

**2006 HSC Notes from  
the Marking Centre  
Ukrainian**

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# 2006 HSC NOTES FROM THE MARKING CENTRE UKRAINIAN

## **Introduction**

This document has been produced for the teachers and candidates of the Stage 6 course in Ukrainian. It provides comments with regard to responses to the 2006 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section.

This document should be read along with the relevant syllabus, the 2006 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Ukrainian.

## **Oral Examination**

### **Conversation**

In general, candidates were able to demonstrate a good knowledge of vocabulary and structures and provided relevant responses to questions posed. The better candidates were able to express themselves in Ukrainian without any recourse to Anglicisms.

Candidates who demonstrated a higher level of achievement were able to treat topics in depth, use questions as an opportunity to demonstrate a range of vocabulary and structures, and present and justify opinions. Minor grammatical errors that recurred were the genitive plural and subject verb agreements.

### **Discussion**

Performance in this section of the examination varied with the candidate's capacity to demonstrate their ability against the assessment criteria.

Choice of topic is critical and candidates and their teachers need to consider whether the topic selected can allow the candidate to:

- access a variety of texts
- undertake in-depth research
- present a point of view
- discuss issues.

The syllabus makes clear that:

*In the Discussion, the student will be expected to explore with the examiner(s) the subject of the in-depth study, and refer to the texts studied.*

The topic should not be too narrow or too broad, and should allow the candidates to go beyond delivery of factual information about, for example, an historical or a geographical subject.

The best candidates used a variety of resources in preparing their in-depth study. These included the internet, novels, short stories and poetry, articles from books and magazines as well as interviews and information from the local community. Candidates must be able to refer to the texts and explain why they were used and how they contributed to the candidate's understanding of the chosen topic. Candidates must be prepared to use these texts to support the discussion rather than merely quoting the text's title or a web address. In the better responses, candidates made specific reference to the texts studied and critiqued them rather than merely referring to them superficially. This was particularly the case where information from the internet was used.

Candidates who had researched the topic well brought to the discussion a richness of vocabulary and structures not evident with candidates who made only a limited or superficial reference to texts.

The best responses were from those candidates who were able to demonstrate their ability to explore issues through texts, present and discuss information and substantiate a point of view.

## **Written Examination**

### **Section I – Listening and Responding**

#### **General Comments**

In the better responses, candidates demonstrated the ability to infer meaning where this was required, rather than simply re-telling facts or providing a translation of isolated items of vocabulary. In these responses candidates used linguistic cues to assist in their understanding and showed the ability to distinguish between different language techniques.

#### **Part A**

##### **Question 2**

In the better responses, candidates analysed the text to link a number of factors to the success of the advertisement. Answers could have included:

- the proven success rate of the product, which would convince listeners of its efficiency

- the laboratory tests which proved it killed bacteria, giving the product strong scientific credentials
- the natural products used, which would appeal to a number of listeners
- the confident, direct approach made to the listeners by the speaker, to assure them that this product really works.

Simply translating isolated excerpts of the text without any additional comment did not effectively answer this question.

### Question 3

To respond to this question it was not enough to merely translate blocks of the text. Identifying the occasion and the audience was important when commenting on the extent to which the speech was appropriate. In some cases, candidates showed a misunderstanding of the nature of the speech, thinking it was to assist candidates to decide whether or not to remain at school for the senior years, with a discussion of the pros and cons of further study. A number of candidates did not realise that the speaker was a student, but wrongly thought it was the principal of the school.

Sample excellent response:

*In this text a candidate is addressing the teachers, parents and her fellow candidates in a final farewell speech to the school. Her address is largely directed at her fellow candidates and the informal nature of her language reflects this. As she considers the challenges and hardships they have faced together, she encourages them to see the difficulties in a positive light and tries to keep her tone upbeat as she looks forward to their unknown future. Her speech is appropriate to the occasion, as she focuses on the moral gains they have all experienced. In her references to “we” and “us” and with her final exhortation of “Good luck to us all!” she reinforces the fact that she is speaking on behalf of them all as she farewells the school. Her fond comments to the teachers and their worn-out nerves add a touch of humour to this emotional occasion.*

### Question 4

Candidates are reminded that they should not presume that providing three simple facts is enough to be awarded three marks. The differences highlighted in this text required a comparison of the two school systems. Answers could have included:

- schools in the Ukraine demand more of their candidates, who have to study more subjects than Australian candidates
- candidates in the Ukraine have continual assessment, instead of sitting for two exams as in Australian schools
- candidates in the Ukraine must study harder.

