

2018 VCE Romanian written examination report

General comments

In the 2018 VCE Romanian written examination, most students responded well to all sections, demonstrating sound knowledge and use of the language and understanding of the examination structure.

Students provided answers for all sections of the examination. Students should read the questions carefully, organise their notes and respond to the key words in the question. In the Listening and Responding section, it is recommended that students use the space allocated to make notes, which can then be used to formulate answers. Responses written in the space allocated for notes will not be assessed.

Students are strongly advised to familiarise themselves with the structure of the examination. They should read the instructions very carefully and respond in the language specified in each section. Answers written in a language other than that stated on the examination cannot be awarded marks.

In Section 3, students could choose one of three questions, each requiring a different text type and a different kind of writing: a story (imaginative), an informal letter (informative) or a review (evaluative). Students are advised to plan their answer to help structure their response and also to organise their time wisely.

Specific information

Section 1 – Listening and Responding Part A – Answer in English

Students completed most of the questions in this section. They were able to understand general and specific aspects of the three texts and conveyed the information accurately and appropriately.

Text 1

Text 1 was a recorded message from a friend about an offer for aeroplane tickets. Most students were able to identify the required information and formulate correct answers.

Question 1

Mitică would be likely to take up this offer because he wanted to travel to Romania in the same period (January–April) and because the tickets were reduced by 40% for one week only.

Text 2

Text 2 was a dialogue between two friends, Mihai and Andreea, about a programmers' club. In order to answer Question 2 correctly, students needed to find specific information in the text and link it to the question. Most students identified some correct information to include in their responses.

Question 2

Aspects that Mihai may find appealing about this club are listed below (any six of):

- he has created an application of exceptional quality to be used with virtual glasses
- the virtual glasses have remote control
- the programmers' club is organised on the high school's premises on Friday afternoon after classes
- he has learnt to use a new programming language
- he has collaborated with programmers of his age from other countries
- the application he has created is a noble cause as all funds collected from the sales of this app are donated to the Great Barrier Reef Foundation
- the club is free
- Mihai enjoys being with his friends.

Text 3

Text 3 was an interview between a reporter and a basketball trainer. The first part of the interview was about Ghiță Mureșan and the second part was about the basketball camp organised every year at Cluj by Ghiță Mureșan. Most students identified some correct answers, but only some responses were awarded full marks.

Question 3a.

The factors that have helped Ghiță Mureșan reach the highest level in his sport are:

- his height
- his commitment
- he worked/trained hard
- his talent and good luck
- his enthusiasm and love of sport
- being selected to play for the NBA.

Question 3b.

Ghiță Mureșan is giving back to the community by selecting and training talented children at the famous summer camp organised every year at Cluj.

Part B – Answers in Romanian

Text 4

Text 4 was a community announcement about a Romanian folk art exhibition organised in Berwick and entitled the *Wheel of Life*. Only students who demonstrated a very thorough understanding of the text through their answers received full marks for Question 4.

Question 4

Motivele pentru care i-ați aduce pe prietenii dumneavoastră australieni să viziteze expoziția Roata vieții ar fi următoarele (The reasons that you would take your Australian friends to visit the *Wheel of Life* exhibition would be as follows):

Expoziția (The exhibition):

- *prezintă un mare număr de obiecte din toate colțurile României* (shows countless items from all the Romanian regions)
- *prezintă teme și simboluri principale ale folclorului românesc* (presents the major themes and symbols in Romanian folklore)
- *obiectele expuse sunt autentice* (the items on display are authentic)

Text 5

Text 5 was about a multicultural project called 'Living History' that was organised by the school's history club.

Question 5a.

Students needed to explain why 'Living History' is a project that deserves support. Most students were able to identify one or two relevant answers.

Istorie Vie este un proiect ce merită sprijinit deoarece ('Living History' is a project that deserves support because):

- *Ne dă șansa de a privi marile evenimente ale istoriei dintr-o perspectivă individuală/personală* (It enables us to consider history's great events from an individual/personal perspective)
- *Ajută la aprecierea avantajelor societății libere și democratice* (It helps us appreciate the advantages of living in a free and democratic society)
- *Ajută la înțelegerea motivelor imigrării în Australia* (It helps us understand the reasons for migration to Australia)
- *Ne ajută să înțelegem perioada comunistă* (It helps us understand the communist period).

Question 5b.

Textul menționează viața particulară, libertatea de a călători și viața religioasă ca fiind aspectele vieții românilor afectate în timpul dictaturii comuniste. (The text mentions privacy, freedom to travel and religious life as being the aspects of Romanian people's lives affected during the communist dictatorship).

Text 6

Question 6

This text was about an exhibition with the topic 'Aviation in Romania'. Students had to identify what a visitor to this exhibition would find out about Romanian aviation. Relevant answers could have included the following:

- *comemorează 100 de ani /un secol de la primul avion construit și pilotat de un român* (it commemorates 100 years/a century since the first plane built by a Romanian pilot who also flew in it)
- *expoziția are cinci secții* (there are five sections of the exhibition)
- *expoziția prezintă exponate din trecut precum: documente, fotografii, etc.* (the exhibition shows exhibits from the past such as documents, photos, etc.)
- *vizitatorii pot afla numele unor piloți și aviatori români importanți* (visitors can find out the names of important Romanian pilots/aviators)
- *vizitatorii pot afla și numele celor 2 piloți români care au descoperit motorul cu reacție* (visitors can also find out the names of the two Romanian pilots who discovered the jet plane)
- *la expoziție se află și exponate recente, precum modele de avioane, etc.* (one can see at the exhibition recent Romanian exhibits, such as models of aeroplanes, etc.)

