



2010 CCAFL Ukrainian Continuers Sample Answers

This document contains 'sample answers', or, in the case of some questions, 'answers could 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 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.



Section 1: Listening and Responding

Part A

Question 1

Sample answer:

The speakers are indecisive because:

- Max wants to go to Europe only, Oksana wants to go to Asia
- Max is concerned about costs, Oksana is not
- Max is concerned about the lack of time, Oksana says they will find the time.

Question 2

Sample answer:

D

Question 3

Sample answer:

- Luke tells Tamara that they need more members or the club will close.
- Luke flatters Tamara and appeals to her good nature.
- Luke provides solutions to Tamara's concerns about sunburn and injury.
- Luke entices Tamara by mentioning that the good-looking Anton will come to give tuition.

Question 4

Sample answer:

The tone of the radio editorial is revealed by the language used. The speaker is feeling indignant and resentful about media announcements, which contradict earlier statements that dark chocolate and exercise are good for you. The language used to convey this is found in words such as – “they have made my life miserable”, which is an exaggeration for effect.

Her tone is often ironic and sarcastic and expresses shock and disbelief concerning some announcements. She provides answers to each of her own questions, revealing her indignance. The language used to convey these feelings is found in words such as – “what a waste of my time that's been!” and the use of “what?”. Also, repetition of “False!” and emphasis on words such as “waste”, “now they tell me”, “it now appears”.

Conversational tone is used throughout, with a personal approach to the radio listener. This helps convey her feelings of annoyance that experts change their minds.



Question 5

Sample answer:

The effectiveness of the text for the Year 12 audience varies as the Principal's tone changes from confident to vague and indecisive, eg he starts by saying "Er" after a confident greeting and then apologises for being late and forgetful about the details.

He attempts to persuade his audience about the importance of Yr 12 families sharing in the event. However, he is forgetful about the buses and program of the day. He questions his own effectiveness in relaying the information to his audience, by asking, "have I given you all the information you need?".

The effectiveness of the text for the purpose also varies. The Principal gives information about the presentation night without reference to the date. He effectively impresses on them the importance of the graduation as a milestone in Yr 12 lives and school traditions. He tries to convey the information about the issues of tickets and the uniform requirements.

Section 1: Listening and Responding

Part B

Question 6

Sample answer:

Andrew's advice could include:

- Ania should consider reporting the bullying to the teacher, although Andrew mentions their friend Marika realises that this may appear cowardly.
- Ania could stand up to the bullies, although this could encourage their aggression and lead to real trouble.
- She should let her parents know, even though Marika has pointed out that Ania may feel she would appear weak.
- He and Marika are there to support Ania.
- An understanding of Ania's situation.

Question 7

Sample answer:

The reviewer argues against the popularity of the film based on his criticism of content, in terms of characterisation, plot, ending, cinematography, costumes and uninspiring music. For example, the miscasting of Marina, the poor sequencing between scenes, historically inaccurate ending, poor costuming indicate a limited budget. He uses language, which includes a rhetorical question in the opening sentence, and here he makes his position very clear, using forceful adjectives ("awful"), technical expressions ("aerial perspectives") and metaphor ("shining star"). He argues his point of view by referring in detail to many aspects of the film.



Section 2: Reading and Responding

Part A

Question 8 (a)

Sample answer:

Alex saw Taras's brother, and wanted to tell Taras he had found a new job with the multicultural Events Association as Events Co-ordinator. In addition, to inform Taras that he enjoys the job and to enquire about the name of a book that he remembered Taras had mentioned.

Question 8 (b)

Sample answer:

He has weak eyesight which makes computer work difficult; he finds responsibilities in dealing with the public stressful; the time constraints and deadlines are onerous; speaking to customers is difficult and he has not yet overcome his lack of confidence and experience. His management of people appears to be an issue because he wants a book on management.

Question 9 (a)

Sample answer:

Roman's professional achievements:

- 1992 He performed before the Ukrainian President and his wife
- 1998 He was awarded for his technical expertise in performance with a gold medal for composition.
- 1999 he received a Presidential Award in the category of Young Achievers.

Question 9 (b)

Sample answer:

- His father encouraged his musical ability and developed his compassionate side.
- His wife worked with him in charity work.
- His two adopted children are his inspiration.

Question 9 (c)

Sample answer:

Roman seems sensitive and benevolent (work with underprivileged children), generous (performed for older people), family oriented (adopted children), dedicated (music grant) and talented.

Roman seems a high achiever (awards), confident (performed in front of President), community-minded (awarded for Young Achiever) and talented (gold medal and performed at an early age).



Section 2: Reading and Responding

Part B

Question 10

Sample answer:

The letter will include encouragement to persuade the friend to join in future meetings along the lines of:

- providing good opportunities to see each other and socialise
- greeting overseas students and making them welcome
- hearing about their experiences in Ukraine and Australia
- providing opportunities to respond and ask questions
- improving the finer points of Ukrainian language and knowledge
- making overseas connections
- supporting community organisations
- finding out about youth activities in Australia
- impressing visitors with traditional foods.