



Oral component

GENERAL COMMENTS

Student performances in the 2009 Romanian oral examination ranged from good to outstanding. Most students were well prepared in both the Conversation and the Discussion of the Detailed Study and were able to sustain the discussion. Some students brought interesting visual displays, such as pictures of the poet Eminescu and his heroine Veronica Micle, portraits of Vlad Tepes and postcards of his birthplace in Sighisoara, and postcards of Bran Castle.

SPECIFIC INFORMATION

Section 1 – Conversation

Overall, student performances were very good and students were generally very successful in answering all questions asked. Some students elaborated on their answers and tried to make them interesting and meaningful. A small number of students, however, showed lack of preparation by answering in monosyllabic sentences or superficially, thus restricting their ability to interact with assessors.

Less successful students also used more anglicisms such as *fișuit*, *factorie* and *să mă joc la pian* and *să mă joc football*.

Section 2 – Discussion

Topics about the nature and the love in Eminescu's poems were the most popular with students, as were aspects of Romanian history in his works. Most students prepared their topic well and mentioned at least two texts they had studied. The level of language used in this section was very high. More successful students had memorised quotations from poems they had studied in order to sustain their opinions and ideas. Another popular topic was Dracula, which was studied either from a historical or literary perspective. Most students adequately displayed their capacity to present ideas and opinions on a chosen topic.

Some common mistakes included using incorrect verb and noun endings and using too many nouns starting with 'ca' (*cacofonii*).

Written component

SPECIFIC INFORMATION

Section A – Listening and responding

Part A – Answer in English

Students' general comprehension in this section was good; however, students must read and follow the instructions more carefully and convey information more precisely.

Text 1

Questions on Text 1 were answered well by most students.

Question 1a.

Students at levels 3–12 who are interested in maths or information technology

Question 1b.

It is a mathematics competition.

Text 2

Most students gave correct answers to the questions on this text. Students who identified specific information and conveyed it precisely performed better than students who did not pay attention to detail.

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Question 2a.

She won an award at the young farmers' competition.

Question 2b.

Silvia gave 106 litres of milk.

Question 2c.

- a crown of leaves for Silvia
- a trophy
- an excursion to Switzerland

Text 3

Question 3a.

Her passion for work and the love from her family kept her youthful and beautiful.

Question 3b.

- the need for modern shoes
- everyone else designs clothes
- only men make shoes

Question 3c.

Both of:

- Roman sandals in many colours with flat soles
- evening sandals with crystal heels and black or silver straps.

Part B – Answer in Romanian

Text 4

Text 4 was about intelligent robots.

Question 4a.

Roboții inteligenți pot parca mașini, curăța zăpadă și pot goli containerele cu gunoi.

Question 4b.

În text se spune că au muncit multe luni la asamblarea lor și la instalarea softului.

Text 5

Question 5a.

- *Financiar – sunt mai ieftini decât cei din Danemarca*
- *Estetic – se pot planta în grădină pentru a o înfrumuseța*
- *Pentru mediul înconjurător – brazii aduși înapoi vor fi plantați și rădăcinile lor vor fixa terenul*
- *Economic – ajută economia locală, pepinierele fiind lângă oraș*

Question 5b.

- *Ioana a sărbătorit cu mulți oameni Anul Nou*
- *Gelu a stat acasă cu familiă lui*

Section 2 – Reading and responding

Part A – Answer in English

Students were required to read two texts and then answer the questions in English. Many students did not pay enough attention to the correct way of conveying information.

Text 6

Text 6 was a story about Badea Cârțan, a popular hero of the Romanian people. It was necessary for students to have a rich vocabulary in order to answer questions appropriately. Some students were not aware of the difference between Daci people (people from Dacia) and Dutch people (people from Holland).



Question 6a.

When he first crossed the border to Romania and found that people speak the same language

Question 6b.

Badea Cârțan was a shepherd.

The correct answer was contained in the text.

Question 6c.

- Badea Cârțan's clothes were similar to those worn by the people on the Trajan Column.
- The police officer said he was a fallen Dac from the sculpture.

Question 6d.

- He was put in prison the first time for asking the emperor Franz Iosef to give Transylvania the right to autonomy. The second time he went to prison was because he asked for permission to sell Romanian books.
- He enrolled himself voluntarily to fight in the Romanian War of Independence in 1877.
- Badea Cârțan smuggled approximately 200,000 books across Fagaras Mountain from Romania to Transylvania to keep the Romanian language alive.

Text 7

Text 7 was about the resurrection of the medieval Saxon village, Viscri.

Question 7a.

- They preferred to go to Germany.
- Romania was in economic and moral crisis.
- They were sold by the former Romanian president.

Question 7b.

Viscri became a very special place because Prince Charles of Great Britain bought a house with a garden there and encouraged others to do the same. He became the patron of the Mihai Eminescu Trust, which aims to keep the medieval character of the village and repopulate it.

Question 7c.

The front walls of the houses are joined by arcades. This gives the impression that the houses are holding hands.

Question 7d.

The village houses are painted in pastel colours and have reddish roofs. The village is situated on hills. Lots of tourists came to the village's churches, festivals and other cultural activities.

Part B – Answer in Romanian

Students needed to write a letter of 150–200 words convincing a friend to attend a party in the Court of Count Dracula.

Section 3 – Writing in Romanian

Most responses to this section were relevant. The range of vocabulary used was adequate and excellent pieces were full of ideas, opinions, information and humour.

Students are reminded that they must only answer one question in this section in 200–250 words in Romanian.

Question 9

Students needed to write a report for their school's student newspaper on the advantages and disadvantages of compulsory sport and physical education for all school students.

Question 10

Students were required to write a diary entry about the places they saw and other experiences they had during a hot-air balloon trip over Victoria.

This was the most popular question.

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Question 11

Students needed to write a script for a speech they would give to members of their Neighbourhood House in which they informed them of different ways to use a mobile phone to communicate with each other.

Question 12

Students were given a scenario about the year 2150 and were required to write an imaginative story about themselves and their new life on Mars.

This question was chosen by students with sophisticated language. Their answers were very imaginative and full of humour.