

2017 VCE Romanian written examination report

General comments

Students responded well to most sections of the 2017 VCE Romanian written examination.

In Section 1 – Listening and Responding, students demonstrated sound knowledge and understanding of the spoken Romanian language. It is recommended that students use the space provided to take notes and respond to questions appropriately, following the instructions given, rather than simply listing information from the spoken text that may not be related to the question. Unless a question specifies that the answer is required in point form, students are advised to phrase their answers in full sentences.

In Section 2 – Reading and Responding, most students demonstrated a good understanding of the stimulus texts and were able to respond to questions correctly. In order to prepare for this section, students should read extensively in Romanian. For Part B, it is also recommended that students become familiar with the text types specified in the study design.

Overall, students responded appropriately in Section 3, formulating interesting and original responses. The most popular choice was Question 10.

Some students wrote texts that used a limited range of vocabulary, with spelling mistakes or anglicised words. Students should make use of bilingual dictionaries to find the correct spelling of unknown words. Only some students planned their response prior to writing it. It is recommended that all students draft a plan, which will help them to formulate, develop and sequence their ideas. Students should allow enough time to write and review their response.

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 the texts in this section was good. Students are advised to listen to the texts carefully and address all parts of the questions when formulating their answers.

Text 1

Text 1 was a community announcement. Most students demonstrated a good comprehension of this text, with some receiving full marks.

Question 1a.

The exchange program will take place in Romanian aged care facilities/nursing homes and will last for six months.

Answers stating that the program will take place in old people's houses were not considered correct.

Question 1b.

The Caritas organisation is offering a one-week complimentary/free trip around Romania.

This question was correctly answered by the majority of students.

Text 2

This text was a book review. Most students gave correct answers to the question on this text. They identified specific information and were able to list at least two correct answers.

Question 2

The book review tells us about the two male characters that:

- one is Catholic, the other one is Jewish
- both have spent their childhood in Romania
- they are from different social backgrounds
- they have something in common, related to their surname (one lion, one king)
- they will meet again in/live in/migrate to Australia
- they will go through many challenges/they are both survivors
- they are related to the author.

Text 3

Text 3 was about the Ice Hotel at Bâlea Lac. In order to answer Question 3 correctly, students needed to find specific information in the text and link it to the question, then formulate their answers accordingly. Most students identified the correct answers, but only some responses were awarded full marks.

Question 3

People who are active and adventurous might find a winter holiday at Bâlea Lac appealing because:

- they like winter sports (skiing, ice-skating, sleighing)
- sleeping in different themed rooms (or rooms named after movies) could be adventurous
- it offers bonfire activities, with singing and dancing
- it is at the top of the mountain/2000 m altitude
- sleeping with no heating/ice rooms/on an ice bed/animal skins
- taking part in snowball fights.

Part B – Answer in Romanian

Text 4

Question 4

Trei factori pentru care Dacia este o afacere profitabilă sunt (Three factors that make Dacia a profitable business are [any three of]):

- *noul model 4 ori 4* (the new four-wheel drive model)/*extinderea pe piața de automobile 4 ori 4* (expansion of the new four-wheel drive market)
- *cererea constantă a consumatorilor interni* (constant demand of domestic customers)
- *stabilitatea leului pe piețele monetare* (the stability of the local currency, the 'leu')
- *creșterea vânzărilor cu 12 %* (growth of sales by 12%).

Text 5

This text was about lovage, an aromatic plant. Most students gave good answers; however, some students confused the properties of the plant with the properties of the seeds, stating that the seeds are used in detox diets. The lovage/the plant could be used in detox diets.

Question 5

Clientul/Clienta ar cumpăra semințele de leuștean deoarece (The customer should buy the lovage seeds because):

- *leușteanul crește repede în condiții prielnice* (the lovage grows quickly in the right/propitious conditions)
- *frunzele sale pot fi adăugate la salate și în supe; are gust bun* (its leaves could be added in salads and soups for flavour)
- *leușteanul poate fi folosit în curele de detoxifiere* (lovage could be used in detox diets)
- *planta/semințele nu se găsesc ușor în piețele australiene* (the plant/its seeds are not common/are rare in Australian markets)
- *clientului/clientei îi plac plantele aromatice, precum leușteanul și pătrunjelul* (the customer likes aromatic plants, like parsley and lovage)
- *se plantează primăvara în ghiveci sau în sol* (it is planted in spring in a pot or soil).

Text 6

Question 6

Students needed to identify and explain how the events from Mihaela's life have influenced her musical training. Some students demonstrated an excellent level of comprehension and analysis of the text and obtained full marks. Relevant answers could have included the following extended answers:

- *Mihaela și-a petrecut copilăria la bunici* (she spent her childhood holidays at her grandparents') + *unde asculta muzică populară* (where she listened to folk music)
- *Ea a fost unul dintre studenții profesorului Grigore* (she was one of Professor Grigore's students)/*profesorul Grigore a pus bazele educației sale muzicale* (professor Grigore laid the foundations of her classical music education) + *a ascultat fragmente celebre din muzica clasică* (she listened to famous fragments of classical music)
- *A cântat la pianul din cancelarie* (she played the piano in the staffroom) + *mama a înscris-o la lecții de pian/i-a cumpărat o pianină* (her mother sent her to piano lessons/bought her an upright piano).

