



## 2013 CCAFL Ukrainian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1 (a)

Criteria	Marks
• Identifies the information that the caller is seeking	2
• Provide some relevant information	1

#### *Sample answer:*

The caller seeks information about whether it is more difficult to gain entry into Humanities or Economic/Financial Studies. She also requests the internet link.

#### Question 1 (b)

Criteria	Marks
• C	1

**Question 2 (a)**

Criteria	Marks
• Correctly identifies Vera's problem	1

**Sample answer:**

Vera's problem is feeling very tired.

**Question 2 (b)**

Criteria	Marks
• Identifies what the conversation reveals about Vera with relevant examples from the text to support the answer	4
• Identifies some aspects that the conversation reveals about Vera with examples from the text	3
• Shows some understanding of what the conversation reveals about Vera	2
• Identifies one piece of relevant information	1

**Sample answer:**

Consultation at doctor's surgery reveals that Vera is worried about feeling very tired all the time, even though she thinks she gets enough sleep. It reveals that Vera does not understand that all the electronic appliances are interfering with her sleep, even though the doctor refers to it. It reveals that she listens to her friend about supplements rather than trusting scientific evidence. It reveals that Vera is reluctant to discuss the results of tests with her parents.

**Question 3 (a)**

Criteria	Marks
• Correctly identifies what each speaker collects	1

**Sample answer:**

Ollie collects coins. Halia collects stamps.

**Question 3 (b)**

Criteria	Marks
• Makes an informed judgement about the extent to which the speakers agree with each other • Supports answer with relevant examples from the text	6
• Makes a judgement about the extent to which the speakers agree with each other • Supports answer with examples from the text	4–5
• Shows some understanding of what the speakers value	2–3
• Identifies some relevant information	1

**Sample answer:**

The conversation evaluates the features of hobbies such as stamp and coin collecting. They agree to the extent that they both value the rarity of their collections, but they do not agree on the value of age, condition, monetary value, occasion for release and aesthetics and country of origin.

Ollie values the age of his coins, their condition, rarity and monetary value.

Halia values the occasion for release of the stamps, their aesthetic qualities, rarity and country of origin.



## Section 1: Listening and Responding

### Part B

#### Question 4

Criteria	Marks
• Provides THREE reasons	3
• Provides TWO reasons	2
• Identifies some relevant information	1

#### *Sample answer:*

The shopper is having difficulty finding a suitable gift for his girlfriend. She has strict parents but loves to dress up in opposition to their tastes. He prefers large earrings but she loves small clip-ons. She loves to wear bright colours, whereas he prefers her in dark colours.

Молодому чоловікові тяжко рішити, що вибрати на подарунок для своєї дівчини, тому, що її батьки мають інший смак від неї – вони дуже консервативні. Він також має інший смак від неї. Він любить великі вушні сережки, а вона малі, що прищіплюються. Також вони не згоджуються смаком, щодо кольору одягу.

#### Question 5

Criteria	Marks
• Explains fully the mixed feelings of the parents	4
• Shows a good understanding of the mixed feelings of the parents	3
• Shows some understanding of the mixed feelings of the parents	2
• Identifies some relevant information	1

#### *Sample answer:*

Mixed feelings centre around the fact that Marina would miss her cousin's wedding at exam time; and she would miss her beloved grandmother's 90th birthday.

However, Marina would benefit from study at the prestigious overseas university and she would also benefit from the experience of immersion in the language and culture she is studying.

Поясни мішані почуття батьків, щодо можливостей дочки.

Батьки Марини мають мішані почуття, тому, що вона студіюватиме у заморському університеті і пропустить весілля двоюрідної сестри, з якою близька, через те, що в той час її екзамени. Також пропустить 90-ті уродини своєї бабусі.

З другого боку, вона матиме велику користь від студій при престижному університеті та від того, що житиме в країні, якої мову та культуру вона вивчає.

**Question 6 (a)**

Criteria	Marks
• Identifies the purpose of the radio announcer	2
• Provides some relevant information	1

**Sample answer:**

The radio announcer's purpose is to show his audience how urban dwellers can grow their own food, using practical examples and audience participation to assist people.

