

Written component

SPECIFIC INFORMATION

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 – Answer in English

General comprehension of this section was good, but students are reminded that they must listen to the texts carefully. Most mistakes occurred because students did not pay enough attention to what was being asked in the questions.

Text 1

The questions about Text 1 were answered correctly by most students.

Question 1a.

Mioara is frustrated/worried/anxious/concerned/upset because there were so many things she would have liked to write about/because she is not sure she did well on the exam.

Question 1b.

Dragos shows that he is a good friend by (any two of):

- being supportive/encouraging
- saying to her 'Don't worry'
- taking her to the cake shop.

Text 2

Most students gave the correct answers. They identified specific information and conveyed it precisely, but some did not fully understand the questions.

Question 2a.

Any of:

- the sturgeon is one of the oldest species of fish in the world
- the sturgeon dates to approximately 200 million years ago.

Question 2b.

- length of up to 6 metres
- weight of approximately 800 kilograms
- its appearance is similar to a dinosaur's

Text 3

Text 3 was of a higher degree of complexity than Texts 1 and 2, and the questions allowed capable students to demonstrate their skills.

Question 3a.

The speaker spent many afternoons in the park: first as a child, strolling along with his/her parents, and later as an adolescent, to get his/her wandering thoughts together.

Question 3b.

The three historic references mentioned on the inscription at the entrance of the park are:

- that the park was inaugurated by an emperor
- the two world wars
- Queen Maria of Romania.

Question 3c.

The event in the present, which is the pretentious buzzing of the bees, becomes a suave melody. The melody reminds the speaker that on summer evenings, outdoor concerts used to be organised in the park.

Students needed to demonstrate a good level of comprehension and analysis of the text in order to correctly answer this question.

Part B – Answer in Romanian

Text 4

Question 4

Reasons for attending the event are (any four of):

- the first of its kind in Australia
- comprehensive presentation
- the newest films
- guest/film critique invited
- it is accessible/in Brisbane
- Romanian cultural program.

Most students answered this question, but only some obtained full marks.

Text 5

Text 5 was an interview with an artist. Question 5a. had a higher level of complexity than other questions and only some students obtained full marks.

Question 5a.

A relevant answer included the following points.

- The Apuseni Mountains are more than a landscape.
- They are the source of powerful emotions: joy, awe, surprise.
- They offer pristine, unforgettable sights.

Question 5b.

Through his art, Nicolae Maximilian wants to communicate:

- respect for nature
- the option for a balanced life, where every object has a double purpose: to be useful and to enchant the soul.

Text 6

Text 6 was about Gheorghe Pănculescu and the Eiffel Tower.

Question 6a.

A relevant answer included the following points.

- Gheorghe Pănculescu completed an Engineering degree in Zurich and was hired by Eiffel's company.
- He returned to Romania, where he was employed as a railway engineer.
- He was later promoted as General Inspector of the Romanian Railways.

Question 6b.

Gustave Eiffel sought Gheorghe Pănculescu's collaboration because:

- the Romanian engineer had revolutionised metal construction through his new system for joining railway sleepers
- Eiffel was experiencing technological problems with the erection of the Tower.

Question 6c.

In his writings, Eiffel states that he could not have built the Tower without Pănculescu's contribution.

Section 2 – Reading and Responding Part A – Answer in English

Text 7

Question 7

Text 7 was about the Corbii de Piatra complex.

Question 7 required students to analyse the information presented in the text and identify reasons for restoring the complex.

A relevant answer could have included the following points.

- it is very old, dating back to the 10th century AD
- it was the era of persecuted Christians
- of its uniqueness: the cave-like feature, the very small entrance, only one metre high, the church hall with two altars
- of its remarkable architecture and location
- it is a place of great beauty and spirituality
- urgent rehabilitation work is needed to increase tourism potential
- it has historic and cultural value

Text 8

Question 8

Text 8 was about a carriage ride.

A relevant answer included any of the following points.

- a luxury vehicle with two black horses
- the carriage seemed lighter than it was
- it had a large front bench
- the horses were lifting their front legs graciously
- the speed of the carriage
- as the carriage passed, the grasshoppers jumped like small drops of mud.

Part B – Answer in Romanian

Text 9

Question 9

Text 9 was about art – its definition and interpretation. Students needed to write a blog entry reflecting on how the extract convinced them to study Fine Arts and become a curator.

Students understood most specific aspects of the text and responded to information accordingly. They used a varied vocabulary and conveyed the information coherently. Some students made reference to Fine Arts and personal values and clearly supported their ideas with arguments. They demonstrated the characteristics of reflective writing by using the first person and the format of a blog. Some students copied sentences from the text in their responses, which was not appropriate and should be avoided in the future.

Section 3 – Writing in Romanian

Overall, students responded appropriately in Section 3, formulating interesting and original responses. The most commonly attempted questions were Question 11 and Question 12.

Question 10

Students needed to write a book review, explaining their choice of book and commenting on why it was particularly worth reading.

A relevant answer could have included the following elements.

- form of a book review, stating author, title and publisher if known
- use of evaluative writing, providing breadth and depth of ideas
- a short summary of the book, explaining why the book was chosen
- comments on interesting aspects of the book, such as the author's style, values, impressions on the readers, and some ranking

Question 11

Students had to write an article for a travel magazine, informing the readers of the positive aspects of their visit to a particular city or area and how it has influenced them.

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A relevant answer could have included the following elements.

- form of an article that would appear in a travel magazine
- an informative description of a place/city/area, which may include scenic, geographical, sporting, cultural or entertainment activities
- comments on the positive aspects and how they influenced you, as a tourist
- the characteristics of informative writing

Question 12

The students had to write a letter to a Romanian friend about their recent experience as a volunteer, persuading their friend to try some voluntary work in Romania, explaining the advantages of voluntary work, and making reference to the cultural differences between Romania and Australia.

A relevant answer could have included the following elements.

- form of an informal letter
- descriptions of a recent experience as a volunteer in Australia, with sufficient detail to cover breadth of topic
- persuasive writing
- comments on the value of voluntary work in Romania versus Australia, making reference to some cultural differences

Question 13

The students had to write an interview with a character from the past or the future.

A relevant answer could have included the following elements.

- conversation
- description of the experience of the time machine (optional)
- a good sense of the character and the time the character belongs to
- imaginative writing
- the correct tense (past or future) where appropriate

The following areas need further attention.

- incorrect spelling (*interisanta, persona, creat, tempertura, ma impresionat, v-a veni; scrisuaria, desvoltiazați știnza, cultura nuastră, leam tratat, scimba, nu este lips, în sara mea, avantajul, experiensa*)
- agreement (*prieteni mele, un asistență medical, oameni mai batrân, la structura statuii...m-am îndrogostit de el; această construirea este unul din cele mai vechi din Italia; este posibil, mergem la un orgnizare*)
- incorrect topic sentences (*a vizitat pe el, să scriu la tine*)
- incorrect use of the subjunctive (*a vrut se colaboratori*)
- some vocabulary inconsistencies (*să inventiasă, intrepral, un adventure, încireare*)
- English words used when responding to Question 9 and Questions 10–13 (*spell, orphanage*)
- use of slang (*un om și-o rupt mâna când o picat de pe cal; mi-a dat oleacă de plăcere, cășile acestea, este foarte fain, am mîncat o pită cu unt*)
- incorrect use of vocabulary (*am smuls prima vacă, fără șovăi, dacă ai bani să-i salvezi, Romania este foarte diferentă de Australia, să inventiasă, intrepral, un adventure, încireare, să voluntezi*).