2022 VCE Romanian written external assessment report

General comments

Overall, students performed very well in the 2022 VCE Romanian written examination.

In Section 1: Listening and responding, students listened to the oral texts and took detailed notes in the allocated space. Students are advised to read the examination instructions carefully. As students transition from Part A to Part B of the examination in this section, it is important that they pay attention to the instructions and write their answers in English in Part A and in Romanian in Part B. All questions were attempted by students. It is recommended that students phrase their answers in full sentences rather than providing one-word answers.

In Section 2: Reading and responding, students answered all questions, thus demonstrating a very good understanding of the texts. Some students underlined key words in the stimulus texts or in the questions; this practice is very useful, as it helps students formulate their answers in order to cover all aspects of the question. High-scoring students read the questions carefully and addressed all parts of the question in their responses.

In Section 3: Writing in Romanian, students produced engaging responses, with Question 10 being the most popular option. Many responses were very detailed and analysed the topic in depth. High-scoring students used language to create strong emotions and impressed through their choice of linguistic structures. In some responses, spelling and grammatical errors affected the clarity of the sentence.

Students are reminded that monolingual and/or bilingual dictionaries are allowed in the examination room and students can consult them during reading time and during the examination.

Specific information

Section 1: Listening and responding

Part A − Responding in English

Question 1

The majority of students correctly identified two requirements of the advertised position that are directly connected to the product sold by the nursery.

The link between the name of the nursery and the requirements for the candidates are that the candidates must possess knowledge of botany and have experience in propagating and growing fir tree saplings/seedlings.

Question 2

Students had to identify six of the following features that make this product attractive to buyers:

* cans with the capacity of 30 litres each
* hoses that attach simultaneously to two cows
* yield of 20 milked cows per hour
* low gasoline consumption
* the reasonable price of the product
* the 10-year warranty of the product
* complimentary casks/barrels/containers
* the five-star rating of the product.

The majority of students identified four or five advantages of this product. Only students with a very thorough understanding of the text obtained full marks. A good strategy is for students to read the question and underline the key words, thus making sure they cover all aspects of the question in their answer.

Question 3a.

Students had to list two sections that could be found at the symposium and what these sections displayed at the venue. Students had to exclude the folklore section. Students received two marks for identifying both the gastronomy/cookery section and the folk costume/dress section. Students received another two marks as follows: one mark if they mentioned what food exhibits were displayed at the symposium (cabbage rolls with pickled cabbage, walnut cakes, rose petals confiture) and one mark if they mentioned that the folk costume/dress section displayed national costumes from different areas of Romania.

Question 3b.

Students had to explain the significance of garlic in Romanian culture, as mentioned in the text. Three marks were awarded for the following relevant answers:

* garlic is used as a spice in the kitchen
* it is used to protect homes from evil spirits for a whole year
* the girls smear the windowsills with it.

The majority of students mentioned at least two of the relevant answers. It is recommended that students listen to the text carefully and make notes in the allocated section, then use their notes to answer the question.

Part B − Responding in Romanian

Question 4

Students had to explain how Marcel feels and why he feels that way. Three marks were awarded for the following relevant answers:

* Marcel se simte entuziasmat deoarece a fost acceptat la echipa națională de fotbal pentru tineret a României. (Marcel is enthusiastic about having been admitted to the youth national soccer team of Romania.)
* *Îi pare rău deoarece nu va putea merge la teatru sâmbătă.* (He is sorry/apologetic because he won’t be able to go to the theatre on Saturday.)
* *E sigur că Ioana va putea schimba biletele pentru spectacolul din weekend-ul viitor* (He feels confident that Ioana will be able to exchange the tickets for next weekend’s performance.)

Question 5a.

During her visit to the grandparents, the grandfather suggests the following.

*Maria ar putea* (Maria could):

* *să-i ajute pe bunici în grădină* (help her grandparents with gardening)
* *merge la pescuit cu bunicul* (go fishing with her grandfather)
* merge la cules de plante medicinale (go picking medicinal herbs)
* să o ajute pe bunica la prepararea dulcețurilor (help her grandmother prepare confiture).

