



2011 CCAFL Ukrainian Continuers Examination 'Sample Answers'

When examination committees develop questions for the examination, they may write 'sample answers' or, in the case of some questions, 'answers could include'. The committees do this to ensure that the questions will effectively assess students' knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The 'sample answers' or similar advice contained in this document 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 mother is concerned that Daria should remember to:

- adhere to the favourite recipes of the grandmother for Ukrainian Christmas
- shop for the ingredients to cook the favourite dishes
- call and invite the family and close friends to the celebration

Question 2

Sample answer:

The interviewee prefers:

- outdoor to indoor exhibitions
- natural to artificial light
- contemporary to classical art
- the 'Bird in Flight' to the more classical winner

Question 3

Sample answer:

C or D

Question 4

Sample answer:

Sophia's feelings are:

- *Disillusionment* at not being able to boast anymore about the invitation and expensive dress
- *Disappointment* to hear that the charity ball has been cancelled at short notice
- *Frustration/annoyance* about spending a large sum of money on her outfit to no avail
- *Upset/sadness* that she will not see her interstate friends who had planned to attend the ball
- *Embarrassment* that she had boasted to everyone about receiving the sought-after invitation
- *Desperation/indignation*



Question 5

Sample answer:

The speech is effective in the following ways:

- Logical development of argument
- Speaker sees student point of view
- Appeals to students' good nature
- Effective use of metaphor/simile ('the fire will go out unless all supply some wood' – extended metaphor) / ('like a fire in a strong wind' – simile)
- Conviction through repetition of affirmative ('you must', 'we must')
- Effective in explaining the alternative club
- Use of inspiring language eg 'get the fire going' and 'each fire is important'
- The effectiveness of the speech could have been improved with examples from the lives of underprivileged children. Also, the possibility that many students work hard to pay their fees is not acknowledged

Section 1: Listening and Responding

Part B

Question 6

Sample answer:

- For girls/mothers: beauty, health benefits (theirs and their children's)
- For males/fathers: health, statistics, not visible or greasy, convenience
- For both genders: ease of application, reasonable cost/portability (sizes)
- How the appeal is achieved: authoritative tone, factual information, appeal to vanity, pursuit of health, care of children, use of statistics, features of product, designed to appeal to gender/age differences, appeal to contemporary fear of skin cancer and global warming

Question 7

Sample answer:

Max does not wish to take part in the suggested outing that appeals to the grandmother so much, because:

- it is too formal a gathering for a birthday celebration
- they would have no opportunity to talk to each other during the program
- younger family members will not understand Ukrainian spoken during the program
- younger family members would become bored, tired and disruptive during the program



Possible examples of language/content reflected as in:

- 'Don't you think it would be a lovely idea – all 3 generations – at the same table?'
- his language is respectful throughout ('That's a beautiful idea, Gran')
- traditional/formal versus modern/intimate attitudes and values

Section 2: Reading and Responding

Part A

Question 8 (a)

Sample answer:

They are discussing whom Andrew should take to the party.

Question 8 (b)

Sample answer:

Main points of contention:

- Andrew wants to invite 'a good-looking girl', who would impress his male friends, whereas Lara feels that other characteristics should be taken into account. For example, 'It is not a competition', she says
- Andrew is persuaded by the reaction he would receive from the other boys, if he brought a very good-looking girl. Lara feels that beauty is a superficial consideration. She says 'beauty alone is not so important to everyone'
- Andrew questions Lara's loyalty whereas Lara feels that he has 'revealed his true character'

Question 8 (c)

Sample answer:

Lara sees a new side to Andrew because she had always thought he had principles which agreed with hers (eg 'we are all there to have fun, not to compete with each other'). But now she sees that he is essentially shallow. For example, she says, 'it depends on what is important to you' (looks or personality) and 'looks aren't everything, you know'.

Andrew reveals his vain and egotistical nature as the conversational tone changes from friendly to tense. For example, he says 'imagine spending the evening with a girl that makes all the guys green with envy'.

Andrew reveals his difficult character, since Lara had not realised that he places such importance on what he thinks his mates might prefer, especially as she tried to convince him otherwise. Even the threat of losing her friendship ('Don't expect me to recognise you') does not make him reconsider his views.

He reveals himself to be rude and childish when he says, 'you probably haven't even been asked', so she no longer sees him as a good friend.



Question 9 (a)

Sample answer:

The reason for the blog is to record the students' participation in the Duke of Edinburgh Award challenge to climb Cradle Mountain in Tasmania.

Question 9 (b)

Sample answer:

The challenges are:

- that they have never before undertaken anything similar to this climb ('a first for us all')
- the difficult weather conditions ('I am now not sure if this was a good idea', 'the snow, ice-covered tracks')
- living with the fear of the rumoured Tasmanian Tiger near their tents (Simon scares the students with the story about its existence)
- the dangerous climbing conditions ('I am worried we won't make it to the top')
- confidence levels

Question 9 (c)

Sample answer:

The author's mood changes over time:

- from eager anticipation ('cautiously excited', 'this region of Tasmania looked awesome', 'the most amazing bushwalking tracks')
- to nervousness and worry about possible failure ('deceptive reassurance', 'treacherous climb')
- to feelings of regret about taking part, when the challenges became difficult ('regret coming at all')
- to fear of the impending dangers ('weird sounds around our tents'), food being stolen from the campsite
- and finally to happiness, relief and exhilaration at their final achievements ('our spirits lifted', 'lots of laughter', 'watched the sunset', 'looking forward to getting that signature on our documents')