



2013

Languages: Russian GA 3: Examination

Oral component

GENERAL COMMENTS

The Russian oral examination consisted of two sections: a seven-minute Conversation, followed by a one-minute introduction to the Detailed Study and a seven-minute Discussion on the Detailed Study.

The Conversation was based on topics related to the student's personal world, such as their school and home lives, family and friends, hobbies and career aspirations. In the Discussion, students were assessed on their ability to speak Russian in a linguistically and culturally appropriate way. The Discussion assessed skills in presenting and exchanging ideas, opinions and information on a topic. Most students were well prepared and were able to carry on the discussion and present their ideas and opinions. Communication between students and assessors was generally effective, although support was occasionally required when some students experienced difficulty in selecting appropriate vocabulary to convey their thoughts.

SPECIFIC INFORMATION

Section 1 – Conversation

Criterion 1: Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

Overall, students were able to express their ideas about familiar situations such as family and family traditions, school, friends and friendship, interests, hobbies and career aspirations.

Most students demonstrated the ability to connect with assessors. They responded to questions readily and confidently.

Students should work on their repair strategies since some are not able to self-correct their Russian.

Criterion 2: Relevance, breadth and depth of information, opinion and ideas

- relevance of information/ideas
- range of information and ideas
- capacity to support/elaborate on ideas/opinions with reasons/examples/evidence/new ideas

Information provided by most students was relevant, well supported and elaborated upon. The exceptions to this were short responses that required assessors to prompt students for more information. Very few students revealed gaps in preparation.

Students should practise regularly in order to produce a range of information and speak on topics such as their hobbies and interests, future professions and subjects at school.

Criterion 3: Accuracy of vocabulary and grammar

The majority of students used accurate and varied vocabulary. However, some students used words that were not appropriate in the given context; for example, «...меньше жирных людей..», «...я сотрясаюсь думая о том..», «... недоразвитые мышцы», «... дрыгаться и вертеться в классе», «...что он может себя расти».

Common mistakes included the incorrect use of third-person pronouns, noun endings, prepositions and incorrect stress.

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Mistake type	Examples
anglicisms, use of English sentence structure	<i>Я все еще стрессен</i> <i>Будь безопасен</i> <i>Брать предметы</i> <i>Сегодня я буду разговаривать</i> <i>Красить картины</i> <i>Мама поженилась</i>
agreement	<i>Обладать хороший язык</i> <i>Брать уроков</i> <i>Трое человек</i> <i>Душев нету</i> <i>Были недовольны с тем</i> <i>Большой представление</i>

Criterion 4: Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

A good knowledge of style, register and vocabulary was demonstrated by the majority of students. Some students used descriptive language, and both simple and more complex sentences.

Students should be encouraged to build up an appropriate word bank and consolidate grammar functions.

Criterion 5: Clarity of expression

- pronunciation, intonation, stress and tempo

Even though the students experienced minor problems with pronunciation, stress and tempo, further focus is needed on Russian intonation patterns as a few students tend to use the English intonation patterns when speaking in Russian; for example, using rising intonation at the end of affirmative sentences.

Section 2 – Discussion

Most topics were well chosen. Students were able to carry the discussion forward and express their ideas and opinions. There was a great variety of topics dedicated to the 400th Anniversary of the Romanovs, as well as Russian history, traditions, festivals and celebrities.

Sub-topics chosen by students included the following.

1. Russian History

- Peter the Great – Reformer
- Were Peter the Great's reforms effective?
- St Petersburg is the symbol of Russian tsarism
- We were born in the USSR

2. Russian Traditions

- Has Russian cuisine and food changed during the past decades?
- Russian ecology – Extinction of the Siberian tiger
- Sport – Soccer yesterday, today and tomorrow
- Sport and skateboarding

3. Russian Culture

- Vladimir Vysotsky – Warm heart of the Russian mentality
- Unique Russian fashion industry

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- Drugs in sport
- Has Russian architecture undergone changes during recent centuries?

Criterion 6: Capacity to maintain and advance the exchange appropriately and effectively

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange

Varied aspects of the sub-topics were presented, which were generally appropriate to the students' language levels. All students presented a well-thought-out introduction. Only a few relied on the assessors' support. In addition, students demonstrated their capacity to interact with assessors. Very few students needed to demonstrate the use of repair strategies.

Criterion 7: Capacity to present information, ideas and opinions on a chosen topic

- capacity to support and to elaborate on information, ideas and opinions with reasons examples, evidence and/or new ideas

Generally, students confidently presented a list of resources, which had been carefully prepared in advance. Most students supported their ideas and elaborated on information and opinions. They also quoted sources to support their viewpoints.

Many students had researched their sub-topics very well and presented different aspects of the issue.

Students should learn how to elaborate on the range of opinions presented in their resources. Participation in class discussions and role-plays is vital in order to practise answering different questions and communicating their points of view.

Teachers should advise their students to avoid purely informative topics since they do not have debatable aspects.

Criterion 8: Accuracy of vocabulary and grammar

Most students used a very good range of vocabulary, sentence structure and expressions with both simple and complex grammatical structures. Students should pay further attention to the following categories as a few grammatical mistakes were made in these areas.

- agreement
- cases
- sentence structure
- word formation

Criterion 9: Range and appropriateness of vocabulary and grammar

- variety of vocabulary, grammar and expressions
- appropriateness of vocabulary and grammar to the context, audience and purpose of the task
- appropriateness of style and register

Although most students used a wide range of topic-appropriate vocabulary, students should work on developing sentence structure and expression.

Criterion 10: Clarity of expression

- pronunciation, intonation, stress and tempo

Most students demonstrated a high standard of pronunciation, intonation and stress.