## Part B

In the better responses, candidates demonstrated a sophisticated understanding of the two texts. These candidates showed the ability to accurately identify information from the texts as well as analyse the content and provide an understanding of the underlying message, where necessary. The better responses demonstrated a sophisticated level of language and a range of sentence structures. An ability to differentiate language nuances at a higher level, eg sarcasm and irony, was also of benefit in this section.

## Section II – Reading and Responding

### Part A

As well as reading for understanding, candidates were expected to analyse and evaluate the content of the reading passages in order to fully respond to questions which required higher-order thinking. In this section of the paper it is not sufficient to simply translate excerpts of the text to respond to the questions. An understanding of the way the author uses language and how this can impact on the meaning of the text is often important. Candidates should practise analysing texts at a linguistic level, as well as understanding their factual content.

Candidates are advised to read all instructions carefully to establish whether they are required to answer in English or Ukrainian.

### Question 8

- (a) To answer this question fully, candidates had to understand that these two people are more than just penfriends, the one writing a reply to the other after a break of several years. Both Marusia and Luba have been involved in a memorable and life-changing event – and with the anniversary of the revolution now approaching, Marusia is prompted to write to her friend as she remembers these times.
- (b) Both Oleh and Anatoliy are more than just men whom Marusia and Lula had met during the Revolution. These men had been an inspiration to them – Anatoliy, because he showed how age was no deterrent to participation and Oleh, whose singing of the national anthem in good Ukrainian, learned in only a few days, had reflected his patriotism and provided a very memorable moment for the young people.
- (c) More superficial responses made only a general comment on Marusia’s emotions, often focusing on her reflections on the revolution as a wonderful time, without actually addressing the *change* in her emotions. Better responses reflected the change from her nostalgia associated with the fact that time had passed so quickly, to her excitement and cheerfulness at the great memories she has, to her sadness in the final paragraph that so few people understand the true history of the Revolution.

### Question 9

- (c) In this question it wasn't sufficient to comment solely on the fact that Ira now regretted the amount of money he had spent on concerts and CDs and that he now realised this was a waste. The main point of the letter went further than this, encouraging the reader to reassess his or her priorities and to stop idolising people such as popstars on the basis of their fame and fortune. The text persuaded the reader to realise that people should be respected for their wisdom and humanity. Role-models should not be the people you will never really know, and who use the public to make money, but rather those close to you who can support and help you.
- (d) In answering this question, it was important that candidates provided examples of particular language items to support their comments, rather than simply making general statements without any examples. Broad references to 'emotional language', 'rhetorical questions' and 'persuasive language' with no specific context or references did not provide a complete response. A good answer might mention that the first text is a personal letter, which evokes nostalgic and happy memories, as seen in the words *What difficult times! What wonderful times!!* It is written in emotional language, eg *Even now I can feel the way my heart soared!*, as Marusia remembers how good it felt to be Ukrainian. In contrast, the second text is an opinion piece, in which the author takes a strong stance in order to make the reader reassess his or her own views. The author begins by identifying himself with his readers, giving a number of examples to show that he used to be just like them. He catches their attention with provocative language at the beginning by referring to them as *fanatics*. The language is strong and assertive and he introduces each point of the argument clearly and objectively with *Firstly...*, *Secondly..*, *Thirdly*.

The first text is intimate and personal in tone, sharing a common memory with a friend, while the second is directed at a broader, public audience and states a point of view in an attempt to make others change their mind. The second text ends with the bold assumption that the author is sure he has succeeded in making his readers re- think the type of person they should have as their idol.

### Part B

Candidates should be familiar with the different text types they may be required to produce and are encouraged to read widely to ensure their writing correctly reflects the text type specified in the question. A diary entry differs in tone and style to a letter, for example. Good examples of diary style can be found by reading the classics, as well as contemporary literature – for example the diaries of Shevchenko or Franko.



### Section III – Writing in Ukrainian

It is important that candidates read the question carefully and reflect on the task in order to ensure they meet the requirements of the question – eg a letter written to further support an interview which has already taken place will need to build on matters discussed, rather than recounting obvious information that would have already been covered in the interview.

If a question requires the candidate to review *one of the worst books you have read in 2006*, then writing a review about a book you really enjoyed is totally irrelevant to the task. Equally, writing why you dislike reading in general does not adequately address the task.

Better responses were able to fully address all criteria, showing an accurate understanding of discourse form and presenting a depth and breadth of accurate language skills. These answers were cohesive and logically organised, presenting creative and mature ideas in response to this question.

Responses to Question 12 were generally sound, with candidates handling the subject matter well, especially when addressing the key point of the question, which focused on an important event in the Ukrainian community, and why it had had a *profound effect on you*.

In developing and practising writing skills, candidates should ensure they revise:

- verbs requiring the dative case
- adjectival forms for nationalities (no capital letters)
- word form agreement: pronoun, adjective + noun
- genitive case.

