2020 VCE Russian written examination report

General comments

Most students responded well to all sections of the 2020 VCE Russian written examination. They demonstrated the ability to understand general and specific aspects of texts, and to obtain and analyse information and ideas from audio and written texts on a range of topics. They provided responses in accordance with the requirements printed on the examination answer booklet.

In Section 1, most students demonstrated good listening skills. Some students did not accurately comprehend the questions and therefore provided wrong answers.

In Section 2, some students demonstrated excellent reading skills, comprehending challenging texts and questions. Most students had difficulty identifying the right pieces of information in the texts. They often misinterpreted information from the provided text and therefore did not support their answers with this information.

In Section 3, many students produced successful written responses, especially in personal writing. However, they had difficulty responding in other kinds of writing. Some students could not adequately convey register, style, audience and purpose in their written responses.

Students are reminded to pay attention to understanding and applying sentence structures (e.g. use of complex and compound sentences, passive voice and conditional sentences). Students are encouraged to improve their spelling and punctuation, as lack of punctuation marks and many spelling mistakes make it difficult to comprehend and assess the students’ responses properly. Students are reminded that where a question specifies the number of points required in the response, providing more answers than required will not necessarily increase the number of marks awarded. Finally, reading Russian texts of different genres would benefit students in preparation for the exam.

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

Question 1a.

Correct responses were:

* Make a lot of food.
* Pull up the ears of a person celebrating their birthday.

Question 1b.

Correct responses were:

* Some guests do not turn up without any excuse/warning.
* People may attend a birthday party uninvited / bring their own friends.

These questions did not present any difficulty for most students.

Question 2

|  |  |
| --- | --- |
| City | Cultural significance |
| Kostroma | town – museum |
| Uglich | coat of arms portraying a child / church in honour of the killed child |
| Yaroslavl | historic centre included in the UNESCO heritage list |

Some students did not differentiate between ‘town-museum’ and ‘town with a lot of museums’.

Question 3a.

Correct responses were:

* urbanisation (people want to live close to work, hospital, events)
* sustainability (less spent on gas and electricity)
* digital economy (working space).

Question 3b.

Correct responses were:

* construction technologies (better modern technologies)
* easy to distribute (easy to sell with a help of the internet, social media).

Many responses incorrectly provided ‘digital economy’ as the answer to Question 3b. Moreover, some responses put ‘construction technologies’ and ‘easy selling’ as answers to Question 3a.

Part B

Question 4a.

Correct responses were:

* Высокий риск/хобби, опасные для жизни
* Уход от реального мира, от насущных задач
* Высокозатратные/дорогие увлечения
* Health and safety risk
* Neglect of real-world commitments
* Huge expenses related to hobbies

Most students found no difficulty in responding to Question 4a. Some responses did not recognise health and safety risks as a disadvantage of having certain hobbies.

Question 4b.

Correct responses were:

* Нужно выбирать надёжную компанию, туристического провайдера, оборудование и соблюдать другие меры предосторожности.
* Нужно не отрываться от реальной жизни, поддерживать живое общение.
* Нужно разумно тратить деньги на увлечения.
* One should measure their health and safety risks, choose the provider and the equipment carefully, and take necessary precautions.
* One should keep connection to real life, and keep up face-to-face communication.
* One should spend money on hobbies reasonably.

In this one-mark question, students needed to identify a middle ground in undertaking a hobby mentioned in the text.

Question 5

Correct responses were:

|  |  |
| --- | --- |
| Payment method | Why it is not useful  |
| Способ оплаты | Почему не пригодится |
| Австралийская карточкаСистемы денежных переводовОплата через телефон | её может «съесть» / заблокировать банкоматтуристу не нужно оплачивать коммунальные услуги/платить по банковским реквизитамещё не развита в России |
| Australian bank cardMoney transfer systemsPaying with mobile phone | Can be ‘eaten’/blocked by an ATMTourist does not need to pay the billsNot developed in Russia |

Most students identified ‘Australian bank card’ and ‘paying with mobile phone’ as relevant answers. The text also indicated that the tourist was indecisive about the e-wallet as a payment method, and so this method could not be included as an answer.

Question 6

The following sample response shows the type of information a high-scoring response may have included:

Чтобы просмотр телевизора не вредил здоровью и не мешал в жизни, нужно осознанно выбирать программы и фильмы, используя функцию Смарт ТВ, например. Ещё нужно сразу выключать телевизор, когда закончилась передача/не держать телевизор включённым весь день, а во время рекламы включать режим без звука и делать важные дела. Вначале лучше закончить важную работу, а потом включать телевизор. Наконец, можно загрузить в телефон приложение, которое помогает выбрать программы.

