

**2008 HSC Notes from
the Marking Centre
Serbian Continuers**

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2008 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 2008 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 2008 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

Most candidates were well prepared. There was a generally high standard of fluency and accuracy, and many 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

In the discussion it was pleasing to see a range of interesting topics that involved research and allowed candidates to discuss issues, express opinions and debate different sides of an argument. Students are advised to be specific when defining their chosen topic. 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
- adoption
- genetically modified food
- current teenage issues, eg drugs, hooligans, bullying.

While all candidates demonstrated that they had used a number of resources, most 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, library reference books and interviews. Availability of such texts should influence decisions on a choice of topic. Candidates are 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.'* (Serbian syllabus)

While no candidate 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.

Written examination

Section I – Listening and responding

Part A

General comments

Candidates found some of the questions challenging or did not understand what was required of some, particularly those requiring analysis.

Question 3

This question proved challenging as most candidates assumed that the advertisement was effective and neglected to comment on aspects that were ineffective, such as the long list of unappealing ingredients and references to percentages, which would deter potential consumers. Most candidates commented only on the positive aspects of the effectiveness of the advertisement and consequently could not score full marks. It was not enough to simply restate the advertisement either. Candidates needed to analyse and interpret the text.

Question 4

Most responses did not demonstrate that candidates had analysed the text. The question required candidates to both compare and contrast the speakers' personalities. Most responses simply described the two people.

Question 5

Most candidates either did not read the question properly or misunderstood what was required. The question required them to analyse the relationship between father and daughter. Candidates either retold what they heard or commented only on the father. Responses demonstrated a lack of identification of the nature of the relationship and many candidates referred to their own experiences rather than finding evidence in the text to support their responses.

Part B

Question 6

The question required candidates to identify information in the form of a summary. Candidates are reminded in questions such as these to capture the essence of the text, summarising it succinctly but ensuring the relevant detail is included. Some candidates tended to retell parts of the text rather than summarising it.

Question 7(a)

Most responses were satisfactory with only a small number who did not identify both pieces of information.

Question 7(b)

Some candidates did not respond to the question which required them to comment on the extent to which the coach was justified in excluding Sanja from the team. In the weak responses, candidates retold the events rather than interpreting Sanja's actions and behaviour. Most candidates commented on the negative aspects of her behaviour and its impact on the coach's decision, the best responses including that the decision was made in spite of her obvious talent.

Section II – Reading and responding

Part A

Question 8(a)

Quite a large number of candidates did not provide the reasons why Zoran was writing to Milan and instead described his life in Pirot.

Question 8(b)

Most candidates appropriately described how Zoran was different from his friends.

Question 8(c)

This was generally well answered with the best responses giving a comprehensive justification for his move.

Question 9(a)

Most candidates answered this question well. A minority used the information in the first paragraph rather than referring to the second paragraph which presented the views of Ms Maric. The better responses demonstrated an ability to analyse the information with some responses referring to the tone and language used, which was not necessary for a complete answer.

Candidates are reminded to read questions carefully, highlighting key words to ensure they know exactly what is being asked.

Question 9(b)

In best responses, candidates demonstrated a comprehensive understanding of the attitude of Generation Y towards work by interpreting and synthesising Igor Kostic's comments. However, most candidates simply talked about Igor's own attitude to work rather than generalising from his statements and presenting it as the attitude of Gen Y, which the question required. Some responses simply referred to the way Igor or Gen Y was treated by big companies and how Igor or Gen Y felt about this treatment, again failing to consider Generation Y's attitude towards work. Weaker responses simply described Igor's work experiences.

Question 9(c)

The main issue here was that it required a response from Mr Radic's perspective. Some answers reflected candidates' personal experiences or opinions; others offered a balance of employers and

workers interests, but which had no basis in the text; others still, rather than providing Mr Radic's answer provided illustrations to defend his point of view of Gen Y.

Part B

Question 10

Most candidates demonstrated some familiarity with the problems arising from the stimulus text and responded to the task appropriately. However, some did not go beyond their own family experiences and these responses lacked depth of treatment. Generally the linguistic aspects of the responses were of a higher level than the sophistication and the depth of the treatment of the task, including the development of relevant ideas and conclusive opinions.

Most responses displayed a sound knowledge of vocabulary and grammatical structures but syntax was often simple and most lacked sophistication. Few candidates demonstrated the ability to creatively manipulate language. Some candidates did not use the conventions of the text type required, a letter to the editor of a newspaper. Candidates are advised to read the question carefully to ensure they respond using the correct text type.