Candidates should also practise the style and requirements of the different text types that they may be required to produce in this part of the examination.

# Ukrainian Continuers

## 2006 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Section 1: Listening and Responding</b>			
<b>Part A</b>			
1	3	Cultural diversity – message	H3.1
2	3	Leisure and lifestyles – advertisement	H3.1 H3.2
3	4	Education and aspirations – interview	H3.1
4	3	Education and aspirations – speech	H3.2, H3.3
5 (a)	2	Current issues – news item	H3.1, H3.2
5 (b)	5	Current issues – news item	H3.1, H3.2, H3.3
<b>Section 1: Listening and Responding</b>			
<b>Part B</b>			
6 (a)	1	Tourism – advertisement	H3.1
6 (b)	4	Tourism – advertisement	H3.1
7	5	Personal identity – conversation	H3.1, H3.2, H 3.3
<b>Section 2: Reading and Responding</b>			
<b>Part A</b>			
8 (a)	2	Cultural diversity – letter	H3.1
8 (b)	3	Cultural diversity –letter	H3.1, H3.2, H3.3
8 (c)	3	Cultural diversity – letter	H3.1, H3.2, H3.3
9 (a)	2	Leisure and lifestyles – article	H3.1,
9 (b)	3	Leisure and lifestyles – article	H3.1, H3.2
9 (c)	3	Leisure and lifestyles – article	H3.1 H3.3
9 (d)	4	Leisure and lifestyles – article	H3.1, H3.2, H3.3, H3.4
<b>Section 2: Reading and Responding</b>			
<b>Part B</b>			
10	10	Arts and entertainment – review	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Section 3: Writing in Ukrainian</b>			
11	15	Education and aspirations – formal letter	H2.1, H2.2, H2.3
12	15	Cultural diversity – article	H2.1, H2.2, H2.3
13	15	Leisure and lifestyles – review	H2.1, H2.2, H2.3



## 2006 CCAFL Ukrainian Continuers Marking Guidelines

### Section 1: Listening and Responding Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies all relevant information	3
• Identifies some relevant information	2
• Identifies one piece of relevant information	1



## Question 2

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

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the effectiveness of the text</li><li>• Supports the argument with relevant information</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the effectiveness of the text</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies at least ONE relevant aspect of the effectiveness or lack of effectiveness</li></ul>	1

## Question 3

*Outcomes assessed: H3.1*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Identifies all relevant information</li></ul>	3
<ul style="list-style-type: none"><li>• Identifies some relevant information</li></ul>	2
<ul style="list-style-type: none"><li>• Identifies one piece of relevant information</li></ul>	1

## Question 4

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

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Identifies the occasion and audience</li><li>• Argues convincingly with appropriate reference to the text for either the appropriateness or otherwise of the speech</li></ul>	4
<ul style="list-style-type: none"><li>• Identifies occasion and audience</li><li>• Lists reasons only the text is or is not appropriate</li></ul>	2–3
<ul style="list-style-type: none"><li>• Identifies occasion or audience and support an argument with ONE relevant example</li></ul>	1



**Question 5 (a)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the text	2
• Identifies one piece of relevant information from the text	1

**Question 5 (b)**

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

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the text	4–5
• Demonstrates a some understanding of the text	2–3
• Identifies one piece of relevant information from the text	1

**Section 1: Listening and Responding**  
**Part B****Question 6 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the purpose of this text	1

**Question 6 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Conveys the information accurately and appropriately	4
• Demonstrates a good understanding of the success of the text	2–3
• Identifies some relevant information from the text	1

**Question 7***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Conveys the information accurately and appropriately	5
• Demonstrates a good understanding of the text	4
• Demonstrates a some understanding of the text	2–3
• Identifies some relevant information from the text	1



## Section 2: Reading and Responding

### Part A

#### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the text	2
• Identifies a piece of relevant information	1

#### Question 8 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the text	3
• Demonstrates some understanding of the text	2
• Identifies some relevant information	1

#### Question 8 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the text	3
• Demonstrates some understanding of the text	2
• Identifies some relevant information	1

**Question 9 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the text	2
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the text	4
• Demonstrates a some understanding of the text	2–3
• Identifies some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the text	3
• Demonstrates a some understanding of the text	2
• Identifies some relevant information from the text	1

**Question 9 (d)***Outcomes assessed: H3.1, H3.2, H3.3, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive and comprehensive understanding of the text	4
• Demonstrates a good understanding of the text	3
• Demonstrates a some understanding of the text	2
• Identifies some relevant information from the text	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"><li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li><li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li><li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</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>	9–10
<ul style="list-style-type: none"><li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li><li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li><li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</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>	7–8
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</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>	5–6
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text</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>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the text</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>	1–2