

**2007 HSC Notes from  
the Marking Centre  
Serbian Continuers**

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# 2007 HSC NOTES FROM THE MARKING CENTRE

## SERBIAN CONTINUERS

### Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Serbian. 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 Serbian.

### Oral Examination

#### Conversation

There was generally a high standard of fluency and accuracy, and many candidates showed the ability to give extended responses to questions on a variety of topics. Weaker responses tended to be shorter, with candidates using a limited range of vocabulary and structures with some reliance on English. Candidates need to be encouraged to expand on their ideas for each of the topics covered in the conversation.

#### Discussion

There was a range of interesting topics that involved research and allowed candidates to discuss issues, express opinions and debate different sides of an argument. The following social issues lent themselves well to a depth of treatment through the development of ideas and opinions:

- cloning
- the impact of the internet
- gender equity
- adoption.

While all candidates demonstrated that they had used a number of resources, most candidates relied heavily on the internet for their research. Candidates are reminded that they should access a wide range of texts, such as film and documentaries, journal articles, library reference books and interviews. Candidates 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.* (Serbian 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 Serbian on the objects. Supporting objects serve only as a prompt and in no way contribute to the mark awarded.

Supporting objects will be checked before 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.

## Written Examination

### Section I – Listening and Responding

#### Part A

##### General Comments

Candidates are advised to only take notes during the first reading and then answer the question, rather than answering immediately. It is easy to miss detail when writing out answers. Candidates should ensure they carefully read the language to be used in each answer.

Candidates should read the questions carefully. Too often candidates paraphrased the text rather than analysing its content and language as some questions required.

##### Question 1

Most candidates completed at least part of the table with appropriate information. The main problems encountered were candidates responding in Serbian rather than in English or mixing the two, and some confusion with the 24-hour clock which is commonly used in Serbia.

##### Question 2

In the weaker responses, candidates retold the dialogue, rather than analysing the reasons for the ‘heated discussion’ and providing a justification for their own opinion.

The following is an example of an appropriate response.

They are having a heated discussion because they have different points of view about Alex riding his bike to school, even though he has a licence for a car. Katarina believes Alex shouldn't ride his bike, as he's as 'colourful as a parrot', which makes her seem less cool and thus less popular. She is interested in what Maja and Nevena will think, whereas Alex places more importance on the fact he's 'saving money, helping the environment and taking care of his health'. In addition, Katarina seems angry that Alex doesn't seem to think she's 'special' enough to get driven to school. Alex is more practical which clashes with Katarina who is more interested in image and popularity, rather than real benefits of driving a car or a bike.

##### Question 3

In the weaker responses, candidates did not identify the language as one of the main tools used to make the review effective. The majority of candidates related what the review said, rather than how it was effective. This type of question requires analysis rather than simply repeating what is said in the text.

The following is an example of an appropriate response.

This review is an effective text because it succeeds in connecting with the audience through establishing the author as one from the crowd ('сигуран сам да сте и ви'). The short sentences at the start portray excitement and support the author's stance eg Какав филм! Невероватно! And the later clever use of adjectives, such as 'фантастично' further emphasises the movie's excellence. Slang used, along with the honesty of 'тема је офуцана', combined with the use of statistics 'побио све рекорде' would most definitely entice the audience to see the film, making this review very effective.

#### **Question 4(a)**

Most responses demonstrated an understanding of Yovan's achievements. Some candidates confused 'six years ago' with 'when he was six'. Others repeated the same achievements rather than identifying the full range. Responses to this question clearly demonstrated that candidates who took notes were better able to provide the requisite details in the answer.

The following is an example of an appropriate response.

Yovan's achievements are that only 20 he is a well-known violinist. He was accepted into a prestigious music school at only 14 in Paris. He is also achieving his dream as he started this at only four years of age, and he has travelled all over the world and held concerts worldwide.

#### **Question 4(b)**

Instead of analysing Yovan's personality, some candidates retold the interview, while others analysed achievements rather than personality. Some candidates analysed his personality well but failed to justify their responses by providing relevant supporting information.

The following is an example of an appropriate response.

It reveals he is passionate about music, since he says 'violin was my only friend' when he was a young boy. He is very determined to achieve success, as shown by the fact he studies at a prestigious school in Paris and also that 'he wants to leave a mark' on music as someone who's original. However, Yovan also seems a bit arrogant and self-centred. The fact that he only 'remembers' his first teacher', but doesn't recognise anyone else on his road to success shows he's a bit stuck-up. This is also shown by the fact that he is 'busy until 2011', which makes him seem arrogant. Also, Yovan doesn't seem to be a true patriot, as he's critical of the opportunities Serbia presents for musicians. Further, he's too preoccupied with 'reaching the top' to make any plans about his future, which shows he might be egotistical, as he clearly says in the interview that he'd always wanted to 'be famous' and be 'remembered'.

