

**2006 HSC Notes from
the Marking Centre
Serbian**

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2006 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 2006 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 2006 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

The majority of candidates were well prepared for the conversation section of the examination, with the better candidates speaking with confidence and fluency. Many showed the ability to respond readily to a wide range of questions and were able to engage in the conversation in a natural and appropriate way. Responses in the higher mark ranges were typified by good conversational skills, the use of varied structures and vocabulary and interesting, relevant details. The examiners were impressed by the ability of a number of candidates to maintain a conversation and speak on a wide range of topics.

Weaker responses relied heavily on English words and phrases. These candidates often used simple structures only and were limited in their range of vocabulary. They also had difficulty at times in understanding the questions asked and were uncertain in their responses. Candidates are advised to use every opportunity to practise their conversational skills in preparation for this examination.

Most candidates were well prepared for the discussion section and some were able to discuss their chosen topics in a sophisticated and detailed manner, with good reference to their selected resources. The majority of candidates had chosen their topic well and were not limited in the range of possible discussion.

Candidates should be mindful of the possible scope allowed by a particular topic when making their choice and also consider the vocabulary they may need to access. Some candidates who chose topics based on technology struggled to use the correct Serbian expressions and lapsed into English.

The examiners were impressed with the amount of research many candidates had undertaken and commented on the confidence displayed by those who understood their topics well.

The aim of the discussion is to assess a candidate's ability to explore with the examiner the topic of the in-depth study and to make appropriate reference to the texts and the resources studied. In the course of the discussion the candidate may be required to identify issues, express ideas and justify and substantiate opinions.

When preparing this section of the examination, a number of factors should be considered:

- The appropriateness of the topic of the in-depth study – will it enable candidates to meet the requirements of the syllabus? 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 and a sophisticated use of language, or to engage in a discussion.
- The use of supporting objects.
As detailed in the External Examination Specifications, the syllabus allows candidates to support both the conversation and the discussion with individual objects such as photographs, pictures and maps. It does not, however, include items such as cue cards, notes, scrapbooks, posters, magazines, newspapers or photo albums. There must be no written information or annotations either in English or in Serbian. Candidates need to be reminded that supporting objects serve only as a prompt and in no way contribute to the mark awarded.
- The suitability of supporting objects.
Any object, image or photograph brought to the examination must conform to broad community ethical standards. All material 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

Most candidates coped well with this section and were able to show a good understanding of each item. The better responses demonstrated the ability to identify both general and specific aspects of the texts, giving relevant detail where necessary. Questions requiring candidates to evaluate information and provide a justified response gave them the opportunity to demonstrate a deeper understanding of the text. The better responses often showed the ability to analyse information, comment on the purpose, context and tone of the text, and make relevant reference to the language used.

Candidates are advised to carefully read the question asked to ensure their response is not too simplistic and provides an adequate depth of response required for the number of marks allocated. Candidates would also be well advised to review their responses to ensure the meaning is clear.

Question 2

This question allowed candidates to make their own judgement and to even make a qualified decision on the degree of Sofia's ambition.

The following examples provided a full response to the question.

Response 1:

Sofia is very ambitious. She is a model in a business that requires a lot of commitment and "takes everything out of you". She is also determined to continue her studies and fulfil her dream of becoming a lawyer, so she studies hard and even takes her books and laptops on modelling assignments. Sofia must be very ambitious to be able to commit to work and study. Although Sofia says she wants to settle down and have a family and will probably give up modelling, Sofia implies she will still continue to work as a lawyer. This confirms her ambition.

Response 2:

Sofia is not very ambitious where modelling is concerned. She thinks it is fun and is well-paid but she is realistic and knows you can't stay young and beautiful forever. She is concerned about life after modelling. Therefore she is very dedicated to her law studies and makes sure she keeps up with this. I would say she is very ambitious to become a lawyer as she knows this will bring her real success in life, even after she has a family.

Question 3(b)

The following response demonstrated a sound understanding of Danilo's attempts to achieve his goal.

Danka begins by openly complimenting Danilo, claiming she gets more and more beautiful and flattering her that all the boys must like her. He then quickly offers to help her move and says she can always rely on him. He paints himself as a good and reliable friend and tries to get on her good side. He makes her feel sorry for him – says he is struggling.

He innocently mentions she did the same essay last year and quickly asks her for it – putting her in a difficult position. When she agrees he quickly changes the topic and suggests they go to a restaurant – so she can't change her mind.

He doesn't actually promise he won't use it all and gets his own way by being clever and manipulative.

Question 4(b)

The following response was insightful and comprehensive.

He is very proud of his craft and feels a great love for poetry. Even when he started to run out of step, he looked for a way of finding new ideas. He didn't give up but escaped so he could live through new experiences and meet new people to inspire him again. This shows his enormous passion for poetry. When he had found the inspiration he needed and refilled his ideas he went back to write new poems. He is happy because people love his poetry and this gives him more energy to keep on doing what he loves.