For these answers, students were awarded four marks. Responses about Maria’s friend, the dog Stela and Stela’s surprise in December were not correct, as the question is specifically about Maria.

Question 5b.

*Maria e entuziasmată / de-abia așteaptă să-și viziteze bunicii, dar, în același timp, e dezamăgită deoarece nu este semnal la internet.* (Maria is excited / she can hardly wait to visit her grandparents; but, at the same time, she is disappointed because there is no signal for the internet.)

Students who identified both feelings and explained them received two marks. Students are advised to answer questions in full sentences rather than provide fragmented ideas in dot points as answers.

Question 6a.

Students had to explain what made Nicolae Grigorescu a famous Romanian painter. After listening to the text, students had to identify four relevant answers.

* *Nicolae Grigorescu este un pictor român* *celebru deoarece* (Nicolae Grigorescu is a famous Romanian painter because):
* picturile sale cu tematică religioasă sunt frumoase (his religious paintings are beautiful)
* *a realizat numeroase portrete: copii, vârstnici, femei și bărbați* (he painted numerous portraits: children, the elderly, women and men)
* *a pictat peisaje* (he painted landscapes)
* *a pictat imagini din satul românesc, în special imaginea lui favorită, carul cu boi* (he painted images from the Romanian village, especially his favourite image, the ox-drawn cart).
* a schițat apoi a pictat imagini ale Războiului de Independență 1877–1878 (he sketched and painted images of the War of Independence 1877–1878).

Question 6b.

Students had to identify two of the following three experiences that helped Nicolae Grigorescu develop his talent:

* *Grigorescu și-a făcut ucenicia la București.* (Grigorescu completed his apprenticeship in Bucharest.)
* *A obținut o bursă / a studiat și a lucrat mulți ani în Franța.* (He obtained a scholarship / studied and worked for many years in France.)
* *A participat la Războiul de Independență ca reporter artistic.* (He participated in the Independence War as an artistic reporter.)
* Most students demonstrated a thorough understanding of the text and were able to identify two experiences as required by the question. When answering questions, students are advised to consider the whole text, rather than focusing on parts of the text to locate specific information.

Section 2: Reading and responding

Part A

Question 7a.

The buffalo’s attitude towards the dog is different from its attitude towards the magpie because the dog uses the buffalo without offering anything in return, whereas the magpie protects the buffalo from ‘flies, mosquitoes, gadflies and other pests’. To receive two marks, students had to explain the mutual relationship between the buffalo and the magpie and compare it to the relationship between the buffalo and the dog, and the lack of mutual benefits.

Question 7b.

Students were asked to write the moral of the poem. Relevant answers included:

* One must pay for every service one gets.
* Nothing in life comes for free.
* You get what you pay for.
* You scratch my back, I’ll scratch yours.

While there are many ways to express the moral of this poem, students had to express the idea of reciprocity.

Many students were able to answer this question correctly. Some students demonstrated little understanding of the text and partially answered the question. It is recommended that students read a wide variety of texts in Romanian and practise answering evaluative-type questions like Question 7b.

Question 8a.

Students had to identify three reasons from the text why people fear artificial intelligence. Possible answers included:

* every field will be impacted
* specific fields will be affected: ‘industry, medical services and educational methods’
* many professions/jobs/trades will disappear
* dehumanisation will be brought about by humanised machines.

The majority of students were able to identify at least two correct answers.

Question 8b.

For this question, students had to identify four ways in which humankind could benefit from artificial intelligence. Possible answers included:

* new professions/jobs/trades will appear
* we will be able to combat human diseases more efficiently
* we will be able to combat global warming more efficiently
* many goods and services will become more accessible
* humankind, as a whole, will reach far better living standards.

Most students demonstrated a very good understanding of the text and the majority of them provided at least two correct answers. In order to obtain full marks for this question, students are advised to use various reading strategies such as skimming and scanning, and locate all possible answers in the given text.

Part B

Question 9

Students had to write the script of a speech to be delivered to classmates. The speech had to convince classmates to participate in a social or educational initiative similar to the one in the stimulus text, requiring cooperation between Australia and Romania.

