



**2012**

**Languages: Ukrainian GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

In the 2012 Ukrainian oral examination, the majority of students reached an excellent standard and a small number of students performed very well. In both sections of the examination, the majority of students exhibited a high level of preparation. A few performances revealed minor gaps in preparation and an over-reliance on answers that were prepared prior to the examination. All students demonstrated an excellent knowledge of Ukrainian traditions and customs, including greetings and civilities.

#### **Communication and content**

In both sections, the majority of students demonstrated a high capacity to use appropriate communicative strategies in order to maintain the exchange. These students responded confidently to questions, readily providing clear and logical responses, as well as expressing highly relevant and interesting ideas. Students presented varied, interesting and, at times, very complex, detailed information. They were able to clarify their opinions and support their views with examples from real life and relevant sources. The majority of students showed great interest in specific topics that they had studied, as well as in everything connected to Ukrainian culture and life. A number of students displayed excellent clarity of expression and were very skilled in using correct Ukrainian phonetics.

#### **Language**

The majority of students used a wide range of Ukrainian vocabulary and mostly correct language structures. High-scoring students consistently used a very wide range of highly appropriate vocabulary, as well as very complex grammatical constructions, forms and relevant style.

### **SPECIFIC COMMENTS**

#### **Section 1 – Conversation**

In this section, the majority of students demonstrated very effective communication skills and good knowledge of the prescribed topics of the Conversation. They provided highly relevant and informed responses to questions about Ukrainian customs, history, contemporary and folk culture, art and cuisine, political life in Ukraine, their personal interests, pets, favourite school subjects, plans for the future, and family issues and traditions. Students successfully and enthusiastically explained their ideas and shared their opinions about various issues related to life in Ukraine and Ukrainians in the diaspora. Many students expressed that they had derived great satisfaction from the learning process and their involvement in the Ukrainian community.

#### **Section 2 – Discussion**

The topics for the Discussion were ‘Ukraine’s Orange Revolution’ and ‘History of the Ukrainian language’. The majority of students were able to relate to these topics and found them to be interesting, providing an opportunity to gain valuable insight into cultural, political and linguistic developments in the life of the Ukrainian nation over the past centuries.

Students enthusiastically discussed the political and socio-economic reasons for the demonstration at Independence Square in Ukraine in 2004 and various developments since the revolution: the implementation of the principles of democracy, positive and negative changes in the market economy, the ethnic-territorial divisions and unifications during and after the revolution, and the change of national identity. 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 electoral democracy and corruption, and on the significance of the Orange Revolution for the people in Ukraine and the people of Ukrainian background outside Ukraine (these included comments on personal experiences of the event and of learning about this event). Equally interesting and engaging discussions developed around the topic ‘History of the Ukrainian language’. Students analysed a great range of literary works by prominent Ukrainian writers, such as I Kotliarevs’ky, T Shevchenko, I Franko, L Ukraiinka and V Stus. They discussed the issue of the language as a crucial component of Ukrainian identity and the need to preserve the Ukrainian language and in order to maintain the nation’s identity.

In general, the majority of students presented a wide range of information from a number of sources, and showed the ability to confidently defend their personal opinions and original ideas. Only a small number students were too

# 2012 Assessment Report



dependent on a limited number of texts. A few students revealed gaps in their preparation when they tried to support their views on literary works.

Many of the sources that were selected for the Detailed Study enabled students to develop a good understanding of the topics. Students had studied newspaper articles, documentaries, music, short films, literary works, electronic texts and interviews.