



2014 CCAFL Ukrainian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Criteria	Marks
• Accurately states all the arguments which Peter gives to support his request	3
• Accurately states at least two arguments which Peter gives to support his request	2
• Provides some relevant information	1

Sample answer:

Peter needs the car to visit Sonia to work on a school project. He hasn't used the car this week. His sister and father have used the car this week. He needs the practice because he has only had his licence for six months.

**Question 2**

Criteria	Marks
• Gives a good explanation of the differences between Viktor's and Anna's views and supports the answer with appropriate text reference	4–5
• Gives a satisfactory explanation of the differences between Viktor's and Anna's views and supports the answer with limited text reference	2–3
• Provides some relevant information on the differences between Viktor's and Anna's views	1

Sample answer:

The differences are highlighted by Viktor's plan to visit a friend's farm. Viktor's idea of having a good time is to go bushwalking, camping, photographing birdlife and fishing in the country, where there are no crowds and no loud noise. Anna's idea of a good time is to see a film in the city, meet with friends and enjoy their company.

Question 3 (a)

Criteria	Marks
• Correctly identifies what was expected of the students	3
• Identifies one or two of the teacher's instructions	1–2

Sample answer:

Students were expected to return to the bus promptly at every step, to be responsible for all their writing and materials, disposing of rubbish appropriately, paying attention to the ranger's instructions and keeping close to the group at all times.

**Question 3 (b)**

Criteria	Marks
• Effectively explains the speaker's point of view regarding the success or otherwise of the excursion	4
• Accurately provides at least one or two reasons for the point of view	2–3
• Provides some relevant information	1

Sample answer:

The speaker found the excursion a success to the extent that it was a learning experience outside the classroom, learning about coastlines and adaptations of marine life etc. The speaker found the excursion unsuccessful to the extent that several problems were encountered eg cut legs, students stung in the water, drawings and materials soaked in the rain.



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Provides a good account of the advice Adriana and Ivan can give their mother	4
• Provides a satisfactory account of the advice Adriana and Ivan can give to their mother	2–3
• Provides some relevant information	1

Sample answer:

Advice: Ivan can advise his mother to agree to the grandma's operation, in spite of her age. He could tell her he believes his grandma would recover quickly after it and he could say that he feels confident because she has a very good doctor.

Adriana could advise her mother not to worry because she was pleasantly surprised when she visited her grandmother and observed that the old woman was quite relaxed and chatty.

Порада: Іван може порадити своїй Мамі дати дозвіл на операцію для Бабусі, незважаючи на її вік. Він може їй сказати, що вірить, що Бабуся швидко відужає після операції. Він може сказати, що він відчуває впевненість, тому що вона має дуже хорошого лікаря.

Адріана могла б порадити Мамі не турбуватися, через те, що вона була приємно здивована, коли провідала Бабусю і побачила, що ця стара жінка була спокійною і галбалакучою.

**Question 5**

Criteria	Marks
• Accurately identifies at least two arguments for and two arguments against the proposal as used by the speakers	4
• Accurately identifies some of the arguments for and against the proposal as used by the speakers	2–3
• Provides some relevant information	1

Sample answer:

Mark feels that travelling by cruise ship, the family would not see as much as they would when hiring a large car and travelling cross-country. He is afraid his mother easily becomes seasick and the cabin would be very cramped. The smaller children would become restless on board a ship, whereas they could occasionally stop when travelling by car.

His mother feels the cruise ship would be less cramped than a vehicle and they would often be stopping at various points of interest along the way. She would take tablets against seasickness. She points out there would be many activities on board. Additionally, they would not have to worry about food or bad weather.

Марк вважає, що подорожуючи кораблем, родина не зможе тільки побачити, як побачила б, якщо найняти великий авто і подорожували навпростець. Він боїться, що його мама швидко захворіє на морі, що кабіна буде дуже тісною. Менші діти крутилися і нарікали на кораблі, а їм було б дуже цікаво побачити.