Most students understood the stimulus text and covered the main points, that the activity is online, it improves participants’ language skills, participants make friends and don’t have to travel, and the activity can be done from anywhere all year long.

Responses that scored highly were well structured, had a logical presentation and a clear conclusion. Responses that scored well presented a good range of information but did not show the characteristic of a persuasive text and failed to include a strong introductory statement of purpose.

Section 3: Writing in Romanian

In this section the majority of students used Romanian creatively and wrote interesting written responses. It is recommended that students read the task carefully and make sure they address all parts of the task in their written piece.

High-scoring students wrote a plan of their written piece and allocated some time at the end to review their work and make final corrections. The examples below are grammatical categories that should be studied carefully by students.

The formation of plural nouns was problematic in some instances, in particular where nouns ended in ‘i’, and incorrect plural forms of nouns were used, such as: *chesti*, *informați* and *emoți* instead of the correct forms *chestii* (things), *informații* (information), *emoții* (emotions). Some students were not familiar with the correct spelling of different forms of pronouns: for example, *cineva* (somebody) is an indefinite pronoun and should not be separated into two words, *cine* and *va*. Another example is the construction *la* *mine* (to me) incorrectly spelled as one word, *lamine*.

Verb tenses were used correctly by many students; however, special attention needs to be paid to the subjunctive and compound forms of verbs where a hyphen is used. The subjunctive was the most challenging verb tense, with frequent conjugation and spelling errors such as: *să* *înterziesc*, *să* *joacă*, *să* *învățezi* and *să* *ține* (correct forms *să* *întârzii* [to be late], *să* *joace* [to play], *să* *înveți* [to learn] and *să* *țină* [to hold]).

Some students were confused by the use of the hyphen between verb forms and unstressed forms of pronouns, a grammar feature that does not exist in English. Students should study verb forms attentively, should notice their structure and should avoid using the hyphen randomly, such as in *ma-m dus* (I went); the correct form is *m-am dus*. In other instances, the hyphen was absent from complex constructions with imperatives, for example *conectațivă* and *contactațimă* (the correct forms are *conectați-vă* [connect yourself] and *contactați-mă* [contact me]), and in compound verb constructions, for example *sau dus (* the correct form is *s-au dus* [they went]).

Question 10

Students were required to write a diary entry about their first day at work, reflecting on the differences between their expectations and the reality that they experienced. The diary entry needed to include the events of the day, opinions and the participant’s attitude, and had to be written in the first person. The narrative should have compared these personal experiences with expectations and should have identified differences, if any. Students were expected to write an informal text, with full sentences, paragraphs and a conclusion.

High-scoring students wrote detailed reflections on the events, highlighted the differences between expectations and reality, used a variety of tenses and impressed with their choice of language, such as rhetorical language.

Question 10 was the most popular choice in this section.

Question 11

Students were required to write an imaginative story inspired by the proverb ‘the apple does not fall far from the tree’. The story was to be published in a book for short stories for young readers. Students were expected to write a story with ideas developed in full sentences and paragraphs logically sequenced. The written piece should have included an explanation of how the story was related to the given proverb and how the story ended. The story could have included descriptions of characters and places, or dialogue. Students were expected to write in Romanian creatively and to include different linguistic features, such as exaggeration and superlatives.

Question 12

Students were required to write the text of an informative interview with a favourite sportsperson. In the text of the interview, students had to identify the sportsperson and reason for conducting the interview. The interviewer had to ask questions about the sportsperson and their qualities, and give examples of the sportsperson’s activities. The written piece could have included descriptions of events the sportsperson attended, places they visited or characters they met. To further extend their response, students could have included examples of the interviewer’s activities and how those related to the sportsperson’s experience.

The interview was to be published in the local youth magazine; therefore it must have been written in formal yet friendly language, with full sentences and paragraphs for longer ideas. A conclusion should have been formulated at the end of the interview. Students could have used rhetorical language, exaggerations or superlatives to express a point of view or an attitude.