Section 2 – Reading and Responding

Part A – Answer in Romanian

Text 7

Question 7

Students had to discuss what the Căpâlna dance symbolises. Most students demonstrated a very good understanding of the text and were able to write about the symbols of this dance.

Relevant answers included:

- the first girl has a specific role associated with leadership of the tribe/group structures, it also makes reference to participants following the order and the rules of the community
- the dance is a symbol for preparation for marriage of the unmarried girls
- the choreography of the dance symbolises the river or the ears of wheat
- the straight lines of the dance symbolise the earth
- the windy lines or the spiral are a symbol of femininity/womanliness, fertility, human evolution or the sun
- forming an eight symbolises infinity and eternity.

Text 8

Question 8

Text 8 is about a visit to Poenari Castle. Students had to use examples from the text to explain how the writer builds a frightening image of Poenari Castle. The castle is situated on a cliff in the Făgăraş Mountains and it is in ruins; at the entrance, visitors are greeted by two impaled mannequins dressed in époque clothes, and a sinister scaffold is squeaking in the wind. The frightening image is amplified by words/phrases such as ‘cool, chilly, forest of old beech trees’, ‘refuge’ or ‘accused of treason’.

Part B – Answer in Romanian

Text 9

Text 9 presented a series of examples that supported the idea that medical science existed in the Dacian civilisation. Students had to write the script of a speech to present to class, explaining how aspects of medical science in the Dacian civilisation would be relevant today.

Question 9

Most students understood the information presented in the text and in Question 9. After an introductory statement of purpose, students presented interesting ideas. Only responses with ideas clearly connected to the text and with relevant examples from today’s society received high marks. Students could have made reference to scientific knowledge, healing plants/herbal medicine, healing waters/thermal springs, surgical instruments, complex medical operations, medicine or first-aid kits. Students had to present ideas objectively and logically, but could have also added opinions and attitudes in order to persuade the audience. Some speeches did not include a conclusion. It is recommended to include a conclusion to a speech.

Section 3 – Writing in Romanian

Students could choose to write an imaginative story, an informal letter or a review of a film/book. Most students demonstrated acceptable knowledge of vocabulary and language. The most common errors were those of grammar and vocabulary. Some examples included incorrect forms of the subjunctive, such as the following (the correct forms are given in brackets): *să ajuns* (*să ajungă*), *să cumper* (*să cumpere*), *să spune* (*să spună*), or informal use of numeral adjectives,

clasa unșpe/doișpea instead of *clasa a unsprezecea/douăsprezecea*. Some students were also challenged by the agreement between noun and adjective, using incorrect forms such as the following (the correct forms are given in brackets): *generația acest (generația aceasta)*, *băiat simpatetică (băiat simpatic)*, or used incorrect forms of pronouns and pronominal adjectives, such as the following (the correct form is given in brackets): *yo (eu)*, *unu (unul)*, *nimen (nimeni)*, *mai (mea)*, *tei (tăi)*.

Vocabulary was also identified as an area for improvement. Most inaccuracies did not affect the meaning, being incorrect form of words such as the following (the correct form is given in brackets): *jaca (geaca)*, *doreanță (doleanță)*, *pretinii (prieteni)*. At other times, incorrect spellings of some words were used, for example: *advancat, affectat* (correct forms: *avansat, afectat*) or incorrect pronunciation determined incorrect spelling, as in the following examples (the correct form is given in brackets): *au întelnit (au întâlnit)*, *să discutem (să discutăm)*, *plecut (plăcut)*, *orce (orice)*, *locuește (locuiește)*. Practice using a dictionary is recommended for written tasks.

Question 10

Students were required to write an imaginative story reflecting on the proverb 'The more you know, the less you need'. The students who chose this question were able to demonstrate a very good narrative technique and language skills. Students could have created a context for the narrative (physical, atmosphere or situation), and some included descriptions of persons, places or emotions. Students could have used adjectives or adverbs to create the desired atmosphere or emotion and could also have varied the length and structure of sentences. Some students chose to add a flashback, thus breaking the normal sequence of the narrative.

Question 11

Students were required to write an informal letter addressed to their Year 11 friend from Romania who wants to migrate to Australia. In this letter, students had to explain their views on career pathways in Australia. Students' responses had to follow letter conventions (layout, date [optional], informal salutation and signature) and should have included a logical and cohesive sequence of ideas related to the topic. The style had to be personal, yet informative, with language specific to the topic. Opinions, exaggerations or superlatives could have been used in order to express a point of view as long as the letter showed good written communication strategies.

Question 12

Students were required to write a review for a youth magazine, evaluating either a book they had recently read or a film they had recently watched. Relevant responses could have included the title of the book/film and the main characters, the setting and the action. The review could have included an interpretation of the book/film, in order to assess its value and to formulate an evaluation for the audience. The review could have included complex grammar structures, comparisons and opinions.