



Oral component

GENERAL COMMENTS

In the 2010 Ukrainian oral examination the majority of students performed very well. Most students engaged enthusiastically in real dialogue with the assessors and were able to present their ideas and substantiate their opinions successfully. In both sections of the examination the majority of students exhibited a high level of preparation. A small number of performances revealed some gaps in preparation.

Throughout the examination all students were polite and maintained a very positive outlook. All students demonstrated an excellent knowledge of Ukrainian customs, including greetings, forms of address and civilities.

Communication

In both sections, the majority of students demonstrated a high capacity to link with the assessors and the ability to advance the exchange without needing support from the assessors. Some students had exceptionally good clarity of expression and were very skilled in using correct Ukrainian phonetics, stress and intonation. They introduced their sub-topic in the Discussion section confidently using a variety of communication strategies. All performances were well paced.

Content

The presentation of ideas and the coherence of the dialogue in both sections of the examination were generally of a high quality. The depth and the range of the information in the majority of performances were very good. In almost all performances the students made some original input and introduced complex and original ideas and views, which were highly relevant to the context.

Language

Accuracy in vocabulary and grammar was also very good in 2010, and in some performances it was exceptional. The students consistently used a wide range of highly appropriate vocabulary and very complex grammatical constructions and forms. The most successful students also demonstrated a very good knowledge of the stylistic aspects of the Ukrainian language. Other students used a middle register suitable for most communicative situations. A small number of students repeated an error in case endings or tense and used prepositions in conjunction with nouns where these were not required, since the meaning was conveyed by the case of nouns.

SPECIFIC COMMENTS

Section 1 – Conversation

In this section, the majority of students demonstrated very effective communication skills and a good knowledge of prescribed topics for the Conversation. They engaged in the dialogue with the assessors and provided highly relevant and informed responses to the questions about the student's personal world; for example, personal interests, favourite school subjects, plans for the future, and family issues and traditions. These students were generally very successful in clarifying and elaborating on their ideas and opinions. They appropriately used a wide range of vocabulary and expressions, and highly effective repair strategies. A very small number of students relied to some degree on rote-learned language.

Section 2 – Discussion

Examples of topics chosen for the Discussion in 2010 were 'Ukraine's Orange Revolution' and 'History of Ukrainian language'. This year topics chosen for the Discussion were broad enough to accommodate a wide range of views and perspectives, and proved to be successful in the majority of performances.

Some students discussed the political and socio-economic reasons for the demonstration at Independence Square in Ukraine and various developments since the Revolution: the implementation of the principles of democracy, changes in the market economy, the ethnic-territorial divisions and unifications during and after the Revolution, and the change of national identity. The majority of high-scoring students made highly relevant and well-thought-out comments on the changes in the image of Ukraine as a consequence of the Revolution, on the electoral democracy and corruption, and on the significance and the meaning of the Orange Revolution for the people in Ukraine and the people of Ukrainian background outside Ukraine (including comments on personal experience of the event).

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In general, the majority of students presented a wide range of information from a number of sources, and the ability to successfully and confidently defend their personal opinions and original ideas. In a very small number of discussions the quality of the content presented was only of mediocre standard. In some instances students were too dependent on texts they had studied and on learned versions of interpretation.

The sources selected for the Detailed Study enabled students to develop a good understanding of their chosen topics. The students expressed their satisfaction with the resources they used, which included Ukrainian poetry and prose, critical reviews, newspaper articles, documentaries, music, short films, electronic texts and interviews.