2020 VCE Romanian written examination report

General comments

Students were familiar with all sections of the written examination.

In Section 1, students demonstrated a sound understanding of general and specific aspects of the listening texts and could identify the relevant information and present it in English (Part A) and Romanian (Part B). Students are encouraged to take notes in the space provided on the examination paper and to answer in full sentences.

In Section 2, students demonstrated a very good understanding of the written texts and responded to questions appropriately. In preparation for the examination, students are encouraged to practise comparing, contrasting, summarising and evaluating the information conveyed in the stimulus texts and presenting it in different formats: short-answer questions, bullet point answers in tables, and extended responses.

In Section 3, students had to plan their responses, having in mind the purpose, required text type, kind of writing and audience. Question 12 was the most popular topic chosen by students. Most students formulated interesting and original responses.

Some students lacked structure in the written tasks in Section 3. To increase the quality of their written pieces, students are advised to spend a few minutes planning their responses. Section 3 has space allocated for planning and note-taking on the paper. Students are encouraged to structure their written piece coherently in paragraphs and to sequence ideas logically and creatively. Students should develop a structure for the written task to communicate ideas clearly to the audience for the chosen type of writing.

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

Text 1 was a conversation between Andrei and Irina.

Question 1

Andrei wanted to organise a trip where he would have no internet access because it was an opportunity to make do with minimum necessities and to learn life skills, such as how to use a map. He could also make his own fun without the internet.

Two reasons were required for students to obtain two marks. This question was correctly answered by most students.

Question 2a.

Text 2 was an interview about Mihai Constantinescu. Students had to identify Mihai Constantinescu’s contribution to Romanian pop music. Possible answers were:

* Mihai Constantinescu was part of the golden generation of Romanian pop music OR he composed songs for children.
* His lyrics were funny, eccentric, distinct OR he composed remarkable, extremely catchy tunes.

Question 2b.

Students had to outline five characteristics of Mihai Constantinescu. The following responses were all correct:

* Mihai Constantinescu was skinny and not too tall.
* He had a very particular charm.
* He had a childlike innocence/joy and smile/bright eyes.
* He had an innate spontaneity and was entertaining.
* He had a warm and well-modulated voice, and listening to him was like listening to a friend.

Question 3a.

Text 3 was about the ’golden’ Romanian soccer team.

Students had to explain what was decided at the Săftica training camp.

* The players promised their coach that if they got group qualifications following the first two matches, they would dye their hair blond.
* The coach said that he would shave his head.

Question 3b.

Students had to listen for specific information and mention what happened with the Romanian team at the tournament. The text indicated that the Romanian team was eliminated by the Swedish team, after a penalty kick unfairly imposed by the referee.

Question 3c.

Students had to identify the outstanding qualities that contributed to the reputation of the players in the golden team of Romanian soccer. These qualities were:

* They were exceptional players, some of them being members or, later on, coaches of foreign teams.
* They had an extraordinary team spirit / great spirit.
* They also had a great sense of humour.

Part B

Question 4

Text 4 was a recorded message about a job application. Students had to identify what the selection process consisted of. The three steps mentioned in the text were a pre-selection, followed by an interview that comprised a free discussion and a practical test. Most students correctly answered this question and could identify at least two correct steps.

Question 5

Text 5 was about a homemade cake. Students had to list any six of the following characteristics of the cake:

* The cake is easy to prepare.
* The cake requires short preparation time.
* It requires few ingredients.
* It requires cheap ingredients.
* It keeps fresh for up to two months.
* The cake should be cut in small diamond-shaped pieces.
* The cake is crunchy.

Students who listed all characteristics obtained full marks because they demonstrated a very thorough understanding of the text.

Question 6

Text 6 was about a sustainable building and its design principles. Students had to explain how six of the following design principles of the Orizont building contribute to its sustainability:

* solar heating/energy
* natural lighting
* passive cooling systems / self-opening windows / cooling water
* a low-energy air filtering system
* the floors also work as greenhouses; one plant for each worker
* a vertical garden on the western wall
* the park on the rooftop.

Section 2 – Reading and responding

Question 7

Text 7 was about the *Cerbul de Aur* festival.

Students had to compare the present format of the *Cerbul de Aur* festival with the past format. The answers had to be presented in a table.

|  |  |
| --- | --- |
| Present format | Past format |
| The festival is held in summer. | The festival was held in winter / cool weather. |
| The location of the festival is outdoors and it is informal. | The location of the festival was indoors, at the theatre; it was formal and elegant. |
| Thousands of spectators attend the festival every year. | Access to the live performance in the theatre was limited. |
| Only the stars’ performances and the competition finals are broadcast on TV. | The broadcast was live, in its entirety. |

Most students listed some characteristics of the two formats of the festival. Some students did not compare the features of the festival and chose characteristics specific to one format only.

