2021 VCE Romanian written external assessment report

General comments

Students were familiar with all sections of the written examination.

In Section 1: Listening and Responding, the majority of students demonstrated a thorough understanding of the aural texts and were able to adequately convey most of the relevant aspects of the texts. Students are encouraged to use the space provided to take detailed notes while listening to the recording and to read the questions carefully. Some students, for example, included in their answer for Question 5b. multiple pieces of advice given by the author of the book, and did not specifically filter their response to include only advice regarding interaction with others, as required by the question.

In Section 2: Reading and Responding, most students demonstrated a very good understanding of the stimulus texts and were able to respond to questions correctly. Some students were equipped with excellent reading strategies, such as highlighting or underlining parts of the text, and annotating the text. These students provided correct answers, thus obtaining full marks. Some students copied parts of the text, which meant their responses could only be considered partially correct.

In Section 3: Writing in Romanian, students wrote interesting and original responses. Students who planned their responses formulated logically sequenced writing. In preparation for the examination, students should complete past Romanian examinations; allow enough time for planning, writing and reviewing their pieces; and practise writing legibly. In addition, students are encouraged to read authentic texts in Romanian to improve vocabulary and sentence structure.

Specific information

Note: This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1: Listening and responding

Part A

Question 1

Text 1 was a conversation between Sorin, a student, and Dorina, an employee of the Vidra Swimming Centre.

In the text, Sorin was interested in purchasing a membership for the Vidra Swimming Centre because it has a gym / sports facilities, a pool with four lanes exclusively dedicated to performance swimmers, and because Sorin could get a (25 per cent) discount on the membership price. Two reasons were required for students to obtain two marks and this question was correctly answered by all students.

Question 2a.

Text 2 was a discussion about Bobotează and its significance for Romanians.

Students had to identify the main characteristics of 'the blessing of water' ceremony. The text mentioned two characteristics: the ceremony was held close to a river / the river Mureș and the entire community was present at the ceremony. Both characteristics were required in order to obtain two marks.

Question 2b.

Students had to list Bobotează-related customs and beliefs linked to wind and rain to obtain two marks. In the discussion, it was mentioned that wheat was going to grow during the year wherever the wind blew from on the day of Bobotează, and that the direction in which the priest first sprinkled blessed water on the day of Bobotează indicated where the rains were going to come from.

Question 2c.

Students were asked to identify ways in which Bobotează influences someone's destiny. Relevant answers included:

* young people found out if they were going to get married during the year
* wolves were no longer dangerous to people
* those who bathed in the waters that had been blessed by the priest would stay healthy all year long.

Question 3a.

Text 3 was an interview with the historian Mihail Voinicu, who was talking about the exploration of saltwater springs.

Students had to explain why the saltwater springs were historically important to the people of the Carpathians. Relevant answers included:

* the springs were very old and certified the existence of local communities since the Neolithic period
* as in the past, they belonged to the locals / they were common property / locals had free access.

Question 3b.

Students had to identify four different ways in which the people of the Carpathians use salt water. The text mentioned that salt water was used to cook delicious dishes, including cakes; to preserve feta and bacon/foods; as feed supplement for animals; to treat skin and mouth infections and mouth infections; and to obtain salt crystals. Students had to identify four of these points to obtain full marks.

Part B

Question 4

Text 4 was Miruna’s monologue about becoming a volunteer firefighter. Students were required to list the conditions Miruna had to meet to become a volunteer firefighter. The text specified that Miruna should be of a certain age, have a certain physical condition (to pass the fitness test) and have excellent Maths results.

Question 5a.

Text 5 was about the book Closer than I Thought, written by Emilia Stănescu Auran.

Students had to identify who the book was written for and what its message was. Relevant answers included that the book was written for young people and its message was that young people had to choose their own future.

Question 5b.

According to the author of the book, human connection is the key to happiness. After listening to the text, students had to identify collaboration, gratitude, forgiveness and generosity as the four elements of advice given by the author about interacting with others.

Question 6a.

Text 6 was an interview with engineer Vasilian Pompiliu about wood products.

Students had to listen for specific information about the many benefits of using wood and wood products mentioned by Vasilian Pompiliu. Students had to provide one detailed example from the text for each type of benefit, as shown in the table below.

|  |  |
| --- | --- |
| Type of benefit | Example |
| Economic benefit | Any one of the following:* many species of wood are cheap
* many species of wood are plentifully available on the local market
* many species of wood are easy to process and assemble.
 |
| Acoustic benefit | Wooden panels made of some species of wood are used in concert halls and conference rooms because wood absorbs sound. |
| Aesthetic benefit | Wooden furniture and decorations can be real works of art. |
| Environmental benefit | Any one of the following:* wood does not pollute the environment
* forests capture carbon dioxide from the atmosphere.
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Question 6b.

Students had to identify the benefits of efficient forest management. Relevant answers included that efficient forest management had the benefit of ensuring wood supply necessary for industries, and it maintained healthy forests by planting saplings.

