



2003

LOTE: Ukrainian GA 3: Examination

Oral component

GENERAL COMMENTS

Students' performances ranged from satisfactory to very good with some being excellent. The quality of responses was approximately equal in both sections of the examination. In all cases, students showed evidence of preparation and understood the tasks expected of them. Most students understood the need to demonstrate command of a range of communicative strategies, and some were highly successful. The level of command of Ukrainian grammar varied, as did the breadth of vocabulary.

SPECIFIC INFORMATION

Section 1 – Conversation

This section of the examination was handled competently in almost all cases, and often very well. Students showed equal facility in following the conversation on their school and home life, their family and friends, and their interests and aspirations. Students appeared almost uniformly well prepared for this section.

Capacity to maintain and advance the exchange appropriately and effectively

Students answered questions without hesitating, responding to assessors' initiatives in guiding the exchange to less obvious aspects of the topics, and in two cases volunteered material suitable for developing the conversation.

Relevance, breadth and depth of information, opinions and ideas

In general, students were able to expand on facts, ideas and opinions when assessors encouraged them to do so. Responses and rejoinders were appropriate to assessors' cues, and in no case was irrelevant material introduced.

Accuracy of vocabulary and grammar

As usual, students' achievements under this criterion were varied. Some students demonstrated a very high level of grammatical accuracy and a broad range of vocabulary. Most displayed overall competence but made mistakes, generally not of a serious nature. A small number made basic errors and could use only a relatively limited vocabulary. Anglicisms and the influence of English grammatical and syntactic forms were often in evidence.

Range and appropriateness of vocabulary and grammar

The requirement to display both range and appropriateness of vocabulary and grammar challenged many students. In the most successful performances, students showed a good awareness of the level of formality and politeness required in a conversation with adults whom they had not previously met, yet were able to indicate amusement, interest, consent and disagreement with appropriate stylistic nuances.

Clarity of expression

Pronunciation, on the whole, was acceptable and in some cases very good. The most successful performances showed a consistent tempo, while less successful ones were sometimes unevenly paced and contained pauses. However, all students were intelligible.

Section 2 – Discussion

The topic of multiculturalism, addressed by several students, offered many avenues for discussion, and they developed it productively. The more difficult theme of the relationship between the arts and society, too, generated some extremely well prepared and successful performances.

Capacity to maintain and advance the exchange appropriately and effectively

While students achieved an average rate of success slightly lower than under the corresponding criterion in Section 1, most communicated satisfactorily, presenting facts and points of view in ways that responded to assessors, questions and cues. Prepared statements presented out of context were almost entirely absent. However, a small number of students did have difficulties in maintaining an exchange throughout the whole of the discussion.

Capacity to present information, ideas and opinions on a chosen topic

Under this criterion the strongest students were able to display their excellent skills. Some students who addressed the topic of multiculturalism discussed the findings of attitude surveys that they had conducted. These surveys proved to be a productive source of fact and opinion suitable for wide-ranging discussion. Some students, however, did not develop their topic to full potential. In particular, some students had difficulties in moving from particular cases to generalisations.

Accuracy of vocabulary and grammar

Students who excelled under the corresponding criterion in Section 1 did so here as well. Students less confident of their grammar tended to make more slips in the discussion than in the conversation.

Range and appropriateness of vocabulary and grammar

On the whole, because of the challenge of communicating ideas and opinions in context, students were less able to focus on demonstrating a range of vocabulary and grammar than under Criterion 4. It was under this criterion, however, that the most successful students displayed their skills.

Clarity of expression

Students' pronunciation, stress and tempo were, on the whole, much as in Section 1.

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