Його мама вважає, що корабель буде менш тісний ніж машина, що він часто буде зупинятися на різних цікавих місцях по дорозі. Вона б взяла таблетки проти морської хвороби. Вона вказує на різні розваги на кораблі. Також вони б не могли турбуватися про їжу і про погоду.

Question 6 (a)

Criteria	Marks
• Accurately identifies the purpose of the dialogue	1

Sample answer:

The purpose of the dialogue is to interview a prospective job applicant.

Ціль розмови – провести інтерв'ю з людиною, яка подає заявку на працю.

**Question 6 (b)**

Criteria	Marks
• Accurately identifies what Miss Piven thinks makes her suitable	2
• Provides some relevant information	1

Sample answer:

Miss Piven thinks that she has the skills required for this position: keyboard skills, how to use the latest software; how to liaise with other staff members. She believes that she can learn quickly, as she is highly motivated.

Панна Півень вважає, що має здібність на компютері, знає якуживати найновіші програми; вміє спілкуватися з іншими працівниками. Вона вірить, що вміє швидко вчитися, бо має сильне мотивування.

Question 6 (c)

Criteria	Marks
• Accurately explains the strategies Mr Haran uses to achieve his aims	4
• Explains with some accuracy the strategies Mr Haran uses to achieve his aims	3
• Explains to some extent how Mr Haran uses certain strategies to achieve his aims	1–2

Sample answer:

Mr Haran uses appropriate interview strategies, for example – politeness and putting the applicant at ease (offering a seat and a drink, answering all her questions fully); asking questions about her skills and experience; providing full information about the job specifications and career opportunities.

Пан Гаран вживає відповідну стратегію для інтерв'ю, наприклад – він ввічливий і є додивився, щоб панна Півень вільно почувалася (запрошує сісти, пропонує щось випити, повністю відповідає на її запитання); ставить запитання про її уміння і досвід; подає повну інформацію про специфікації цієї праці та можливості кар'єри.



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Accurately states what Maria's parents want her to do	1

Sample answer:

Maria's parents want her to specialise in mathematics in the senior year of secondary school.

Question 7 (b)

Criteria	Marks
• Fully explains how Maria justifies her position	3
• Partly explains how Maria justifies her position	2
• Provides some relevant information	1

Sample answer:

Maria disagrees with them about specialising too early. She explains that she may find other academic passions, instead of following her family tradition of becoming a mathematician. She mentions art as a possibility. She would prefer to gain a broader education before specialising at all and intends to keep an open mind as to her future career.

Question 8 (a)

Criteria	Marks
• Correctly explains why the editor has chosen this topic	1

Sample answer:

The editor has chosen this topic because he fears that as a result of the new technology, print media will disappear as the main source of news information.

**Question 8 (b)**

Criteria	Marks
• Accurately and fully explains how the editor's language conveys his perspective on the topic, with reference to the text	5
• Partially explains how the editor's language conveys his perspective on the topic, with reference to the text	3–4
• Explains to some extent how the editor's language conveys his perspective on the topic, with reference to the text	1–2

Sample answer:

The editor uses language in the following ways:

His/Her language conveys that he/she writes from the perspective of an editor who is uneasy that print media is increasingly being replaced by social media in supplying the user with news and information.

His/Her perspective is influenced by the statistics concerning the average increase of 500% in the use of social media to gain information, the fact that increasingly, people prefer 30 second 'news grabs'.

In his/her opinion, a thoughtful evaluation is to be found in the hard copy printed word, the extended radio analysis and the in-depth television interview. The social media form of news and information delivery is superficial, at best.

The serious tone of the piece is suitable to the seriousness of his/her concerns. He/she uses expressions such as "seductive qualities of immediate dissemination", "thoughtful evaluation of news and events" and "superficial familiarity and involvement with the subject".

He/She uses idiomatic language such as "30 second news grabs" and "voting with their keyboards" (metaphor) which has the effect of bringing the argument into focus. He/She also uses a rhetorical approach at the end of the editorial: "But do you really want to live your life as superficially as that?".



