



2009 CCAFL Ukrainian Continuers Marking Guidelines

Section 1: Listening and Responding Part A

Question 1

Outcomes assessed: H3.1, H3.4

MARKING GUIDELINES

Criteria	Marks
• Explains why Kryz is unlikely to follow the teacher's suggestions	3
• Mentions the careers she can choose from	2
• Identifies some relevant information	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly identifies whether statements are true or false (1 mark each)	4

**Question 3***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which each of the pastimes inspires the poet	4
• Mentions some pastimes. Demonstrates a good understanding of the extent to which each of the pastimes inspires the poet	2–3
• Identifies some relevant information	1

Question 4*Outcomes assessed: H3.2, H4.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of how the personalities of the two speakers are revealed in the conversation	4
• Demonstrates a good understanding of how the personalities of the two speakers are revealed in the conversation	2–3
• Identifies some relevant information	1

Question 5*Outcomes assessed: H3.1, H3.2, H4.2, H4.3***MARKING GUIDELINES**

Criteria	Marks		
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the way language and content convey the speaker’s high regard for the president • Speaker’s high regard for the guest is revealed by:– <table border="0" style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Language</u> <ul style="list-style-type: none"> • Polite and warm introduction • Emphatic language, eg ‘greatly value’ • Convincing language, eg “valuable” • Use of adjectives, eg ‘companionable’, ‘modest’ • Passionate language, eg ‘sincerely’ </td> <td style="width: 50%; vertical-align: top;"> <u>Content</u> <ul style="list-style-type: none"> • Form of address, eg ‘pride and pleasure’ • Praise for hard work and achievement • Detailed praise for his character • Comments based on personal knowledge • Expression of gratitude </td> </tr> </table> 	<u>Language</u> <ul style="list-style-type: none"> • Polite and warm introduction • Emphatic language, eg ‘greatly value’ • Convincing language, eg “valuable” • Use of adjectives, eg ‘companionable’, ‘modest’ • Passionate language, eg ‘sincerely’ 	<u>Content</u> <ul style="list-style-type: none"> • Form of address, eg ‘pride and pleasure’ • Praise for hard work and achievement • Detailed praise for his character • Comments based on personal knowledge • Expression of gratitude 	5
<u>Language</u> <ul style="list-style-type: none"> • Polite and warm introduction • Emphatic language, eg ‘greatly value’ • Convincing language, eg “valuable” • Use of adjectives, eg ‘companionable’, ‘modest’ • Passionate language, eg ‘sincerely’ 	<u>Content</u> <ul style="list-style-type: none"> • Form of address, eg ‘pride and pleasure’ • Praise for hard work and achievement • Detailed praise for his character • Comments based on personal knowledge • Expression of gratitude 		
• Demonstrates a good understanding of the way language and content convey the speaker’s high regard for the president	3–4		
• Demonstrates some understanding of the way language and content convey the speaker’s high regard for the president	2		
• Identifies some relevant information	1		



Section 1: Listening and Responding

Part B

Question 6 (a)

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Provides TWO reasons for the reviewer's surprise at the low attendance	2
• Provides ONE reason for the reviewer's surprise at the low attendance	1

Question 6 (b)

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Explains clearly the issue with the ticketing arrangement and also the solution of the problem	2
• Explains some of the issue with the ticketing and solution	1

Question 7

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Bullet point notes, responding to radio letter, as raised by the older listener	6
• Addresses most of the points made by the older listener	4-5
• Addresses some of the points made by the older listener	2-3
• Provides some relevant information	1



Section 2: Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H1.2, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what prompted the letter	2
• Provides some relevant information	1

Question 8 (b)

Outcomes assessed: H3.2, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the goals achieved by Halia	2
• Provides some relevant information	1

Question 8 (c)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the extent to which Halia was inconvenienced by the difficulties encountered	4
• Demonstrates a good understanding of the extent to which Halia was inconvenienced by the difficulties encountered	2–3
• Provides some relevant information	1

**Question 9 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of what prompted the letters	2
• Provides some relevant information	1

Question 9 (b)*Outcomes assessed: H3.1, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Provides a comprehensive explanation for the basis of Anna's argument compared with Peter Parubok's experience	4
• Provides a good understanding and some information gained from Anna's argument compared with Peter Parubok's experience	3
• Provides some understanding of the information gained from Anna's argument compared with Peter Parubok's experience	2
• Provides some relevant information	1

Question 9 (c)*Outcomes assessed: H3.1, H3.2, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Provides a perceptive comparison of the attitudes expressed in both letters • Demonstrates an excellent understanding of the content and language used	6
• Provides a good comparison of the attitudes expressed in both letters • Demonstrates a sound understanding of the content and language used	4–5
• Provides a comparison of the attitudes expressed in both letters • Demonstrates some understanding of the content and language used	2–3
• Provides some relevant information	1



Section 2: Reading and Responding

Part B

Question 10

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Responds to the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Responds to most of the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures• 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	7–8
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text (includes points)• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• 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	1–2



Section 3: Writing in Ukrainian

Questions 11 and 12

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

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	13–15
<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	10–12
<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	7–9
<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	4–6
<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	1–3