Section 2: Reading and responding

Question 7

Text 7 was about a visit to the herbarium. Students were asked to indicate what scientists do to help prevent the extinction of plant species. Any five of the following points were relevant:

* Scientists collected plant samples.
* Scientists identified each plant sample.
* Scientists froze each sample to eliminate microorganisms.
* Scientists created a file to be included in the collection, in accordance with geographical zone and plant family.
* Scientists took photos of the samples.
* Scientists genetically analysed plants to identify mutations or possible causes of decline.
* Scientists created the seed bank.

Question 8a.

Text 8 was about the Madrigal Choir. Students were asked to explain how the choir promotes Romanian culture internationally. For two marks, students should have mentioned that the choir includes Romanian folk pieces or traditional carols in its repertoire, and that the choir members wear local stage costumes when they perform internationally.

Question 8b.

Students were asked to gather evidence from the text that testifies to the success of the choir. The following responses were all correct.

* The choir has been performing for over 58 years.
* The choir has performed more than 4500 concerts.
* The choir received an award from the United Nations for their activity.

Question 9

Text 9 was a postcard written by Stela.

After reading the postcard from Stela, students were asked to write an article for a youth travel magazine persuading young people to visit Costineşti Resort.

Most students understood the requirement of Question 9 and used the main points of information presented in the postcard to write descriptive and persuasive articles for the stated audience. The article could have included factual information about tourist attractions and why these attractions are worth visiting by young people. The article could have also made references to some of the specific details mentioned in the postcard, such as the beautiful weather, clear water, golden sand, Obelisc monument, Evanghelia wreck, dance clubs and music concerts. Responses that scored highly were well structured, used elaborate sentence structures and demonstrated an extensive knowledge of vocabulary and grammar. Responses that did not score well presented a good range of information and ideas to address the question, but included large parts of the text in the article. These students generally demonstrated satisfactory knowledge of vocabulary and language functions.

Section 3: Writing in Romanian

Students generally understood the questions and wrote high-scoring responses in this section. Some responses demonstrated an excellent sequence and structure of ideas and information relevant to the questions. These written pieces were free from grammar and syntax errors and included a varied choice of vocabulary (gazdă, patrimoniu, împrospătează, musafirii; host, patrimony, refreshes, guests) and expressions (spațiu multifuncțional, seninul cer albastru, încet, ca un șoricel; multifunctional space, the clear blue sky, slowly, like a mouseling).

Some students demonstrated a satisfactory knowledge and understanding of vocabulary, grammar, sentence structure and style. These students demonstrated limited ability to organise ideas to meet the requirements of the question. Common grammatical errors included:

* incorrect use of perfect tenses, e.g. sa apropeit instead of s-a apropiat (has approached)
* incorrect use of definite articles, e.g. alegere instead of alegerea (the choice) and misiună instead of misiunea (the mission)
* the omission of unstressed personal pronouns when used with perfect tenses, e.g. am văzut instead of am văzut-o (I have seen her) and am întrebat instead of am întrebat-o (I have asked her)
* the omission of ‘h’ in ‘ch’ group, e.g. ciar instead of chiar (even), descis instead of deschis (open), veci instead of vechi (old)
* disagreement between nouns and noun determiners, e.g. această document instead of acest document (this document), mult fericire instead of multă fericire (much happiness), săptămâna viitoarea instead of săptămâna viitoare (next week)
* incorrect use of prepositions, e.g. în cap instead of pe cap (on her/his head), despre activități instead of la activități (in activities), la locurile unde instead of în locurile unde (in the places where) and la o lungime de instead of pe o lungime de (on a length of).

Question 10

Students were required to write an imaginative story for young viewers about a character from their favourite television series. The story was to form the basis of the forthcoming season of the series and had to start with the main character being stranded in the Danube Delta. The story needed to include:

* possible plot developments and evolution of characters
* descriptions of characters and places
* logical and cohesive sequence of ideas
* a context (e.g. physical surroundings, atmosphere, events)
* full sentences, paragraphs and dialogue
* exaggeration and superlatives to express a point of view or attitude, questions or rhetorical language.

Question 11

Students were required to write the script of a speech for the opening ceremony of a hall recently built at their school. The speech should have informed the community of the potential uses of the hall. The speech needed to include:

* a strong introductory statement of purpose
* a clear presentation of how the new hall can be used, making reference to benefits for both the school and the community
* clearly articulated ideas, opinions and attitudes
* supporting evidence or examples
* well-organised structure and logical presentation
* a conclusion
* formal language.

Question 12

Students were required to write a post for their blog in which they reflect on how volunteer activities can help them build a career. Students had to evaluate these activities and explain their potential impact on their future careers. The blog post needed to include:

* a consistent narrative voice (either first-person or third-person)
* a variety of tenses
* full sentences and paragraphs
* examples of personal experiences and/or extracurricular activities
* an evaluation of the listed activities in the context of benefits for the school community and/or benefits for job seekers
* a formal register.