

2009 CCAFL Ukrainian Continuers

Sample Answers

This document contains 'sample answers', or, in the case of some questions, 'answer may include'. These are developed by the examination committee for two purposes. The committee does this:

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

The 'sample answers' or similar advice, are not intended to be exemplary or even complete responses. They have been reproduced in their original form as part of the examination committee's 'working document'. While the handwritten notes have been typed for legibility, no further editorial change or addition has occurred.

Section 1: Listening and Responding

Part A

Question 1

Sample answer:

Krys feels that becoming a teacher would not satisfy her needs in meeting new people and travelling, as opposed to being confined to a classroom. She is more confident of her choice after the teacher admits that teaching is not easy and has its challenges. She feels the rewards from teaching would not meet her needs.

Question 2

Sample answer:

- (a) TRUE
- (b) FALSE
- (c) FALSE
- (c) FALSE



Question 3

Sample answer:

The poet enjoys several pastimes like going to the snow and the beach, which is for relaxation but his poetry, is inspired by swimming in the ocean where ideas come readily. But most of all going to the opera provides poetic inspiration.

Question 4

Sample answer:

The personalities of the speakers are revealed by their tone and use of language. The teacher is patient, objective, experienced, diplomatic and conciliatory (“your interjections are not helping us...”). The student is persistent, a know-all, confident and rude (“it looks to me as if you have never tried the borshch recipe from Western Ukraine”).

Question 5

Sample answer:

Most of the features of language and content above are identified as indicators of the speaker’s high regard for the president of the Ukrainian Soccer club. The language of this introductory speech is more formal than it is in English, for cultural reasons. E.g. use of the patronymic in the genitive form. The speaker introduces the president very politely and warmly using empathic language (e.g. greatly value), complimentary adjectives (e.g. “compassionate”, “modest”). Additionally convincing and emotive language (e.g. “valuable”, “sincerely) is used to praise his character, hard work and achievements and to express gratitude (e.g. “hard working” and “his valuable time”).



Section 1: Listening and Responding

Part B

Question 6 (a)

Sample answer:

It was rather surprising there were so few people because the performer was world famous. The organisers anticipated they would sell all tickets because there was also only one concert in the large city of Kyiv.

Question 6 (b)

Sample answer:

The tickets were too expensive for the area closest to the stage so the audience gathered at the cheaper end. The solution to this was for the security guards to move the audience to the front.

Question 7

Sample answer:

Bullet points for response:

- Issue of keeping up with new technology
- Issue of cost and maintenance
- The point of keeping up with world news
- The point of keeping in constant touch with friends through the latest technology
- Issues associated with the image of the older person and modern technology



Section 2: Reading and Responding

Part A

Question 8 (a)

Sample answer:

- The letter was prompted by: –
Arrival of parcel aroused feelings of envy Nina about not going to Australia with Max
Arrival of birthday greeting from Max's family made Nina happy

Question 8 (b)

Sample answer:

Halia's visit to Australia achieved the opportunity to perform in a concert, to meet Max after a long separation and to fly overseas for the first time.

Question 8 (c)

Sample answer:

The difficulties encountered by Halia affected her to following extent: –

The man sitting next to her on the plane would not stop talking, preventing her from sleeping. She lost her jumper and was feeling cold. However, she was not inconvenienced by almost missing her connection flight in London. She only got a mild stomach ache from the airline food



Question 9 (a)

Sample answer:

These four letters to the editor discuss the relatively new method of teaching, at university level, whereby students study online via the Internet rather than attend classes. They were prompted by Mark Baran's letter on this subject.

Question 9 (b)

Sample answer:

The basis for Anna's argument is her experience as a student working from home while looking after a young child. She found it convenient that studying online gave one choice between various forms of teaching depending on one's situation. Her experience is at odds with Peter's, who as a lecturer, found online students to be weaker because they miss out on face-to-face teaching and practical hours.

Question 9 (c)

Sample answer:

- Identifies and compares the two levels of language (formal/informal) e.g. "I am writing to you..." as opposed to "what are you talking about"
- Identifies and compares the two opposing arguments, i.e. I. Bosyj is fully in favour of online teaching. G. Koval is critical of all university students
- Compares attitudes and emotions of the two writers (positive and negative), i.e. I. Bosyj gives a considered response based on his own experience as a lecturer. G. Koval's response is based on resentment against university students e.g. "the Internet provides the opportunity to experiment" as opposed to "I especially won't benefit from any lectures".
- Identifies the language used in each of the above contexts, i.e. I. Bosyj uses formal, restrained language. G. Koval is emotional and blunt e.g. "has opened the door for more opportunities" as opposed to "... of those lazy student".



Section 2: Reading and Responding

Part B

Question 10

Sample answer:

- Preserve same fairly casual style
- Identify whether Andrew or Daria is responding
- Mention where you are living and where could meet
- Give answer to question in para 2:
 - What did the teacher call them? And comment on those days.
- Comment on the reminiscences about cooking Ukrainian food at Andrews' place
- Comment on the time he refers to in the last paragraph
- Was it so bad, retrospectively?