## Part B

### Question 5

Many candidates provided a detailed response and included all the reasons for Marco's mother's concern. Once again, good note-taking during the readings was key to appropriately detailed responses.

The following is an example of an appropriate response.

Маркова мајка је забринута зато што Марко проводи сувише много времена играјући игрице, што има лош утицај на њихов породични живот. Марко је 'изгубио поштовање' према својој породици, што брине мајку, зато што више не поштује ни српску традицију да породица вечера заједно. Такође, мајка мисли да је Марко све мање део породице и да се удаљио зато што је сваки контакт између њих 'сведен на минимум'. Исто, Марково понашање је забрињава зато што 'мрмља' кад разговара са укућанима. Забринута је и зато што Марко реагује као да му уопште није стало и да не примећује колико игра 'три сата му се чине као три минута'.

### Question 6(a)

While most candidates answered this question fully, some had difficulty with identifying all the detail necessary. Candidates are advised that questions worth two marks require more than a simple, single response.

The following is an example of an appropriate response.

Резултати анкете који кажу да 60 посто деце не доручкује. Он мисли да је ово страшна статистика и да треба хитна акција.

### Question 6(b)

Candidates found some challenges with this question which specifically asked candidates to analyse the language of the text and link it to the text's purpose. Responses talked about the content and purpose of the speech, did not make specific links to the language used.

The following is an example of an appropriate response.

Директор користи многе језичке технике да допринесе сврси овог текста. Његов тон је убедљив тиме што подсећа родитеље да се ради о здрављу њихове деце и да је потребна 'хитна акција'. Такође користи придеве као што је 'алармантни' да поткрепи сврху, која је да родитељи помогну у овој акцији новчаним доприносом и волонтерским радом. Још, он користи и императивни тон 'Пужите нам помоћ!' да убеди родитеље. Такође каже да 'нешто мора хитно да се уради' да би показао родитељима како је овај проблем велики и како је њихова помоћ неопходна. Исто, језик текста је врло директан: 'решење је у вашим рукама', што даје родитељима осећај одговорности за решење овог проблема и тако доприноси сврси – да родитељи помогну.

## Section II – Reading and Responding

### Part A

#### Question 7(a)

While the majority of candidates responded that what was being discussed was Ana's experience of her father following her, there were responses which provided a higher level of analysis of the issues being discussed rather than the particular complaint which sparked the discussion.

The following is an example of an appropriate response.

They're discussing their relationship with their parents. Also, by various opinions and happenings they're discussing their independence, their parents' reactions, decisions, and their adolescent life.

#### Question 7(b)

This question proved quite challenging. Rather than responding to the question required about what Nevena's perception of Ana's father's behaviour would be, candidates described why Nevena was unhappy with her own father. They did not interpret what Nevena would think of Ana's father. There was much more to be said about Ana's father than that he had followed her, although this may have attracted Nevena's attention. For example, he negotiated and discussed the planned holiday with her, which was an important point. He was also concerned for her welfare while away in terms of her food and accommodation needs.

The following is an example of an appropriate response.

Nevena wouldn't think so badly of Ana's father, as her own father is worse 'мене матори још држи под кључем'. Nevena probably wouldn't mind Ana's father as at least he let his daughter out and even if he followed her Nevena would probably prefer Ana's father even though she wouldn't think he is the best at least Nevena would then have been able to go out 'ти си бар изашла из кавеза'. She might feel that Ana's dad is like hers as he has not let her out before and knows what its like to be treated 'као да имам 10 година'.

#### Question 7(c)

This question proved the most challenging as the mark allocation suggested. There were few excellent analyses of Goran's personality. The majority of candidates did not analyse. Few made appropriate references to the text and too many candidates simply repeated a single line of argument.

The following is an example of an appropriate response.

Goran at first impression seems like a very nice mature person as he does not lash out at the parents like everyone else but begins by stating that Ana's father is 'један брижан породични тип'. By mentioning the women's magazines that incorporate 'интензивне афере', he seems to be trying to find a solution, even to understand the problem from a mature point of view. He seems to be a bit old fashioned when he talks about 'доливајући уље на ватру', but generally an easy going guy which we see through his evident calm tone after Ana aggressively responded to his email stating that he is only 'неискусан' but certainly not 'уврнут ни лош дечко'. He basically



seems like a boy who is trying to get a girl's attention by attempting to clumsily solve her problem.