Section 2: Reading and Responding

Part B

Question 9

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an excellent understanding of the whole text• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	13–15
<ul style="list-style-type: none">• Demonstrates a good understanding of the text• 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	10–12
<ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Attempts to structure relevant information and ideas	7–9
<ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited ability to link information and ideas or structure text	4–6
<ul style="list-style-type: none">• Responds to isolated elements in the text• Uses single words or set formulae to express information	1–3

Sample answer:

Sample of what Thomas might say:

New with me? Well, I'm suffering similar symptoms to yours and so is my sister. I now have the headache and my temperature is beginning to rise, whereas she's had both for a while. Also, my rash developed over a couple of days and so did my sister's, but hers is worse than mine. But don't worry, my doctor said it is just a virus going around. When the doctor recommended it, I took "Pandex" for my headache and felt generally better for a while. Sorry, but I can't let the history teacher know about your assignment tomorrow, because my parents are away and only my sister is here and she's too sick to make any important phone calls like that. It's a shame that we'll both miss sport on Saturday because it should be a really good match, especially as our school is up against that visiting team. Can you call me after you visit the medical centre to let me know what your doctor thinks you have? I wonder what medication your doctor will prescribe.

Що в мене нового? Ну, мене мучать подібні симптоми до твоїх і твоєї сестри. Я в мене маю і вона теж має біль у голові і температура починає підніматися, а у сестри однієї з інших теж деякий час. Також, моя висипка розгорнулася і протягом декількох днів, як у сестри, але в неї гірше. Але, не турбуйся, мій лікар сказав, що це простий кишківний вірус, який кружляє. Коли лікар порекомендував мені "Пандекс" для болю в голові, я прийняв



і на деякий час мені було загальною краще. Вибач, але не можу повідомити учителя історії про твою задачу на завтра, бо моя батьки виїхали і осталося сама реєстра, а вона зареєстрована небудьдзони про важливі справи. Шкода, що ми обидва пропустили спортивне заняття в суботу, бо має бути дуже добре, особливо, тому що нашаршклар грати проти відвідуючої команди. Чи можеш мені подзвонити після того, що побудеш у медичному центрі і дати знати, що лікар думає? Цікаво, як лікарство припише твої лікар.



Section 3: Writing in Ukrainian

Questions 10–11

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	17–20
<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	13–16
<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	9–12
<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	5–8
<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	1–4

Ukrainian Continuers

2014 CCAFL Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversation	10	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4
Discussion	15		H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3

Section 1: Listening and Responding Part A

Question	Marks	Content	Syllabus outcomes
1	3	Personal Identity – Conversation	H3.1, H3.2
2	5	Cultural Diversity – Conversation	H3.1, H3.4
3 (a)	3	Education and Aspirations – Speech	H3.1
3 (b)	4	Education and Aspirations – Speech	H3.3

Section 1: Listening and Responding Part B

Question	Marks	Content	Syllabus outcomes
4	4	Personal Identity - Conversation	H3.1, H3.2, H3.3
5	4	Tourism – Conversation	H3.1, H3.2, H3.3
6 (a)	1	World of Work – Interview	H3.1
6 (b)	2		H3.1, H3.2, H3.3
6 (c)	4		H3.3

Section 2: Reading and Responding Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	1	Education & Aspirations – email	H3.2
7 (b)	3		H3.3
8 (a)	1	World of Work – Newspaper Editorial	H3.1
8 (b)	5		H3.2, H3.3

Section 2: Reading and Responding Part B

Question	Marks	Content	Syllabus outcomes
9	15	Personal Identity – Stimulus = Messages Response = Script of message	H1.2, H1.3, H3.1



Section 3: Writing in Ukrainian

Question	Marks	Content	Syllabus outcomes
10	20	Leisure and Lifestyle – Article	H2.1, H2.2, H2.3
11	20	Cultural Diversity – Script of a speech	H2.1, H2.2, H2.3