manner. Many of them showed a thorough to extensive knowledge and understanding of vocabulary and sentence structures, with some outstanding responses that demonstrated a creative and authentic use of language.

Candidates should work towards further development of their vocabulary, especially synonyms.

## **Section III – Writing**

Many candidates demonstrated an excellent ability to respond to the task creatively, with depth and breadth of treatment of ideas.

The Cyrillic orthography and its importance for Serbian language again appear to be problematic. Too many responses were written in Latin script. Mixing these two was also noticeable.

More attention to the structuring of both the paragraphs and the text as a whole would be very productive. Candidates should be encouraged to express their ideas more concisely, rather than in long sentences that contain many errors. The use of commas and punctuation in general needs to be stressed.

Improvement is also needed in relation to the character *H*, which tends to cease at the beginning and the end of a word. This is probably due to its nature when pronounced, but in writing this should not happen. It is essential that candidates be told that this is unacceptable.

It is also advisable to revise the correct use of negation.

It was pleasing to see that the influence of English lexicology on responses in Serbian was not as evident.

# Serbian Continuers

## 2005 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Section 1: Listening and Responding</b>			
<b>Part A</b>			
1	2	Tourism — announcement	H3.1
2	4	Personal identity — message	H3.2, H3.3
3	6	Personal identity — conversation	H3.2, H3.3
4 (a)	3	Leisure and recreation — radio interview	H3.2
4 (b)	5	Leisure and recreation — radio interview	H3.2, H3.3
<b>Section 1: Listening and Responding</b>			
<b>Part B</b>			
5 (a)	2	Arts and entertainment — speech	H3.1, H3.2
5 (b)	3	Arts and entertainment — speech	H3.1, H3.2
6	5	Current issues — conversation	H3.1, H3.2, H3.4
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
7 (a)	3	Arts and entertainment — interview	H3.1
7 (b)	5	Arts and entertainment — interview	H3.2, H3.3
8 (a)	3	Daily life — article	H3.1, H3.3
8 (b)	4	Daily life — article	H3.1, H3.2, H3.3
8 (c)	5	Daily life — article	H3.1, H3.4
<b>Section 2: Reading and Responding</b>			
<b>Part B</b>			
9	10	Leisure and recreation — informal letter	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Section 3: Writing in Serbian</b>			
10	15	Arts and entertainment— formal letter	H2.1, H2.2, H2.3
11	15	World of work — article	H2.1, H2.2, H2.3
12	15	History and culture — narrative account	H2.1, H2.2, H2.3





## 2005 CCAFL Serbian 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 comments</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 comments</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: H1.3, 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



## 2005 CCAFL Serbian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies when EK-248 will be able to leave	2
• Identifies at least ONE piece of relevant information	1

#### Question 2

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of how successful the message is in persuading Mira to ring back • Supports answer with relevant reference to the text	4
• Demonstrates some understanding of how successful the message is in persuading Mira to ring back • Supports answer with some reference to the text	2–3
• Identifies at least one piece of relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of the issues raised and how they were resolved</li><li>• Supports answer with relevant reference to the text</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the issues raised and how they were resolved</li><li>• Supports answer with relevant reference to the text</li></ul>	4–5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the issues raised and how they were resolved</li><li>• Supports answer with some reference to the text</li></ul>	2–3
<ul style="list-style-type: none"><li>• Identifies at least one piece of relevant information</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of why are both the radio announcer and Mr Marinkovic disappointed with yesterday's match</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of why are both the radio announcer and Mr Marinkovic disappointed with yesterday's match</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies at least one piece of relevant information</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a comprehensive understanding of the similarities and differences between the two points of view in assigning the responsibility for the brawl</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the similarities and differences between the two points of view in assigning the responsibility for the brawl</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies some elements of similarities and differences between the two points of view in assigning the responsibility for the brawl</li></ul>	1–2



## Section 1: Listening and Responding

### Part B

#### Question 5 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies all the meanings of the word 'kolo'	2
• Identifies some of meanings of the word 'kolo'	1

#### Question 5 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the emotions the speaker is trying to elicit in the audience	3
• Demonstrates some understanding of the emotions the speaker is trying to elicit in the audience	2
• Identifies at least one piece of relevant information	1

#### Question 6

*Outcomes assessed: H3.1, H3.2, H3.4*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the issue raised • Demonstrates a comprehensive understanding of both attitudes and compares them • Supports answer with relevant reference to the text	5
• Identifies the issue raised • Demonstrates some understanding of both attitudes and compares them • Supports answer with relevant reference to the text	3–4
• Identifies the issue raised • Identifies both attitudes	1–2



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the reasons why such a famous jazz musician started playing folk music	3
• Demonstrates some understanding of the reasons why such a famous jazz musician started playing folk music	2
• Identifies at least one piece of relevant information	1

#### Question 7 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of how the reporter conveys his attitude towards Mr Markovic and folk music • Supports answer with relevant reference to the text	5
• Demonstrates some understanding of how the reporter conveys his attitude towards Mr Markovic and folk music • Supports answer with relevant reference to the text	3–4
• Demonstrates limited understanding of how the reporter conveys his attitude towards Mr Markovic and folk music	1–2

#### Question 8 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the Tadic family history	3
• Identifies some elements of the Tadic family history	2
• Identifies at least one piece of relevant information	1

**Question 8 (b)***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 sentiments of each generation</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the sentiments of each generation</li></ul>	2–3
<ul style="list-style-type: none"><li>• Identifies at least one piece of relevant information</li></ul>	1

**Question 8 (c)***Outcomes assessed: H3.1, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies the message of the article</li><li>• Demonstrates a comprehensive understanding of how the message is supported by the organization and the style of the article</li><li>• Supports answer with relevant reference to the text</li></ul>	5
<ul style="list-style-type: none"><li>• Identifies the message of the article</li><li>• Demonstrates some understanding of how the message is supported by the organization and the style of the article</li><li>• Supports answer with relevant reference to the text</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies the message of the article</li><li>• Identifies isolated features of the organization and style of the article</li></ul>	1–2



## 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"><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 Serbian

### Questions 10–13

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

#### 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