### **Question 8(a)**

In the better responses, candidates correctly identified the writer's purpose. Many candidates misinterpreted the writer's purpose, stating what the article was about. Although the body of the article was about online schooling, the correct answer to the question was located in the opening paragraph. A careful reading would have enabled candidates to find the required answer.

The following is an example of an appropriate response.

The writer sees the purpose of this article as to discuss the issue of 'the lack of education reporting'; he hopes to start a serious discussion about the topic of education through a series of extracts that interest the audience.

### **Question 8(b)**

A small number of candidates demonstrated a clear understanding of the reasons for placing inserts in the article. Most candidates demonstrated some understanding. Candidates should avoid re-telling what was said and concentrate on why it was said.

The following is an example of an appropriate response.

The inserts have been placed in the article to reinforce the main text about school. The opinions presented in the articles show from personal experience that it's a 'great idea', and it has allowed a variety of people such as mothers, to 'be with their kids and study at the same time.' It shows how the opportunities presented by the school are 'ideal' for some people as it allows them to continue their education. However, the fact that there is some negative opinion in one of the inserts shows that it was placed there to inform readers of other opinions, and to allow them to determine the value of this school for themselves. In addition, they've been placed there to support the structure of the text, as they are additional sources of information for the reader, and allow clear comprehension of the ideas presented. Furthermore, the inserts are there to support the aim and purpose of this text, which was to discuss this topic. The fact that there are both positive and negative opinions fulfils the aim of it being a discussion, rather than just one-sided opinion.

### **Question 8(c)**

Most of the candidates used only one sentence from the text in answer to this question. Although this one commonly cited sentence gives a clear reason why the school was established, there is other information which should have been used to provide a full response to this question.

The following is an example of an appropriate response.

The school was established to provide opportunities for people who wanted to further their education, but for some reason didn't manage to finish school. It was established to cater both to old and young people's needs, as shown by the fact that Marjana is 20, while Đorđe is 55. It provides a chance for various people, such as the mother in the insert, to continue their education regardless of other circumstances. This is shown by the fact there are a lot of students from 'rural and isolated regions' who can now be educated due to this school. In addition, it was established to allow people to attend 'from any place, at any time', which is convenient for many. Also, the fact that people

can ‘contact their teachers and colleagues’ shows that the school was established to allow communication between people who are different, yet united by the same goal of continuing their education. The school further allows people to ‘gain qualification’ which will help them find work more easily, and thus improve their lives.

## Part B

### Question 9

The majority of candidates used the correct text type but it is recommended nonetheless that teachers emphasise this to their students. The text type impacts on the style and structure of the text so it is important that students read the question carefully to ensure their response conforms to the text type specified.

Punctuation was a significant problem in responses, with commas and full stops not used as frequently and correctly as they should have been. This meant that more complex sentences were often poorly articulated. Where candidates used simple sentences they often were unable to express sufficient depth and sophistication in the treatment of the task. The majority of candidates used paragraphs appropriately.

Most candidates demonstrated that they had understood the ideas, information and opinions in the text even though the fluency and accuracy of the language of the responses varied considerably.

## Section III – Writing

Candidates generally demonstrated good language competence and the ability to respond to the topic appropriately and write using the conventions of the text type required. Responses displayed a high degree of accuracy, with negation, orthography, syntax and phonetics showing noticeable improvement on previous years. The influence of English in syntax and vocabulary was also not as evident as in previous years. On the other hand, a number of aspects of writing need to be addressed. The cases remain a challenge for some candidates and many need to develop the range of their vocabulary. Some candidates need to practise the use of Serbian Cyrillic.

A number of new as well as very old words appeared in this year’s responses, such as *ugostoprmljen*, *internetisati*, *ispoštujemo*, *razmenik* and *prikaza*.

Finally, it is worth reminding candidates to write the number of the question attempted in the box provided for this purpose at the top of the page.

