



2003

LOTE: Romanian GA 3: Examination

Oral component

GENERAL COMMENTS

Student performances ranged from good to outstanding. The topics used for the Detailed Study were Christmas Traditions in Romania and the Personality of the Romanian Count, Mihai Viteazul. Overall, accuracy of pronunciation and level and appropriateness of vocabulary were high.

Most students included body language, eye contact and adopted good communicative strategies and expressive presentation.

Some students arrived with interesting visual displays, which added a bit of spice to their presentation.

SPECIFIC INFORMATION

Section 1 – Conversation

Overall student performances were very good. Most students were very successful in dealing with the content of a conversation on various topics. This indicated a serious approach to Romanian language, literature and history. Initiating topics and completing their presentation without support from the assessors is vital for achieving excellent results.

Some students did not give full answers or answered every question in very short one-sentence replies, which restricted their ability to deal with the content of the conversation. The vocabulary used was very varied, though less successful students used Anglicisms such as shop, business, legal studies and birthday.

Most students were capable of maintaining the conversation but some did not link very well to assessors or had difficulties advancing the conversation.

Section 2 – Discussion

The two topics chosen for this year were the same as last year: Christmas Traditions in Romania and Mihai Viteazul. Students spoke mainly about the traditional Christmas songs and foods prepared in Romania and about the film *Mihai Viteazul* (poems and articles on the topic). Students who chose to speak generally about Christmas Traditions without referring to specific texts struggled with giving opinions or even interesting information.

The level of language used in this task was very high. Most students were well prepared for the discussion of their chosen topics. More successful students memorised quotations from the poems studied on the topics and had plenty of opinions and ideas. Common mistakes were made in using the right verb and noun endings and using too many nouns starting with *ca* (*cacofonii*). Students who chose the topic on Mihai Viteazul were generally better prepared than those focusing on Christmas Traditions.

Written component

Section 1 – Listening and responding

Part A

General comprehension was good, but students must read and follow the instructions more carefully and convey the information more precisely.

Text 1

These questions were answered quite well by most of the students. The correct answers were:

a

- one of the cosmetic products Garnier
- by correctly answering the question asked on the radio

b

The foaming gel

c

The radio station/ph. no.

Text 2

Most students gave correct responses. Those who identified specific information and conveyed it precisely, scored highly, as opposed to students who, for example, did not give any evidence from the spoken text as to why Ligia was often out.

The correct answers were:

a

Matei as he said – I hope that my friend Ionel is coming.

b

I hope to find you home next time and gee you are out again.

Text 3

More than half scored the maximum marks for this question. However, many were confused and found it hard to list three expressions in the conversation and explain in their own words why they thought those two were friends; this resulted in lower marks.

The correct answers were:

a

hi, gee, forget it

give me a buzz

bye for now, it couldn't be any better

b

one needs to convince one's parents

and needs their signature

c

there are special fees for students

there were no accidents since the start of this type of course

Text 4

More than 70 per cent of the responses scored highly. The correct answers were:

a

not to smoke, mobile phone switched off, no torches

b

Black Sea Coast

c

History of the city of Constanta during Roman times

20 Century of the city Constanta

Part B

Students listened to one short and one longer text and responded to them in Romanian.

Text 5

More than 80 per cent of the students demonstrated high-level comprehension skills and the ability to identify and convey the answers in an appropriate form.

The correct answers were:

a

- *Tatal mecanic a invatat-o secretele meseriei de mica*
- *Rapida in folosirea strungurilor de inalta performanta tehnica*
- *Reduce la minim rebuturile*
- *A terminat scoala profesionala masini agricole*
- *Citeste si vorbeste franceza si germana*
- *Dornica de a se perfectiona*
- *A lucrat ca lacatus*
- *A facut lacatuserie, mecanica fina si desen ethnic la scoala.*

b

- *Firma ofera burse*
- *Firma negociaza schimburile pentru cei care studiaza.*

Text 6

Students who understood this text performed quite satisfactorily. A few responses indicated that students understood the text in general but found it hard to express this information in Romanian.

The correct answers were:

a

a tot va mai doare spatele

am un nou exercitiu/se cunosc

b

pozitiva: doresti sa incerce din nou/se va intoarce peste doua saptamani

Section 2 – Reading and responding

Part A

Students were required to read two texts and respond to them in English. A high level of general comprehension of the texts was not always accompanied by sufficient skills in analysis and attention to detail. Many students did not pay enough attention to the correct way of conveying information.

Question 7

Most students proved highly capable of understanding the text and extracting relevant information. The most successful students read the questions properly and analysed the content and language of the text. However, many responses, especially to c and d, lacked detail.

The correct answers were:

a

- studied in Craiova, Bucharest and Paris
- became Rodin's assistant
- 1928 has developed his own style
- 1939 his art is influencing modern abstract art/he unites different styles in art

b

- studied in Paris
- influenced by Rodin
- he has works in the National Museum in Paris

c

- the fact that he united traditional peasant style with Parisian elegance and avant-garde

d

- going beyond art frontiers deep into unknown territories.

Question 8

This question had a slightly higher number of very good marks compared with Question 7.

The correct answers were:

a

- health and rest resort
- healing diseases
- skiing and other sports
- visiting castle and monastery

b

- the Pearl of the Carpathians

c

- geographical situation and climate
- health
- sport
- cultural attractions
- transport.

Part B

Students had to read a job advertisement and respond to it in Romanian. Many students did not analyse the text completely and therefore did not address all the cues in the advertisement. Some students found it hard to use a wide range of vocabulary and expressions on this topic.

Question 9

There were many good responses, which scored well against the criterion of 'understand general aspects of a text'.

Students who identified and responded to specific aspects scored very well. Most handled the text type (formal letter) well, but frequently forgot to use formal language. Although there were many good responses to this question a number of students had difficulties with accuracy and variety of vocabulary related to the subject.

A significant number of students experienced difficulties in using correct verb forms. A good response to the issues in the advertisement:

- contained all characteristics of a formal letter (address, register, date, introduction, body, conclusion, signature)
- supported the application but also gave reasons for the reservations you have as a parent
- logically explained what your concerns are and gave some alternatives
- used varied vocabulary and sentence structures
- concluded the letter in a formal way.

Section 3 – Writing in Romanian

Students had a choice of four questions with all questions proving equally popular. Generally, students scored well against the criterion of ‘relevance’; however, the ‘depth of treatment’ criterion could have been more successfully addressed. Although there were many good responses, linguistically it proved to be the most challenging section for many students. As in previous sections of the examination, there were many grammatical and spelling mistakes. A number of students had difficulties with the spelling of double letters (ii) and verb endings.

Question 10

This question was answered well by most students who selected it. This was an imaginative piece of writing in the format of a personal dairy entry.

Question 11

Most students answered this question satisfactorily. Those who fully addressed the criterion ‘depth of treatment’ by exploring a variety of values of ecotourism, conservation and recycling measures in parks and natural reserves activities scored well. Generally, students coped well with the text type (a text for a speech); however, a few neglected to adhere to its proper structure.

Question 12

The most successful responses went beyond basic daily routine activities and demonstrated the ability to reflect upon imaginary experiences leading to interesting conclusions. Answers were usually expressed effectively through correct and rich language.

A number of students scored poorly as they limited their responses to the basic activities of daily family living, such as food preparation, and completing homework, parents working all day as they value money more than family life. In some cases students’ work showed limited control of vocabulary and sentence structure.

Question 13

This was to be an imaginative story about a scientist who accidentally lands in another time and how he manages to return to the present. Good pieces of writing had a clear and interesting story line backed up by rich vocabulary and varied sentence structures.

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