Section III – Writing

In the best responses, candidates demonstrated depth of treatment. Some weaker responses included lots of irrelevant information and ideas outside the requirements of the task.

Some responses did use the appropriate conventions of the text type, others showed little textual references to a diary entry, such as date, time, place or suitable tone, with some texts more akin to speeches, informal talks or letters.

Generally candidates' responses reflected a better use of language than adherence to the task and text type, although there were consistent errors with sentence structure and punctuation, commas in particular. The use of negative forms has been a problem in the past but there was less obvious blending of Latinate and Cyrillic scripts than in previous years. There were also few Anglicisms. The best responses were well sequenced and organised.

Serbian Continuers

2008 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	4	Leisure and recreation — news item	H3.1
2	1	Arts and entertainment — (phone) conversation	H3.2
3	4	Daily life — advertisement	H3.2
4	5	Personal identity — conversation	H3.4
5	6	Current issues — conversation	H3.3
Section 1: Listening and Responding			
Part B			
6	4	Current issues — editorial	H3.2
7 (a)	1	Leisure and recreation — conversation	H3.1
7 (b)	5	Leisure and recreation — conversation	H3.3
Section 2: Reading and Responding			
Part A			
8 (a)	2	Daily life — letter	H3.1
8 (b)	3	Daily life — letter	H3.3
8 (c)	3	Daily life — letter	H3.3
9 (a)	3	World of work — article	H3.1
9 (b)	4	World of work — article	H3.2
9 (c)	5	World of work — article	H3.3
Section 2: Reading and Responding			
Part B			
10	10	Daily life — article/formal letter	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Serbian			
11	15	Tourism — article	H2.1, H2.2, H2.3
12	15	Personal identity — diary entry	H2.1, H2.2, H2.3
13	15	History and culture — speech	H2.1, H2.2, H2.3



2008 HSC Serbian Continuers Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Serbian Continuers, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.



Section 1: Listening and Responding

Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of why winning this match was so important for Djokovic	4
• Demonstrates good understanding of why winning this match was so important for Djokovic	2–3
• Identifies some relevant information	1

Sample answer:

This victory is important because Djokovic moved from the third to the second place on the list of the world best tennis players. He has also proved that he's psychologically as well as physically ready for big and difficult matches with the best players in the world. In addition, what's very important for him is that he proudly represents his nation and his homeland.

Question 2

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 3

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the effectiveness of the advertisement	4
• Demonstrates good understanding of the effectiveness of the advertisement	2–3
• Identifies some relevant information	1

Sample answer:

It is effective because it appeals to parents. It directly addresses the consumers and urges them to buy it immediately. There is an emphasis on health (eg emulsifiers and artificial colours are minimised). It is expressed in short persuasive sentences. However, the use of long list of ingredients, percentages and highly specialised technical terms make it less effective. The name of the product 'sweet taste' is unimaginative. The use of adjectives such as artificial and synthetic might deter potential customers.

**Question 4***Outcomes assessed: H3.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of Ivan's and Milica's personalities and compares/contrasts them	5
• Demonstrates a good understanding of Ivan's and Milica's personalities and compares/contrasts them	3–4
• Demonstrates some understanding of Ivan's and Milica's personalities	2
• Identifies at least ONE piece of relevant information about each person	1

Sample answer:

Ivan and Milica are very similar. Both of them are good-hearted and sensitive. Milica is not vengeful and Ivan broke his promise because his intention was to help Milica. Both of them are curious, talkative and like to confide to each other. Milica couldn't stay upset with Ivan and immediately wanted to tell him all about Milan and Ivan couldn't wait to hear the story.

Milica is a mature girl, because she thinks that promises should be kept, and because she respects Ivan's personality (eg I shouldn't patronise you, you are not a little boy). In contrast, Ivan is not as mature but accepts responsibility for his action and sincerely apologises. Both of them repeat their behaviours.

Question 5*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the relationship between father and daughter	6
• Demonstrates a comprehensive understanding of the relationship between father and daughter	4–5
• Demonstrates some understanding of the relationship between father and daughter	2–3
• Identifies at least ONE piece of relevant information	1

Sample answer:

The father and daughter have difficulties in communication. They neither listen to each other nor let the other one say what he or she thinks. Daughter wants to ask her father a question and he talks about reading a newspaper without giving her a chance to ask that question. It is also clear that the father is worried about his daughter because he thinks that his daughter is not mature enough to be able to tell the difference between good and bad.

