2022 VCE Romanian oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

In 2022, students showed an excellent understanding of the requirements of the oral examination, and were well prepared. Most students scored highly in both sections.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

Overall, students performed well and showed extended preparation in the 2022 Romanian oral examination. Students were able to interact effectively with assessors throughout the conversation section. They listened carefully to the questions asked and answered concisely and confidently. Conversations that scored highly were spontaneous and original, and showed competence in using a variety of tenses and complex grammatical constructions. In preparation for this section, students could participate in role plays and ask and answer questions on a variety of topics related to their personal world. Students should avoid responding with ‘yes’ or ‘no’ questions and instead should practise giving extended answers supported with explanations and examples.

Communication

Students were able to communicate effectively with the assessors and demonstrated a very good level of understanding of the questions asked during this part of the examination. Students responded to questions spontaneously and with confidence. High-scoring students responded to questions effectively with detailed comments. They had very good repair strategies and were able to correct themselves when needed. Well-prepared students needed minimal support.

Areas for improvements include

* becoming familiar and comfortable with words that are often used in different parts of conversation
* practising repair strategies
* providing lead-in statements that responded directly to the assessors’ questions.

Content

Students were able to articulate their ideas and respond appropriately to the questions with interesting comments which were logically developed. Most students were able to present a very good range of information and opinions, covering a wide range of topics related to their personal world: school, family, holidays, plans for the future and reasons for studying Romanian.

Areas for improvements include

* preparing for more elaboration of any points when discussing with the assessors
* practising conversing about a wide range of possible subtopics
* sustaining a real conversation rather than simply responding to questions
* bringing relevant, detailed and interesting examples to support ideas and opinions.

Language

Students demonstrated very good control of language, including vocabulary and linguistic structures. Some students used sophisticated vocabulary and complex grammatical structures, which added depth to their ideas and opinions.

Areas for improvements include

* expanding vocabulary
* using complex structures correctly
* avoiding ambiguous constructions, such as *analize de texturi* or *anul ăsta mai devreme* (correct forms are *analize de texte* and *la începutul anului*).

Most students used the language correctly and the occasional grammatical errors did not affect the meaning of their ideas. Some students identified their errors, self-corrected and rephrased their sentences using the correct forms.

Areas for improvements include

* grammatical accuracy, such as the incorrect forms of the plural of nouns and disagreement between nouns and adjectives (see table below)
* self-correction for identified errors.

Students spoke clearly most of the time, with correct intonation and pronunciation, and at a natural speed. Some incorrect grammatical forms affected the pronunciation of words and the clarity of expressions, and in those instances, students were asked additional questions to clarify the meaning of their ideas.

Areas for improvements include

* pronouncing words clearly
* understanding changes in the spelling of words when expressing different tenses (for example, spelling of past-tense verbs versus spelling of present-tense verbs).

Students should note the following language issues.

|  |  |
| --- | --- |
| Incorrect use | Correct use |
| *analize de texturi* | *analize de texte* (text analysis) |
| *anul ăsta mai devreme* | *la începutul anului* (at the beginning of the year) |
| *amintire memorabil* | *amintire memorabilă* (memorable memory) |
| *diferent* | *diferit* (different) |

Section 2 – Discussion

Each student gave a one-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Romanian is spoken, and students were expected to make reference to the texts studied.

In 2022 students chose a range of subtopics, including fairy tales and historical personalities. Most students performed very well in the discussion section.

Most students were well prepared for the discussion. They were able to introduce their subtopics and state the resources used and incorporate them successfully into the discussion. Some students brought pictures to support their discussion. It is recommended students select images rich in information, which can be used effectively as stimulus for the discussion and can assist in adding depth to the discussion. Students who brought images generally found it easier to engage with the assessors.

Communication

Students were able to maintain good rapport with the assessors. High-scoring students responded to questions creatively with elaborate responses including relevant examples to support their opinions and ideas. These students used text-specific and theme-specific language, such as archaisms, and succeeded in creating the intended atmosphere of their discussion.

Rote learnt long monologues were interrupted so assessors could continue with a follow-up question or move to a different subtopic.

Areas for improvements include

* expanding vocabulary
* learning to lead the conversation
* avoiding long monologues.

Content

Students knew their subtopics thoroughly and presented detailed responses with relevant explanations. Some students gave extended responses and made connections to other texts or with general knowledge, argued for or against an opinion and summarised their discussion with a conclusion. For example, some described fairy-tale characters in detail and supported their descriptions with relevant details from the story; other students elaborated on the moral of the fairy tale.

Areas for improvements include

* thorough preparation of the topic
* preparing for more elaboration of any content when discussing with the assessors
* bringing relevant, detailed and interesting examples to support ideas and opinions.

Language

Students used vocabulary appropriate to the subtopics and correct grammatical structures. Most students used verbs in the correct tenses and accurate grammar most of the time; generally, however, students did not display the ability to self-correct. Some students were confused by certain Romanian words and used the English equivalents with Romanian grammatical lexical items. Other common mistakes included incorrect use of plurals, disagreement between nouns and adjectives, and incorrect use of indefinite articles (see table below).

Areas for improvements include

* expanding vocabulary to include language specific to the topic
* using correct grammatical structures
* self-correcting incorrect grammatical structures.

Students pronounced words clearly and communicated in an appropriate tempo. Students used the correct intonation when making statements and varied their intonation to stress certain ideas or opinions. Some students were influenced by English pronunciation and mispronounced words with similar spelling in English and Romanian, such as ‘jar’.

Areas for improvements include

* not being influenced by English pronunciation when pronouncing Romanian words with similar spelling in Romanian and in English
* learning to stress words and sentences correctly
* displaying a range and an appropriateness of vocabulary and grammar.

Students should note the following language issues.

|  |  |
| --- | --- |
| Incorrect use | Correct use |
| *se developează* | *se dezvoltă* (develop) |
| *saturile* | *satele* (villages) |
| *aceasta basm* | *acest basm* (this fairytale) |
| *un temă* | *o temă* (a theme) |

More information

Refer to the [VCE Romanian study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/romanian/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Romanian.aspx) for full details on this study and how it is assessed.