Section 2 – Reading and Responding

Part A – Answer in English

Text 7

Text 7 was a fragment from *Domnișoara Christina* (Miss Christina), a novella written by Mircea Eliade.

Question 7a.

Question 7 required students to identify four characteristics of Miss Christina, as portrayed by the text. Relevant answers included:

- she was very young/her age
- she belonged to the upper classes (based on her clothes)/her social status
- she was tall and thin, with long, black, curly hair/her appearance
- she appeared lonely and unhappy/her expression.

The majority of students were able to understand the text and to correctly identify most of the characteristics of Miss Christina (the age, status and appearance).

Question 7b.

Students needed to identify the similar reactions of Mr Nazarie and Egor caused by the portrait. Relevant answers might have included: both felt that the woman in the portrait/Miss Christina was looking at them in particular and both felt terrified/sad/looked away from the portrait.

Students who obtained full marks for this question demonstrated higher-order-thinking skills: they were able to analyse the reactions of Mr Nazarie and Egor in the text, compare them, and grasp the subtleties of the text while inferring the appropriate meaning and formulate answers.

Text 8

Text 8 was about work in the 21st century.

Question 8

Students had to provide from the text four important characteristics that will grant a successful working life. Relevant answers included:

- flexibility based on a set of transferrable skills and abilities
- a high level of technological sophistication
- self-improvement/a continuous learning process throughout one's professional life
- inventiveness/innovation.

Part B – Answer in Romanian

Text 9

After reading Text 9, the introduction about Sanda Marin and her seasonal menus, students were required to write an article for a community magazine, about Sanda Marin's contribution to the development of modern Romanian cuisine as shown in her menus.

Question 9

Most students understood the information presented in the text and in Question 9 and responded accordingly. They correctly identified the text type, which was an article, and included factual information and interesting ideas that they linked to the text. Some main ideas included: multicultural influences, sophistication, traditional local recipes, cookbook is relevant today, incorporates dishes throughout Europe. Students who scored highly developed these ideas and provided arguments.

Some students included large parts of the text in their response, which is not appropriate, and used a limited range of vocabulary and tenses.

Section 3 – Writing in Romanian

Some students had thorough knowledge of vocabulary and used authentic expressions such as *să ia inima în dinți, o dată ca niciodată, rămase fără cuvinte*, or descriptive language such as *lacrimi fierbinți, galben aprins*.

Other students struggled with grammar. The most frequent errors were: disagreement between noun and adjective (*viață plin, tehnologie nou, nori plumburi, contribuție extraordinar, pește gustoși, acest cărți*, correct forms: *viață plină, tehnologie nouă, nori plumburii, contribuție extraordinară, pești gustoși, aceste cărți*) and incorrect verb forms (*a-u includat, nu aș fi posibil, să ne desvoltă, să ne ajută, descopirem, să ne propus, să ne bucurim*, correct forms: *au inclus, nu ar fi*

posibil, să ne dezvolte, să ne ajute, descoperim, să propun, să ne bucurăm). English sentence structure influenced Romanian, in particular phrasal verbs (*locul care noi visăm despre*, correct form: *locul la care visăm*) and verbs that require a preposition (*care programul ăsta ne ajută cu*, correct form: *cu care acest program ne ajută*).

Question 10

Students were required to write an imaginative story, recounting the adventures of a penguin that got lost in the city and then found its way home. Some students demonstrated a very good narrative technique and used rhetorical questions to create suspense.

A relevant answer could have included the following:

- written as a narrative account/story
- created visual and/or emotional appeal in order to gain the reader's interest
- created a context (physical surroundings and atmosphere) and situations/events
- descriptions (character, place, atmosphere), therefore might have included descriptive language such as adjectives and adverbs
- used a variety of tenses
- varied sentence length (complex structures, short sentences, incomplete sentences) in order to create the desired atmosphere/emotion
- clear sequence of events
- dialogue

Question 11

Students were required to write a letter to their school principal proposing a one-week course entitled 'Education: A Different Way' and explaining its advantages to students. Some students were not familiar with the layout of a formal letter and did not use a formal greeting and ending. Some students used second person singular instead of the polite form's second person plural (for example, *să te întreb* instead of *să vă întreb*).

A relevant answer could have included the following:

- formal salutation
- followed the conventions of a letter (layout, address, date, signature)
- used a logical and cohesive sequence of ideas
- used full sentences and paragraphs, questions or rhetorical language
- contained complex sentence structures
- used appropriate expressions and objective language
- persuasive writing
- might have used exaggeration and superlatives in order to express a point of view or attitude.

Question 12

Students were required to write the text of a speech for the Romanian Community Youth Group, in which they had to refer to the importance of the Romanian saying, 'Build your cart in winter and your snow sleigh in summer'.

A relevant answer could have included the following:

- clearly identified the audience, including a form of salutation
- clear presentation of the ideas, weighted ideas in order to present a particular point of view objectively
- presented two or more important aspects of planning, discussed them rationally and objectively, using evidence to support the contrasting sides, occasionally using rhetorical questions or interaction with the audience

- aimed to reach a conclusion that followed the logical presentation and discussion of facts and ideas
- sentences including expressions of cause, consequence, opposition and concession.