

LOTE: Ukrainian GA 2: Oral examination

GENERAL COMMENTS

As in 2000, student overall performance was good. There was evidence of excellent preparation, and it was clear that students understood the requirements of each part of the examination.

SPECIFIC INFORMATION

Part 1 – General conversation

In general, the five specified topics had been meticulously prepared and most students were able to sustain conversations easily. Very few difficulties were encountered, even when less predictable aspects of each topic were addressed.

Part 2 – Report and discussion

Successful topics that allowed students to show they could develop an argument and present ideas included differences between generations of immigrants, and cuisine as an aspect of Ukrainian culture. Fortunately, other topics such as the Sydney Olympics, that might have encouraged an excessively descriptive approach were presented in ways that led to the formulation of opinions and ideas. Overall, the presentation of the reports, was very good. Some students used their illustrative materials to good effect.

Most students performed well in the discussion. Some demonstrated a well-developed ability to contribute new ideas to advance the exchange and to respond to unexpected turns in the conversation. Less accomplished students lacked confidence when issues not directly related to the report were touched on. They clearly lacked practice in the language skills to buy time (gap fillers) and coping with the unexpected.

Part 3 – Situational role-play

Some performances were excellent. Students played their part with flair and displayed a good understanding of the level of formality appropriate to the situation. In individual cases students appeared willing to take upon themselves the entire task of moving the action forward, although there was some variation in the level of success. Some students were less able to flesh out the scenarios with details or to contribute ideas to the exchange.

All parts of the task

All students were able to communicate at least adequately; most did so well and some extremely well. Grammatical inaccuracies were most often observed in word endings and verbal aspects, especially in the discussion of the report and role-play. Vocabulary, pronunciation, word order and choice of words were often unduly influenced by English, and sometimes by Russian as well. The most successful performances demonstrated a high degree of linguistic accuracy, and these students expressed themselves clearly in culturally appropriate ways.

GENERAL COMMENTS

Paper 1 – Processing spoken information

Some students did not observe all conventions of the discourse form. However, the sequencing of ideas was generally good. Students demonstrated good comprehension of the listening passage. The effectiveness of expression ranged from high to low with a predominance of above average effective expression, with a degree of independence. Grammar skills showed improvement.

Paper 2 – Reorganising information

Part A – Writing in Ukrainian

Students needed to refer to the question. While most chose Topic 2 – Writing to Grandma – they generally failed to deal with the specific requirements of the task and instead focused on irrelevant school details.

Discourse forms were better managed than previously. Structure and sequencing of responses were also more evident.

Areas to be improved:

- use of accusative case with sports and musical instruments
- pronoun use and spelling of numbers in the hundreds
- breadth of vocabulary in particular themes.

Part B – Reorganising written information

The students' selection of relevant positive/negative reporting was good. Some distinguished correctly between individual and general economic influences.

Students recognised the required discourse form, sequencing and related ideas adequately. Students should practise skills in paraphrasing written texts in their own words to achieve greater independence from the original.

Paper 3 – Discussing a theme

(completed by interstate students)

Some inadequate expressions detracted from the quality of the task.