Диктор має намір пояснити слухачам, як люди, що живуть у місті, можуть вирощувати їжу для особистих потреб уживаючи практичні приклади та участь слухачів, щоб допомогти людям.

**Question 6 (b)**

Criteria	Marks
• Comprehensively explains how the speaker uses the medium to achieve his purpose	6
• Partially explains how the speaker uses the medium to achieve his purpose	4–5
• Shows some understanding of how the announcer uses the medium to achieve his purpose	2–3
• Identifies some relevant information	1

**Sample answer:**

The speaker is a young environmentalist. Firstly, he uses the medium of radio to thank the listener who rings in to the program.

He uses this medium to acknowledge that the audience is likely to be students of environmental studies, seniors who enjoy gardening and specialists in the field. He does this by mentioning that the specialists might like to contribute to the program and that he knows this subject will interest both students and seniors.

He uses the medium of radio to achieve his purpose by mentioning the subject of Martin's question and giving a list of examples on how urban dwellers can grow their own food.

His friendly tone and language are relevant to his medium, audience and purpose in that he tailors it by using some technical terms like "environmentalist" and "hydroponics", while using everyday language to explain his examples so that he is understood by everyone. His friendly tone suits the medium of talk back radio.

Він дякує Мартинові, який подзвонив до радіостанції. Він розуміє свою публіку – студенти екології, старші люди, які люблять працювати в городі та спеціалісти з екології.

Він уживає радіо програму дати приклади, як вирощувати їжу, живучи в місті. Його дружній тон відповідний до медіуму радіо, до різних слухачів та до його наміру.

Він пристосовує свою мову, уживаючи деякі технічні терміни, як "еколог" та "гідропоніка" та уживаючи коженденні слова для пояснення прикладів так, щоб всім було зрозуміло. Його дружній тон підходить до програми, де слухачі можуть йому дзвонити.



## Section 2: Reading and Responding

### Part A

#### Question 7 (a)

Criteria	Marks
• Provides TWO relevant questions which may be put to the speakers	2
• Provides ONE relevant question which may be put to the speakers	1

*Sample answer:*

The questions may relate to secondary education in Ukraine, the possibilities for student exchange between Australia and Ukraine, the cost of living in Ukraine compared to Australia or the students' educational backgrounds.

#### Question 7 (b)

Criteria	Marks
• Identifies TWO features that the speakers have in common	2
• Identifies ONE feature that the speakers have in common	1

*Sample answer:*

The student speakers have the following in common:

1. They are bilingual
2. They are female
3. They all live in Ukraine

**Question 8**

<b>Criteria</b>	<b>Marks</b>
• Makes an informed judgement about whether the presenters appearing at the seminar will further its aims with clear reference to both texts	6
• Shows a good understanding of at least two of the presentations and makes some judgement with reference to one or both texts	4–5
• Shows some understanding of at least one of the presentations	2–3
• Identifies some relevant information	1

***Sample answer:***

The aim of the seminar is to inform students about education in Ukraine, student exchanges and the research work of the speakers.

First two speakers are appropriate for the aims of the Seminar because they discuss topics related to secondary education and student exchanges.

For example: Text B refers to the speaker's study of educational theory, psychology and practice at the secondary level. The second speaker is referred to in Text B as being on exchange with a school in Canberra.

The third speaker is not appropriate as her topic is strategies used by salespeople in Ukraine in these times of economic difficulties.



## Section 2: Reading and Responding

### Part B

#### Question 9

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates an excellent understanding of the whole text</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	13–15
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the text</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	10–12
<ul style="list-style-type: none"><li>• Responds to some of the questions, statements, comments and/or specific information in the text</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Attempts to structure relevant information and ideas</li></ul>	7–9
<ul style="list-style-type: none"><li>• Responds to some of the questions, statements, comments and/or specific information in the text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited ability to link information and ideas or structure text</li></ul>	4–6
<ul style="list-style-type: none"><li>• Responds to isolated elements in the text</li><li>• Uses single words or set formulae to express information</li></ul>	1–3



**Sample answer:**

From: Monika@po.com

To: anton@mail.com

Subject: Travel

Thanks, Anton. Actually, I've had a cold for several days. I hope it didn't interfere too much with my exams. The results will show if it did!