# Serbian Continuers

## 2007 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversa- tion	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	3	Arts and entertainment – announcement	H3.1
2	5	Current issues – discussion	H3.1, H3.2
3	4	History and culture – film review	H3.2, H3.3
4 (a)	3	Personal identity – interview	H3.2, H3.3
4 (b)	5	Personal identity – interview	H3.3
<b>Section 1: Listening and Responding</b>			
<b>Part B</b>			
5	4	Current issues – conversation	H3.1, H3.2
6 (a)	2	Education and aspiration – speech	H3.1, H3.2
6 (b)	4	Education and aspiration – speech	H3.1, H3.2
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
7 (a)	2	Leisure and recreation – discussion (chatroom)	H3.1
7 (b)	3	Leisure and recreation – discussion (chatroom)	H3.2, H3.3, H3.4
7 (c)	4	Leisure and recreation – discussion (chatroom)	H3.1, H3.3
8 (a)	2	Education and aspiration – article	H3.1
8 (b)	4	Education and aspiration – article	H3.2, H3.3, H3.4
8 (c)	5	Education and aspiration – article	H3.2, H3.4



**Section 2: Reading and Responding  
Part B**

9	10	Youth issue – diary entry	H1.2, H1.3, H1.4, H3.1, H3.2
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**Section 3: Writing in Serbian**

10	15	Arts and entertainment – review	H2.1, H2.2, H2.3
11	15	Education and aspirations – letter	H2.1, H2.2, H2.3
12	15	World of work – report	H2.1, H2.2, H2.3



## 2007 CCAFL Serbian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Completes the table with all relevant information	3
• Completes the table with most relevant information	2
• Completes the table with some relevant information	1

#### Question 2

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates comprehensive understanding of reason for discussion between Alex and Katarina • Justifies the response with relevant information	5
• Demonstrates a good understanding of reason for discussion between Alex and Katarina • Provides some justification for the response	4
• Demonstrates some understanding of reason for discussion between Alex and Katarina • Supports answer with some examples from text	2–3
• Identifies some 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 good understanding of the language used to achieve an effective review and engage listeners</li><li>• Supports answer with relevant examples from the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the language used tool to achieve an effective review</li></ul>	2–3
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1

**Question 4 (a)***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 Yovan's achievements</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of Yovan's achievements</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of what this interview reveals about Yovan's personality</li><li>• Justifies the response with relevant information</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of what this interview reveals about Yovan's personality</li><li>• Provides some justification for the response</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of what this interview reveals about Yovan's personality</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1



### Question 5

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates perceptive understanding of reasons for Marko's mother concern</li><li>• Supports answer with relevant examples from text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates good understanding of reasons for Marko's mother concern</li><li>• Supports answer with some relevant examples from text</li></ul>	3-4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of reasons for Marko's mother concern</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	1

**Section 1: Listening and Responding**  
**Part B****Question 6 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Clearly identifies what prompted principal to make speech	2
• Identifies some relevant information	1

**Question 6 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of how language is used to support the purpose of the text and engage the listener • Supports answer with relevant examples from the text	4
• Demonstrates a good understanding of how language is used to support the purpose of the text • Supports answer with relevant examples from the text	3
• Demonstrates some understanding of how language is used to support the purpose of the text	2
• Identifies some relevant information	1





## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Clearly identifies the issue raised in this discussion	2
• Identifies at least one relevant issue	1

#### Question 7 (b)

*Outcomes assessed: H3.2, H3.3, H3.4*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Nevena's opinion about Ana's father	3
• Demonstrates some understanding of Nevena's opinion about Ana's father	2
• Identifies at least one piece of relevant information	1

#### Question 7 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of Goran's character	4
• Supports answer with relevant examples from the text	
• Demonstrates some understanding of Goran's character	2–3
• Identifies at least one piece of relevant information	1

#### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the writer's purpose	2
• Demonstrate some understanding of the writer's purpose	1

**Question 8 (b)***Outcomes assessed: H3.2, H3.3, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates clear understanding of reason for placing inserts in the article</li><li>• Supports answer with relevant examples from the text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of reason for placing inserts in the article</li><li>• Supports answer with some relevant examples from the text</li></ul>	2–3
<ul style="list-style-type: none"><li>• Identifies one piece of relevant information</li></ul>	1

**Question 8 (c)***Outcomes assessed: H3.2, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of reason for establishing a school</li><li>• Supports answer with all relevant examples from the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of reason for establishing a school</li><li>• Supports answer with some relevant examples from the text</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a some understanding of reason for establishing a school</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies one piece of relevant information</li></ul>	1



## Section 2: Reading and Responding

### Part B

#### Question 9

*Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2*

#### 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 10–12

*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 (in Question 11 ONLY)</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 (in Question 11 ONLY)</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