Part B

General Comments

The majority of responses showed a good understanding of the texts and most candidates were able to respond appropriately in Serbian. The better responses were able to synthesise information and comment on language features where required, supported by specific references from the text.

Candidates are reminded that responses are not always reliant on content only. Candidates should practise developing their skills in analysing style and purpose, and also learn how to comment on the impact of linguistic features.

Section II – Reading and Responding

Part A

General Comments

This section was well handled. The majority of responses demonstrated a good global understanding of Question 7, with the better responses providing the necessary detail to support more general statements. In Question 7(c) candidates were required to show how Jelena's frustration was expressed in her response. Responses at the top end of the mark range included reference to specific examples, and commented on linguistic features such as punctuation, tone (eg, sarcasm) and emotive language.

Weaker responses tended to translate blocks of the passage or re-tell the story, rather than analysing the content.

Question 7(c)

The following example demonstrated a comprehensive understanding of the question:

Jelena is clearly stressed and writes in an aggressive way, beginning with "Thank god..." to show her frustration. This builds and is shown by her excessive use of exclamation marks when telling about her difficulties in finding employment. She expresses herself with sarcasm when she states she forgot to mention her 2 hours of babysitting as a job. She finishes by saying she is fed up with everything. People judge her by her nose piercings. She is annoyed by the whole subject of work experience and can't be bothered to write anymore.

Question 8(b)

Better responses to Question 8(b) demonstrated a thorough understanding of the text and summarised accurately the main points of the text.

Question 8(c)

The majority of responses focused on both Sonja's and Jelena's response to the article and included relevant references to the text. Better responses were able to address the complexity of issues from the perspective of each, and provided a perceptive analysis of the issues.

Response 1:

Sonja and Jelena's responses to this article would contrast greatly as Jelena has only had bad experiences opposed to Sonja's good ones. Jelena would be extremely grateful if she had met the writer as he says "Zaista uvek sam vise voleo da sa hjima provedem neko ureme da se bolje upoenamo, nego da donosim sudo njima na osnau prougutiska". Jelena would respect the writer as he would look past her nose ring and try to get to know her better as a person, she would immediately look up to him for that. Sonja would have benefited from the author's knowledge but the article would not have as big an impact on her as it would on Jelena, as Sonja has experienced work and

already worked numerous jobs so she is already equipped with lots of knowledge to get a proper job and the author is someone who would only help her achieve an even greater goal.

Response 2:

Sonja would be very pleased with what he is saying, she would agree with some of his points on irresponsible and laziness of teenagers as she herself seems very responsible and dedicated as she works and still has time to go to uni. She would also agree with friendships and loyalty at work because she states that she gained a lot of friends at work.

Jelena would be very upset that he is not employing anymore as she would see him as the ideal employer as he doesn't judge appearances on first impressions, and that would be vital to her as she had encountered employers who wouldn't accept her due to her nose piercing. And she would like his caring and friendly approach with teens, because she is willing to work.

Part B

General Comments

In general, the majority of responses showed a good understanding of the text. Candidates who were well prepared presented a wide range of ideas and opinions, and demonstrated creativity in both the use of language and the treatment of information. The examiners noted that more responses were written in Cyrillic this year.

Candidates are advised to pay particular attention to the following:

- punctuation and the use of commas
- use of negatives
- formal and informal address
- use of prepositions and appropriate declensions
- mixing of Cyrillic and Roman scripts
- structure of response, including paragraphing, introduction, body of response and conclusion
- length of response

Candidates are reminded that all responses are to be written in blue or black ink, or ball-point pen, not pencil.

Section III – Writing

Question 10 (the informal letter) proved to be the most popular of the four questions, followed by Question 11 (the speech).

Candidates are reminded that only one question is to be answered in Section 3.

Better responses in this section of the examination reflected the same strengths as were evident in Section 2 Part B, namely an increased use of Cyrillic script, creative, relevant responses, and the inclusion of a wide range of ideas and opinions.

The same advice regarding language and structure of responses made in relation to Section 2 Part B is also relevant to Section 3.