My travel plans are in place, but my parents are still a bit nervous about my trip.

After reading your email attachment I used the argument about my friends travelling with me, but I couldn't use Stefan's argument about having enough experience managing alone. You know I've never lived away from home. It is easier for Stefan than for me, in that he's lived on his own.

Anyway, they had a chat with my friends' parents and seem to have calmed down somewhat.

They are still worried about how I'll cope with the long plane travel and because I've never camped in Australia, let alone overseas. To be honest, I don't know how I'll survive two weeks in a tent outside Lviv, in the countryside.

All the best,

Monika

Від: monika@po.com

До: anton@mail.com

Тема: Подорож

Дякую, Антоне.

Сказати правду, я вже маю катар декілька днів. Надіюся, що не дуже вплине на мої іспити. Самі результати покажуть!

Мої пляни на подорож вже готові, але мої батьки далі нервуються.

Прочитавши твій емейл з причіпленим листом, я вжила з батьками той аргумент, що зі мною їдуть знайомі, та не змогла зужити аргумент Стефана, що маю досить досвіду жити самостійно. Ти знаєш, я ніколи не жила поза домом. Стефанові легше ніж мені, бо він таки жив самостійно.

Ну, вони поговорили з батьками моїх приятелів і виглядає, що трохи заспокоїлись. Вони далі турбуються про те, як я дам раду під час довгої подорожі літаком, і тому, що я ніколи не жила в шатрі в Австралії, вже не згадуючи поза кордоном.

Зказати правду, не знаю як я виживу два тижні в шатрі поза Львовом, на просторі!



## Section 3: Writing in Ukrainian

### Questions 10–11

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions</li><li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task</li><li>• Demonstrates the ability to sequence and structure ideas and information coherently and effectively</li></ul>	17–20
<ul style="list-style-type: none"><li>• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions</li><li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Demonstrates the ability to sequence and structure ideas and information effectively</li></ul>	13–16
<ul style="list-style-type: none"><li>• Presents information and a range of ideas and/or opinions relevant to the task</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	9–12
<ul style="list-style-type: none"><li>• Presents some information, opinions or ideas relevant to the task</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited evidence of the ability to organise information and ideas</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words and set formulae to express information</li></ul>	1–4



## Ukrainian Continuers

### 2013 CCAFL Examination Mapping Grid

#### Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversation	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 (a)	2	Education and aspirations — phone call inquiry	H3.1
1 (b)	1	Education and aspirations — phone call inquiry	H3.1
2 (a)	1	Leisure and lifestyles — consultation	H3.2
2 (b)	4	Leisure and lifestyles — consultation	H3.2
3 (a)	1	Leisure and lifestyles — conversation	H3.3
3 (b)	6	Leisure and lifestyles — conversation	H3.3

#### Section 1: Listening and Responding

##### Part B

Question	Marks	Content	Syllabus outcomes
4	3	Personal identity — enquiry in person	H3.1, H3.2, H3.3
5	4	Education and aspirations — discussion	H3.1, H3.2, H3.3
6 (a)	2	Current issues — callback radio answer to a listener's question	H3.1, H3.2, H3.3
6 (b)	6	Current issues — callback radio answer to a listener's question	H3.1, H3.2, H3.3

#### Section 2: Reading and Responding

##### Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	The Changing World — Youth affairs social network advertisement	H3.1
7 (b)	2	The Ukrainian Speaking Communities — Social network page – Blog	H3.3
8	6	Education and aspirations — Text A: social network advertisement Text B: social network page	H3.4

**Section 2: Reading and Responding****Part B**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
9	15	The Ukrainian Speaking Communities — Stimulus: email Response: email	H1.2, H1.3, H3.1

**Section 3: Writing in Ukrainian**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
10	20	Personal identity — letter	H2.1, H2.2, H2.3
11	20	Cultural diversity — article	H2.1, H2.2, H2.3