The daughter finds father's concern boring and disappointing because her father doesn't trust her judgement eg, she says "Daddy stop it... the same old story again". She is disappointed that her father doesn't want to talk about her wish to go to Belgrade.



Section 1: Listening and Responding

Part B

Question 6

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the speaker's opinion about global warming	4
• Demonstrates some understanding of the speaker's opinion about global warming	2–3
• Identifies some relevant information	1

Sample answer:

The speaker thinks that global warming is a serious problem. He blames the selfish interests of the politicians in the rich countries for not reaching the agreement and for spending less money on the protection of the environment. He thinks that it is our obligation to leave the Earth in good condition so that our children could live healthily and happily, and urges the listeners to act before it's too late.

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies Sanja's missing of and lateness to trainings	1

Sample answer:

Sanja has lately missed training sessions or been late and the coach wanted to talk to her about that.

**Question 7 (b)***Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the extent to which the coach's decision is justified	5
• Demonstrates a comprehensive understanding of the extent to which the coach's decision is justified	3–4
• Demonstrates some understanding of the extent to which the coach's decision is justified	2
• Identifies at least ONE piece of relevant information	1

Sample answer:

The coach has decided not to include Sanja in the first team because she doesn't take trainings seriously as she misses the trainings and comes late. She can't manage all her commitments like school assignments, socialising with friends and trainings and in addition to that she doesn't acknowledge her own responsibility for that. She's aware that she's the most talented and tries to use that as an argument but the coach warns her that the talent alone is not enough. She has promised not to be late many times before but hasn't kept her promise. For all these reasons, the coach's decision was justified.



Section 2: Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons why Zoran is writing the letter	2
• Identifies at least ONE reason why Zoran is writing the letter	1

Sample answer:

He's writing the letter to inform Milan about his move and to invite him and other friends to come and visit him.

Question 8 (b)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of how Zoran is different from his friends	3
• Demonstrates some understanding of how Zoran is different from his friends	2
• Identifies at least one piece of relevant information	1

Sample answer:

Unlike his friends, he doesn't like loud music, complains about the noise and traffic jams. He doesn't want to be a 'slave' to new technologies and never wanted to buy a mobile or an iPod.

**Question 8 (c)***Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of how Zoran has justified his decision to move to the country	3
• Demonstrates some understanding of how Zoran has justified his decision to move to the country	2
• Identifies at least one piece of relevant information	1

Sample answer:

He has decided to live a healthy life: be fit and eat healthy food. In the country he is physically very active. He eats organic food which tastes great. He never liked new technologies and in the country people don't use them. He likes the relaxed life style of the country life where he's not in a hurry unlike in the city.

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

Criteria	Marks
• Demonstrates a comprehensive understanding of how Ms Maric sees generation Y	3
• Demonstrates some understanding of how Ms Maric sees generation Y	2
• Identifies at least one piece of relevant information	1

Sample answer:

She thinks that generation Y is given a chance but that they are ungrateful, spoiled, impatient and lazy. They change jobs all the time and they don't really want to work.

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the attitude of generation <i>Y</i> towards work according to Igor Kostic	4
• Demonstrates some understanding of the attitude of generation <i>Y</i> towards work according to Igor Kostic	2–3
• Identifies some of relevant information	1

Sample answer:

They are willing to work but they don't want job to become their life. They don't want to work overtime and neglect their private life. They want to spend short time at work, complete the job efficiently, go home and enjoy. They are willing to change jobs till they find the company that will appreciate their qualities.

Question 9 (c)*Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the answer Mr Radic would suggest to the final question	5
• Demonstrates a comprehensive understanding of Mr Radic would suggest to the final question	3–4
• Demonstrates some understanding of the answer Mr Radic would suggest to the final question	2
• Identifies some piece of relevant information	1

Sample answer:

Mr Radic thinks that generation *Y* is not lazy or spoiled but just have different attitude towards employment. For them work has no purpose in itself but they want to enjoy results of their work. In his opinion, they are technologically sophisticated, well-educated and employable and they know it. They are not afraid of change and the employers should create an atmosphere in which generation *Y* wouldn't want to leave. He thinks that companies should clearly tell them what they have to offer.

In that way it would be possible to match the needs of the companies with the desire of the young people for good life.



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 Serbian

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