

# 2019 VCE Romanian written examination report

## General comments

Students were familiar with all sections of the examination and were able to express themselves clearly in Romanian.

In Section 1 – Listening and Responding, students demonstrated a sound knowledge and understanding of the Romanian language. Students used the space provided and took detailed notes, which helped them respond to questions appropriately. Some students phrased their answers in full sentences, demonstrating thorough understanding and excellent language skills.

In Section 2 – Reading and Responding, most students demonstrated very good understanding of the stimulus texts and were able to respond to questions correctly. For Part B, it is recommended that students become familiar with the text types specified in the study design.

To improve their listening and reading skills, students are encouraged to listen to spoken Romanian (for example, podcasts, films, TV programs, video clips on the internet, Romanian news) and read Romanian books and newspapers, which are readily available online. Students should also complete past Romanian examinations as part of their examination preparation.

Overall, students responded appropriately in Section 3, formulating interesting and original responses. Students are advised to plan their written pieces, to write legibly and to allow enough time to review their response.

## Specific information

### Section 1 – Listening and Responding

#### Part A – Answer in English

General comprehension of this section was very good. Students took detailed notes, which helped them address all parts of the questions.

##### Text 1

Text 1 was a recorded message from Elena Maftei to Mr Popescu.

##### Question 1

Mr Popescu might be interested in the voicemail because:

- the new models have arrived and will be displayed in the shop next week
- he can see the new models and he can test them
- he can contact Elena in case he is interested in a presentation for his staff.

This question was correctly answered by the majority of students.

## **Text 2**

Text 2 was a conversation between two friends about a recent getaway.

### **Question 2a.**

The highlights of Maria's getaway are (any five of):

- bushwalking/walking on trails
- sightseeing/the fairytale scenery
- abseiling/climbing down a straight wall of 20 metres
- she followed a creek underground
- she saw bats underground
- the squirrel intruding into the cabin

Students had to identify five highlights of Maria's getaway, but only some students correctly identified five.

### **Question 2b.**

Students had to explain how Maria felt about the intruder and why she felt that way. There were two possible answers:

- Maria was initially annoyed because the squirrel set off the alarm three times at night and she could not sleep.
- Maria was amused afterwards to watch the squirrel nibble on the nuts.

## **Text 3**

Text 3 was an interview with labour market specialist Ioana Avram.

### **Question 3a.**

The evidence in the text that careers are open to everyone these days is:

- it has been proven that women can be as good scientists or technicians as men
- it has also been proven that men can be excellent nurses and primary school teachers

### **Question 3b.**

Advantages in encouraging school leavers to take up non-traditional careers are as listed below:

- diversification of the workforce/correction of the imbalance in trades and professions
- increased equality between genders
- new career options for school leavers who want to learn a trade as well as for those who want to go to university
- employers have a larger pool of talent to choose from
- it breaks social norms and traditional stereotypes

## **Part B – Answer in Romanian**

### **Text 4**

Text 4 was a radio advertisement about a community event.

#### Question 4

*Membrii comunității ar fi interesați să participe la acest eveniment:* (Community members might be interested in attending this event:)

- *Pentru a urmări meciul de fotbal* (To watch the football match)
- *Pentru a urmări programul artistic* (To enjoy the entertainment/artistic program)
- *Pentru a gusta mâncare tradițională românească / pentru a participa la un grătar comunitar.* (to sample traditional Romanian food/attend a community barbecue).

The majority of students correctly answered this question and could identify at least two correct answers.

#### Text 5

Text 5 was about the Voroneț Monastery and explained the lasting effect of the 'Voroneț blue'.

#### Question 5a.

*Tehnica folosită în pictura de pe peretele exterior al bisericii constă în:* (The painting technique used on the outside wall of the church consists of:)

- *Aplicarea culorilor de fond pe suprafața umedă* (The background colours were applied on a moist surface)
- *Pigmentul s-a amestecat cu un liant organic* (The pigment was mixed with an organic binder)
- *Acest amestec s-a aplicat peste fond.* (This mixture was applied on the background.)

Students who correctly answered this question and obtained full marks demonstrated a very thorough understanding of the text and listed all steps in the correct order.

#### Question 5b.

*Secretele rezistenței albastrului de Voroneț sunt proteina din pigment, caseina, care, în amestec cu varul, devine extrem de rezistentă, și caseina care a fost preparată din brânză de vaci proaspătă.* (The secrets behind the lasting effect of the 'Voroneț blue' is the protein in the pigment, namely the casein which, when mixed with lime, becomes extremely resistant and the casein was prepared from fresh cottage cheese.)

#### Text 6

Text 6 was a conversation about Maria's visit to Mărțișor Museum, the memorial house of Tudor Arghezi, a Romanian poet.

#### Question 6

- *Familia Arghezi iubea natura, ei aveau o grădină frumoasă și o livadă primitoare* (The Arghezi family loved nature, they had a beautiful garden and a welcoming orchard)
- *Ei iubeau păpușile și jucăriile în general, camerele lor fiind pline de jucării* (They loved dolls and toys in general, their rooms being full of toys)
- *Iubeau câțele, pentru că aveau multe fotografii cu câțele* (They loved dogs because they had many photos of dogs)
- *Familia a avut 2 copii, Mitzura și Baruțu* (There were two children in the family, Mitzura and Baruțu)
- *Mitzura îndrăgea desenul* (Mitzura loved drawing)
- *O poezie a fost dedicată celui mai iubit dintre câțele (Zdreanță)* (A poem was dedicated to their most loved dog [Zdreanță])

Students had to explain what Maria learnt about the Arghezi family during her visit to Mărțișor Museum. Some students demonstrated an excellent level of comprehension and analysis of the text and obtained full marks.