Serbian Continuers

2006 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversational	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 (a)	1	Arts and entertainment – phone message	H3.1
1 (b)	2	Arts and entertainment – phone message	H3.1
2	4	World of work – interview	H3.2, H3.3
3 (a)	1	Education and aspirations – interview	H3.2
3 (b)	5	Education and aspirations – interview	H3.2, H3.3
4 (a)	2	Personal identity – interview	H3
4 (b)	5	Personal identity – interview	H3.2, H3.3
Section 1: Listening and Responding			
Part B			
5 (a)	1	Education and aspirations – announcement	H3.1
5 (b)	3	Education and aspirations – announcement	H3.1
6 (a)	1	History and culture – speech	H3.1
6 (b)	5	History and culture – speech	H3.2
Section 2: Reading and Responding			
Part A			
7 (a)	2	World of work – email	H3.1
7 (b)	4	World of work – email	H3.1, H3.2
7 (c)	4	World of work – email	H3.1, H3.2
8 (a)	1	World of work – article	H3.1
8 (b)	4	World of work – article	H3.1
8 (c)	6	World of work – article	H3.1, H3.2
Section 2: Reading and Responding			
Part B			
9	10	Current issues – letter/letter	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Serbian			
10	15	Education and aspirations – letter	H2.1, H2.2, H2.3
11	15	Leisure and recreation – speech	H2.1, H2.2, H2.3
12	15	Current issues – article	H2.1, H2.2, H2.3
13	15	Personal identity – story	H2.1, H2.2, H2.3



2006 CCAFL Serbian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the place where the speaker called from	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reason for leaving the message	2
• Identifies at least one piece of relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the extent to which is Sofia being an ambitious person• Supports answer with all relevant examples from interview	4
<ul style="list-style-type: none">• Demonstrates a good understanding of the extent to which is Sofia being an ambitious person• Supports answer with relevant examples from interview	3
<ul style="list-style-type: none">• Demonstrates some understanding of extent to which is Sofia being ambitious person• Supports answer with some examples from interview	2
<ul style="list-style-type: none">• Identifies isolated examples from the text	1

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

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

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrate a comprehensive understanding of how Danilo is trying to achieve his goal• Supports answer with all relevant examples from the text	5
<ul style="list-style-type: none">• Demonstrates a good understanding of how Danilo is trying to achieve his goal• Supports answer with some relevant examples from the text	3–4
<ul style="list-style-type: none">• Demonstrates limited understanding of how Danilo is trying to achieve his goal	2
<ul style="list-style-type: none">• Identifies one piece of relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of reason for interviewing Ljubisa Milovanov	2
<ul style="list-style-type: none">• Identifies at least one piece of relevant information	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how the poet feels about his craft• Supports answer with all relevant reference to the text	5
<ul style="list-style-type: none">• Demonstrates a good understanding of how the poet feels about his craft• Supports answer with reference to the text	4
<ul style="list-style-type: none">• Demonstrates some understanding of how the poet feels about his craft with some reference to the text	3
<ul style="list-style-type: none">• Demonstrates limited understanding how the poet feels about his craft• Identifies isolated pieces of information	1–2



Section 1: Listening and Responding Part B

Question 5 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the time of starting new subject	1

Question 5 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the purpose of announcement	3
• Demonstrates some understanding of the purpose of announcement	2
• Identifies one piece of relevant information	1

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the occasion at which this speech took place	1



Question 6 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how the language the speaker uses reveals her feelings• Supports answer with all relevant examples from the text	5
<ul style="list-style-type: none">• Demonstrates a good understanding of how the language the speaker uses reveals her feelings• Supports answer with relevant examples from the text	3–4
<ul style="list-style-type: none">• Demonstrates a poor understanding of how the language the speaker uses reveals her feelings	2
<ul style="list-style-type: none">• Identifies one piece of relevant information	1



Section 2: Reading and Responding

Part A

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies why these young people are writing to Mr Cvetkovic	2
• Identifies isolated information	1

Question 7 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Provides detailed information about what Mr Cvetkovic wanted	3
• Identifies some information about what Mr Cvetkovic wanted	2
• Identifies one piece of information about what Mr Cvetkovic wanted	1

Question 7 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of how Jelena's frustration is expressed • Supports answer with all relevant examples from the text	4
• Demonstrates a good understanding of how Jelena's frustration is expressed • Supports answer with some relevant examples from the text	3
• Demonstrates some understanding of how Jelena's frustration is expressed	2
• Identifies some relevant information	1

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the author of the article	1

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

Criteria	Marks
• Demonstrates an ability to summarise the main points of the article	4
• Identifies most of the points of the article	3
• Identifies some of the points of the article	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of how would the two young people respond to the article • Supports opinion with relevant reference to the text	6
• Demonstrates a good understanding of how would the two young people respond to the article • Supports opinion with relevant reference to the text	4–5
• Demonstrates some understanding of how would the two young people respond to the article • Supports opinion with some relevant reference to the text	3
• Demonstrates limited understanding of how would the two young people respond to the article or • Present response of one person only	2
• Identifies one piece of relevant information	1



Section 2: Reading and Responding

Part B

Question 9

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Responds to the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Responds to most of the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	7–8
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text (includes points)• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words and set formulae to express information	1–2



Section 3: Writing in Serbian

Questions 10–13

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