Question 8a.

Text 8 was an extract from Marin Preda, *Niculaie Moromete.* Students had to identify the significance of the acacia tree for the community:

* The acacia tree is a landmark for villagers.
* It is a spot to observe nature and the passing of the seasons.
* It is a home for wild bees.
* It is a meeting place for children when playing hide-and-seek and when finishing sled races.

Most students demonstrated a general understanding of this text and identified two or three correct answers. Full marks were awarded to students who demonstrated a thorough understanding of the extract and listed all four answers.

Question 8b.

Students had to explain how Nilă felt about the cutting of the tree. For two marks, students had to identify two of the following three answers and explain Nila’s feelings:

* Nilă is opposing the cutting of the tree because he asked twice why the tree had to be cut.
* He is also emotionally attached to the tree because of the many memories associated with this tree; the tree is a source of entertainment and has been around for a long time.
* Nilă is perplexed and unsure about why the tree should be cut down.

Part B

Question 9

Text 9 was a diary page about Adrian’s fishing adventure. Using information from Text 9, students were required to write an article for the school newsletter with the title ‘Living outdoors, a healthy choice for young people’. Students had to explain in this article how practising outdoor activities could help young people develop life skills.

Most students understood the information presented in the text and in Question 9, and responded accordingly by writing informative articles. They structured their ideas creatively and included interesting ideas and examples related to the text. Main ideas included:

* how one can learn about the weather and how to adapt to unfriendly environments
* how youth can learn about nature (e.g. fish, birds, insects, plants) by spending time outdoors in beautiful scenery
* how young people can also learn about different places they visit
* how they can learn from mentors and local guides and can develop personal attributes like resilience.

High-scoring responses clearly linked ideas with arguments and explained how youth could benefit from a healthy lifestyle to develop strong personal attributes. These responses also explained and summed up their opinions with practical advice. Responses that scored less well included large parts of the text in their response, which is not recommended, and did not demonstrate the same ability to organise information and ideas.

Section 3 – Writing in Romanian

Students demonstrated they understood the requirements of the written tasks and generally wrote very good answers in this section. Some responses included creative ideas and skilful use of language, while other responses lacked depth and structure, and presented only basic ideas and information. Some students struggled with grammar, the most frequent errors being:

* disagreement between nouns and adjectives (*săptămâna trecut, mâinile plin, apă reci* instead of *săptămâna trecută, mâinile pline, apă rece*)
* incorrect use of words (*ne-am deprins de telefon, relarisat* instead of *suntem dependenți de telefon, realizat*) and incorrect use of verb forms, subjunctive in particular (*să pescuiază, să dezvoltez, să facut* instead of *să pescuiască, să dezvolte, să facă*)
* incorrect use of relative pronouns (*care, motivul de ce, unde va explica* instead of *pe care/la care, motivul pentru care, care va explica*)
* anglicisms (*focusați, article, sa detalat* instead of *interesați / acaparați, articol, a explicat*).

Another frequent error was confusion between the reflexive pronoun *se* and the subjunctive particle before the verb *să* (*se numește* incorrectly used as *să numește* or *se te ajute* incorrectly used as *să te ajute*).

Question 10

Students were required to write a speech for the school community in which students present their vision about the means of transport of the future. The speech needed to include:

* a strong introductory statement of purpose
* a clear vision of the future of transport
* clearly articulated ideas, opinions and attitudes
* supporting evidence or examples to support the main ideas
* well-organised structure and logical presentation
* a conclusion
* persuasive language (purposeful word choice, repetitions, alliterations, rhetorical questions and emotional language).

Question 11

Students were required to write a short story about the proverb ‘A friend in need is a friend indeed’. The story was to be published in a youth magazine; therefore, the audience was young people. Relevant answers should have:

* been written as a short story
* been clearly related to the proverb
* created a context: physical surroundings, atmosphere, events
* included descriptions (character, place, atmosphere) and descriptive language such as adjectives and adverbs
* used a variety of tenses
* used complex structures, short sentences or incomplete sentences in order to create the desired atmosphere/emotion
* demonstrated a clear sequence of events
* included dialogue.

Students could have broken the normal sequencing of events (for example, added a flashback).

Question 12

Students were required to write an email to a friend describing a meaningful childhood experience. Students had to reflect on the experience and explain the impact it had on their personal development.

Relevant answers:

* followed the conventions of an email (layout, greeting, closing)
* used a logical and cohesive sequence of ideas
* contained complex sentence structures
* used appropriate expressions, subjective or informal language
* used exaggeration and superlatives in order to express a point of view or attitude.