



Oral component

GENERAL COMMENTS

The majority of students performed very well in the 2007 Ukrainian oral examination, and two students reached an excellent standard. In both sections of the examination the majority of students exhibited a high level of preparation, confidently and appropriately answered questions and enthusiastically engaged in dialogue with assessors. However, in some instances a small number of students tended to follow a prepared script and revealed gaps in their preparation.

Similarly to 2005 and 2006, the choice of topic for the Discussion this year was 'Ukraine's Orange Revolution'. As in previous years, this year the topic proved to be successful. The sources selected for the Detailed Study enabled students to analyse, understand and interpret different perspectives and various aspects of the Orange Revolution. However, some of the information needed to be updated to include the most recent developments and ideas.

SPECIFIC COMMENTS

Section 1 – Conversation

Content

In the Conversation part of the examination the majority of students demonstrated an extensive knowledge of the prescribed topics. They confidently engaged in a dialogue with the assessors and provided highly relevant responses to questions about their plans for the future, personal interests, favourite school subjects, home, family and Ukrainian customs and traditions. The depth and the range of information in the majority of performances were very good. Almost all students gave some original input. Students generally were very successful in clarifying and elaborating on their ideas and opinions. They used a wide range of vocabulary and expressions that were appropriate to the purpose of the task.

Communication

Students' ability to maintain the exchange with the assessors was excellent in most instances. Most of the students responded readily to the questions and were successful in advancing the conversation. Occasionally some students needed to use repair strategies and they did this appropriately and effectively. A small number of students experienced some difficulty in communicating their message and carrying the conversation forward, and needed minimal support. In some isolated instances they relied on anglicisms and rote-learned language. On the whole, the majority of performances did contain some accentual and phonetic deviations from standard literary Ukrainian due to the influence of English and the home dialect. However, most performances were relatively well-paced, with few pauses.

Language

The accuracy in vocabulary and grammar was generally very good, and in one or two cases it was exceptional. Most of the students were very confident in using a wide range of highly appropriate vocabulary and suitable grammatical constructions. A small number of students made the same mistake throughout the examination, repeating an error in case endings and/or using prepositions in conjunction with nouns where these were not required, since the meaning was conveyed by the case of the nouns.

Section 2 – Discussion

Content

The topic used for the Discussion in 2007 was 'Ukraine's Orange Revolution'. In this task the students presented a multi-dimensional consideration of the Orange Revolution in Ukraine and often reflected on their personal experiences of the event. All students displayed a deep personal interest in this topic.

The majority of the students made appropriate and well-informed comments on positive and negative changes and transformations in Ukrainian society since the Orange Revolution. They discussed the political and socioeconomic reasons for the demonstration at Independence Square in Ukraine, electoral democracy and corruption, and the ethnic-territorial divisions and unifications during and after the Orange Revolution. High-scoring students also made highly relevant comments on the connection between Ukrainian culture and the political realities of Ukraine. These students also expressed original ideas about changes in the image of Ukraine in the global context as a consequence of the Orange Revolution.

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Most students demonstrated an excellent ability to defend their opinions and substantiate their ideas by presenting valid examples and facts from appropriate sources. The fluency and coherency of presentations and the development of ideas were generally of high quality. In a few isolated cases, students experienced a little difficulty in doing this due to inadequate preparation. In these few instances students were too dependent on learned versions of interpretation and found it difficult to elaborate on their ideas and opinions.

All students presented a wide range of views and information from a number of sources. Some of the information, examples and ideas included in the discussions were from literary works, documentaries, newspaper articles and Internet-based sources. Other sources for the Detailed Study included media, music, short films and interviews with participants in the demonstrations. No students used props or images this year, although this is allowed.

Communication

In the Discussion the majority of students demonstrated a strong capacity to link with the assessors and the ability to advance the exchange and move the discussion forward without frequent support from the assessors. A few students had exceptionally good clarity of expression and were skilled in using correct Ukrainian phonetics, stress and intonation. These students confidently used a variety of effective communicative strategies. Some students did have minor problems with pronunciation and stress.

Language

The majority of students consistently used a wide range of vocabulary that is unique to this topic. One or two students demonstrated an exceptionally good command of complex grammatical constructions and forms, and of the stylistic aspects of the Ukrainian language. The rest of the students used a middle register suitable for most communicative situations.