



2015 CCAFL Ukrainian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Criteria	Marks
• Accurately states all arguments made by Daria	3
• States some arguments made by Daria	2
• Provides some relevant information	1

Sample answer:

Daria uses these arguments to persuade Max. Firstly she states that Ross will miss his flight. Secondly she points out that Ross is Max's good friend and thirdly she reminds him that everyone can make a mistake.

**Question 2**

Criteria	Marks
• Gives a comprehensive explanation of how the speaker tries to convince the audience	5
• Gives a good explanation of how the speaker tries to convince the audience	4
• Gives a basic explanation of how the speaker tries to convince the audience	3
• Gives a limited explanation of how the speaker tries to convince the audience	2
• Provides some relevant information	1

Sample answer:

The pastor appeals to his young audience to understand the importance of billeting underprivileged students visiting from Ukraine. He arouses compassion for their difficult circumstances back home after dislocation and loss of basic necessities. He provides information on how to help the needy students by giving friendship, support and humanitarian assistance. He asks them to help on a practical and emotional level. This makes the situation personal. He makes use of strong rhetorical questions ('Can you think about how you help . . .') and a metaphor ('close our hearts').

**Question 3 (a)**

Criteria	Marks
• Accurately names the relationship between the two speakers	1

Sample answer:

Oleh and Irene are brother and sister.

Question 3 (b)

Criteria	Marks
• Identifies all of Oleh's concerns	3
• Identifies some of Oleh's concerns	2
• Provides some relevant information	1

Sample answer:

Oleh's concerns include the dangers associated with surfboard riding, sharks and skin cancers from long exposure to the sun. His other concerns are the costs involved with this sport and that his sister undertook to help at fundraising barbecues at their school.

Question 3 (c)

Criteria	Marks
• Gives a thorough explanation of how Irene defends her position with evidence from the text	3
• Gives a basic explanation of how Irene defends her position with evidence from the text	2
• Provides some relevant information	1

Sample answer:

Irene argues that she is not a child for whom Oleh should feel responsible. She defends her position by saying that there are costs associated with every sport and she can cover them with her earnings from her part-time job. She counters his arguments about the risks from the sun by explaining that she wears appropriate clothing and applies sunscreen. In answer to his accusation that she will not be available to help with their school's barbecues, she states that she will vary her program to accommodate them.



Section 1: Listening and Responding

Part B

Question 4

Criteria	Marks
• Identifies all the positive and negative elements as expressed by the reviewer	5
• Identifies most of the positive and negative elements as expressed by the reviewer	4
• Identifies some of the positive and negative elements as expressed by the reviews	3
• Identifies basic positive and/or negative elements as expressed by the reviewer	2
• Gives some relevant information	1

Sample answer:

The positive aspects as expressed by the reviewer include: great admiration for the epic journey as created by the director; the exceptional acting, for example, that of the lead actor; the excellent visual effects showing the vistas of outer space; the exceptional dialogue, for example it is the best of any science fiction film that the reviewer has seen.

The negative aspects, as mentioned by the reviewer include: some do not consider this to be one of the best works by this director; that the depiction of cosmic life is not sufficiently convincing, nor the consistency of the depiction of the powers of the characters, for example they are able to perform some tasks and yet not others; that the casting was inappropriate; that the dialogue was naïve and clichéd.

**Question 5**

Criteria	Marks
• Correctly completes the table, including all aspects of the winds	4
• Completes most of the table, may omit some details of the winds	3
• Completes some of the table	2
• Provides some relevant information	1

Sample answer:

	СЬОГОДНІ	ЗАВТРА
<i>Температура</i>	24C	35C
<i>Вітри:</i>	<i>Легкі</i>	<i>Сильні</i>
	<i>Північно-східні</i>	<i>Північно-західні</i>
	<i>20кл/год.</i>	<i>40кл/год.</i>
<i>Опади</i>	<i>Легкі вечірні дощі</i>	<i>Громи та можливий град підвечір</i>

	<i>Today</i>	<i>Tomorrow</i>
<i>Temperature</i>	24°C	35°C
<i>Winds:</i>	light	strong
	North east	North west
	20 km/h	40 km/h
<i>Precipitation</i>	Light evening rain	Thunder and possible hail towards evening

**Question 6**

Criteria	Marks
• Comprehensively identifies the content and language techniques used, with examples	6
• Identifies most content and language techniques used with examples	4–5
• Identifies some content and language techniques, with or without examples	2–3
• Provides some relevant information	1

Sample answer:

The radio announcer gives the promise of a one-of-a-kind experience which cannot be missed and says that the fair caters for young and old. The radio announcer uses language techniques that will attract listeners to the fair – strong adjectives (colourful fair, exotic program, attractive arts and crafts, engrossing books, delicious cooking). The phrase, ‘how can you miss this?’ is repeated and is also rhetorical. The language technique of personification is used, for example when mentioning that they can ‘dance to your heart’s content’. Humour is used together with metaphor, ‘eat, until you burst’.