In order to watch TV wisely, one needs to choose programs carefully, using, for example, the smart TV function. Also, you need to turn off the TV straight after the show is over / not have the TV on all day and turn on mute during commercials in order to do important things. Finish business first and then watch TV. Finally, use a mobile phone application to choose the programs.

In this question, students were asked to write a paragraph; however, some students provided their answers in bullet points, which affected the number of marks awarded. Many responses did not include the correct grammatical structures (e.g. imperative mood / passive voice / language of instruction) and did not identify all five rules for a balanced approach to watching television.

Section 2: Reading and responding

Part A

Question 7a.

Correct responses were:

* the sun did not deceive
* the clouds … dried up and smitten, as if they were bored with themselves
* the sky (had completely cleared) … in a joyful impatience
* the clouds retreated.

Any three of these responses were relevant. Many students were challenged by the descriptive, metaphorical language.

Question 7b.

The correct response was: if the trees are green even after a week of rain, then the summer will be long.

Most students had no difficulty responding to this question.

Question 8a.

Correct responses were:

* Women are refused work because of gender more often than men.
* The representation of women in the ‘male’ field of work is increasing.

This question required advanced analytical reading skills in identifying two opposing modern trends in relation to the employment of women.

Question 8b.

Correct responses were:

* professions labelled as ‘difficult’ (39 areas of work labelled as harmful and dangerous)
* information technology sphere
* cooking (chefs).

In this three-mark question, the response required three areas of employment.

Part B

Question 9

A high-scoring response may have included the following points:

* Гораздо интереснее самому представлять образы героев, обстановку, а не следовать видению режиссера.
* Упрощение делает произведение более примитивным. Чтение оригинала, напротив, позволяет полностью понять смысл произведения. Литературное произведение более многогранно, там больше сюжетных линий, персонажей и идей.
* В книге раскрывается внутренний мир героев, благодаря использованию языковых средств и других приёмов, не доступных режиссёру.
* Чтение развивает воображение.
* Литературное произведение не знает границ: оно не ограничено бюджетом, форматом или объёмом.
* It is much more interesting to imagine the heroes or the setting, rather than to follow the director’s perspective.
* Simplifying makes a literary piece less elaborate. The reading of the original piece, in contrast, enables full understanding of its meaning. A literary piece is more elaborate; there are several plots, ideas and many more characters there.
* A book portrays/describes the characters’ feelings, their inner world, using language in a way that a film cannot.
* Reading develops imagination.
* A literary piece has no boundaries; it is not limited by the budget, format or length/volume.

Most students coped well with the task. However, some responses indicated difficulty with style and register, such as the wrong address forms (Дорогой редактор, Здравствуй(те) / Привет, редактор*)*. Students should take care to interpret information correctly from the provided text and support their answers with this information.

Section 3: Writing in Russian

Question 10

Responses may have included the following characteristics of a play script:

* names of characters
* author’s remarks, descriptions of a setting, characters, where necessary
* colloquial style of writing
* proper form of address (you – singular)
* emotionally coloured speech.

Few students chose this question. It was important to apply the play genre and relate the content of their response to the provided image.

Question 11

Responses may have included:

* Chatsky, the main hero of my favourite book, *Gore ot uma*, is a smart man, but too smart for his society.
* People/society do not always understand what is beyond their experience.
* It is important to include all members.
* I have reviewed my views and become more patient with what and who surround me.

Many students chose this topic and were quite successful in producing effective speeches.

Question 12

Responses may have included the following:

* Positive
* Tourism is a way to raise awareness of environmental values.
* It can serve as a tool to finance the protection of natural areas and increase their economic importance.
* Negative
* Communities lack housing and food as a result of new infrastructure required to make a tourist site attractive.
* Local flora and fauna are devastated.
* Uncontrolled tourism can lead to soil erosion, increased pollution, discharges into the sea and heightened vulnerability to forest fires.
* It can also force local populations to compete for the use of critical resources, such as water.

This question was a popular choice among students. Some responses covered environmental issues and focused on the negative impact of tourism, instead of evaluating both negative and positive aspects of tourism. The task was to evaluate controversial environmental impacts of tourism.