## Section 2 – Reading and Responding

### Part A – Answer in English

#### Text 7

Text 7 was a diary page written by a child during the communist era.

#### Question 7a.

- excitement about the first day of holiday/playing with the twins/having a friend while waiting in the queue
- annoyance/tiredness, woken up early by mum
- confusion – why queues are required
- curiosity/reluctance to go shopping – mum had to insist
- embarrassment for asking a friend to join him and jump the queue
- freedom/content after completing the chore

Students had to explain how the writer's emotions changed throughout the text. Students who obtained full marks for this question demonstrated higher-order-thinking skills, they were able to analyse the reactions of the narrator in the text, and grasp the subtleties of the text while inferring the appropriate meaning.

#### Question 7b.

The writer's experience of grocery shopping in 1985 was unusual because shoppers had ration cards as food was rationed and shoppers had to wait in long queues.

#### Text 8

Text 8 was a description of the Black Sea, an extract from Ion Vianu, *Amor Intellectualis*.

#### Question 8

The four characteristics of the Black Sea that made the author consider it to be 'cruel' are:

- its aggressive, violent waves
- the restlessness of the sea floor
- the capricious rhythms that make it adventurous to swim
- the dark light it reflects even in broad daylight.

The majority of students demonstrated general understanding of this text and identified two or three characteristics of the Black Sea. Full marks were awarded to students who demonstrated a thorough understanding of the extract and listed all four characteristics.

### Part B – Answer in Romanian

#### Text 9

Text 9 was an article about pollution of local rivers and creeks.

#### Question 9

Using information from Text 9, students were required to write the text of a speech about an environmental project to be delivered at a community meeting.

Most students understood the information presented in the text and responded accordingly. They organised their ideas and included factual information, examples and opinions, which they linked to the text. The main ideas included: the current state of local rivers and creeks, who is responsible for the problem, what has been done to address the issue and how the speaker proposes to address the issue. Students who scored well made an introductory statement of purpose and clearly presented the project and its purpose. They also formulated a conclusion to explain how the local community would benefit from this project.

Some students included large parts of the text in their response, and used a limited range of vocabulary and tenses.

## Section 3 – Writing in Romanian

Students generally wrote very good answers in this section, and Question 12 was the most popular question. Some responses demonstrated excellent language skills and developed the chosen topic with interesting and creative ideas enhanced by a wide range of vocabulary. These students demonstrated thorough knowledge of vocabulary and used authentic expressions (such as *inima mi s-a umplut de bucurie, lucru care ne-a fost de mare folos, comorile ascunse, adevărata frumusețe și valoare, locuri pitorești, dascăli*).

Some responses lacked depth and structure and presented only basic ideas and information, demonstrating a satisfactory knowledge of vocabulary, grammar and syntax. Students struggled with grammar, the most frequent errors being:

- disagreement between subject and predicate (*toți va avea access, va fi melodii, clubul să promovează* instead of *toți vor avea access, vor fi melodii, clubul să promoveze*)
- incorrect verb forms (*ar fii, ar venii, ar ajută, ma-ț ascultat* instead of *ar fi, ar veni, ar ajuta, ma-ți ascultat*)
- incorrect use of prepositions (*încurând, însfârșit, depe, pentrucă, pe care lucrez, în regiunea noastră* instead of *în curând, în sfârșit, de pe, pentru că, la care lucrez, din regiunea noastră*)
- anglicisms (*avertizment, pasate, avansată, propoziția* instead of *avertizare, trecute din generație în generație, avansate, propunerea*)

Students should concentrate on consolidating and revising grammar rules and expanding their vocabulary. Writing on a variety of topics should be practised on a regular basis. Students are also encouraged to incorporate more complex grammatical structures into written tasks.

### Question 10

Students were required to write a letter to a local organisation requesting financial support to establish an outdoor multifunctional space for a sports club, explaining how it would benefit the club and the local community.

Some students were not familiar with the layout of a formal letter and did not use a formal greeting and ending. They also wrote in second-person singular instead of the polite form second-person plural (for example, *te va ajuta* instead of *vă va ajuta*).

Relevant answers:

- 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
- used persuasive language
- used exaggeration and superlatives in order to express a point of view or attitude.

### Question 11

Students were required to write an imaginative story about a trip to ancient Dacia during which they interacted with a local family. Some students demonstrated a very good narrative technique and used rhetorical questions to create suspense or included a flashback. Relevant answers:

- were 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 events
- included descriptions (character, place, atmosphere) and descriptive language such as adjectives and adverbs
- used a variety of tenses
- had complex structures, short sentences or incomplete sentences in order to create the desired atmosphere/emotion
- followed a clear sequence of events
- could have included dialogue.

### Question 12

Students were required to write an article for the school newsletter regarding a school camp that they attended recently. Students had to describe the activities they had found interesting and make recommendations for possible improvements. Some students structured their articles very well; however, they did not cover all parts of the question, forgetting to make recommendations.

Relevant answers:

- developed and sequenced ideas and arguments related to the topic
- used evidence to support ideas
- evaluated experiences
- used a range of tenses
- used an objective style and informative writing.