There is also use of similes ‘as if there is no tomorrow’, ‘borshch, just like Baba’s’.

In Ukrainian:

Радіодиктор вживає такі мовні засоби, щоб привабити слухачів на базар – сильні прикметники (кольористий базар, екзотичної програми, привабливі мистецькі роботи, захоплюючі книжечки, смачні страви). Повторюється фраза «як можна таке пропустити?», що є також риторичною. Вживається мовний засіб, який говорить про душу, ніби вона може «бажати» (уосіблення). Уживається гумор разом з метафорою – «борщ такий, як у баби», «їжте, поки не тріснете».

Вживається також порівняння «немов не буде завтрішнього дня».



Section 2: Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Explains thoroughly how the writer's evaluation changed	4
• Explains partially how the writer's evaluation changed	3
• Explains with omissions how the writer's evaluation changed	2
• Mentions some relevant information	1

Sample answer:

The writer, who was the winner in last year's competition, at first thought that being asked to write two pieces of work as listed under the sub-heading 'requirements' in Text A was too difficult. He felt people would be good at either painting or writing, but not both.

His evaluation of the support and encouragement he was given was positive. Text A required a short story about the importance of retaining your heritage and he felt that those around him gave him ideas about themes to use.

His evaluation of the prize money was also most favourable in terms of the aim of the competition, since it enabled him to travel to his homeland to visit relatives. He loved the atmosphere of the Library hall, where the competition took place.

On reflection, he sees that the groundwork which he had to do for the competition in terms of the emphasis placed on heritage gave him a deeper understanding of his background and those arriving from the homeland to Australia.

His overall evaluation of the competition is now favourable because of the people he met and the growth in his self-confidence.

**Question 7 (b)**

Criteria	Marks
• Explains fully and justifies how the purpose of each text is reflected in the use of language	6
• Explains well and justifies how the purpose of each text is reflected in the use of language	5
• Explains partially without examples how the purpose of each text is reflected in the use of language	4
• Explains briefly without examples how the purpose of each text is reflected in the use of language	2–3
• Mentions some relevant information	1

Sample answer:

The use of language in Text A and B contrasts strongly based on their purpose. In Text A, after a short introduction, the advertisement uses short phrases and point form to clearly convey the information to the reader.

Text B on the contrary is conversational in style and uses words of encouragement and engagement to persuade the reader to enter the competition. Whereas Text A uses no emotional language, Text B uses terms such as ‘I really struggled’, ‘very helpful’, ‘self-confidence will improve’, ‘I strongly encourage you’.

Text A language is purely informative whereas Text B language is interpretative.



Section 2: Reading and Responding

Part B

Question 8

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:

Dear Roxolana

I know you are not that keen on being in my next theatre production since you are still studying but I'd really like to talk you into it.

If you involved yourself, even in one small role, you would see what an absorbing career acting is. It is also worthwhile financially. Look at the house I bought last year. You know the travel that I do. This is a big benefit of touring with a theatre company. You must have seen how much Mum and Dad have enjoyed their life in the theatre. Mark is also going well and is very happy that he chose to be an actor.

You know how well you always did in school productions where you received high praise and people thought you were a natural and that you had potential on the stage. Come on. Think about. We would love to have you join us.

Lara



Section 3: Writing in Ukrainian

Questions 9–10

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



2015 CCAFL Ukrainian Continuers Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversa- tion	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	The individual — personal identity — conversation	H3.2
2	5	The Ukrainian speaking communities — migration, past and present — talk	H3.2, H3.3
3 (a)	1	The individual — leisure and lifestyles — conversation	H3.1
3 (b)	3	The individual — leisure and lifestyles	H3.3
3 (c)	3	The individual — leisure and lifestyles — conversation	H3.2

Section 1: Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
4	5	The Ukrainian speaking communities — arts and entertainment — review	H3.4
5	4	The changing world — weather report — current issues	H3.1
6	6	The Ukrainian speaking communities — cultural diversity — radio advertisement	H3.2, H3.3

Section 2: Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	4	The Ukrainian speaking communities — cultural diversity — advertisement and report	H3.2
7 (b)	6	The Ukrainian speaking communities — cultural diversity — advertisement and report	H3.3

Section 2: Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
8	15	World of work — email	H2.1, H3.2



Section 3: Writing in Ukrainian

Question	Marks	Content	Syllabus outcomes
9	20	Tourism — story	H2.1, H2.2, H2.3
10	20	Leisure and lifestyles — review	H2.1, H2.2, H2.3