2022 VCE Russian written external assessment report

General comments

In the 2022 written examination, most students were familiar with the format and provided a range of responses that effectively communicated their thoughts in Russian.

In Section 1: Listening and responding, students demonstrated a good understanding of general and specific aspects of the listening texts and could identify the relevant information.

Students are encouraged to note the number of marks allocated to the questions (as well as the visual prompts such as tables and bullet points provided). Writing extensive lists of answers in the hope of including a correct guess could be a disservice to the student as assessors can only consider the first appropriate number of answers (as per task requirements).

Highlighting instructions might prevent such errors as writing in the wrong language or only partially answering the question.

In Section 2: Reading and responding, students applied good reading skills, comprehending information accurately from complex texts. Some responses were ambiguous or too short to sufficiently demonstrate an understanding of the text.

In Section 3: Writing in Russian, it is important that students familiarise themselves with the text types and writing styles. They should clearly identify the context, purpose and intended audience when choosing between the questions. Students are encouraged to use the reading time to think of the content and structure of their writing.

High-scoring responses addressed all the requirements of the task and demonstrated depth and breadth in the development of relevant information, ideas and opinions.

To prepare for the examination, students are advised to focus on the grammatical, spelling and punctuation rules of Russian, as disregarding these often brings difficulties in conveying an intended meaning and potentially impeding the reader’s understanding.

In 2022, typical difficulties included:

* calques in sentence structure and expressions, for example этот отель имеет джим instead of в этом отеле есть спортзал (this hotel has gym); простоять в линии instead of простоять в очереди (to stand in line); так мной гордились, что чуть не лопнули (literal translation of the idiom bursting with pride); and прийти назад (to come back)
* word choice, for example Как мне так сильно удалось? instead of Как мне так сильно повезло? (How did I get that lucky?); кухня начала ароматизировать instead of на кухне почувствовались ароматы (aromas in the kitchen); and музеи бывают впечатлительными instead of музеи бывают впечатляющими (museums could be impressive)
* sentence structure, especially frequent errors in verbal adverb phrases, for example Узнав эту новость, у меня чуть не вырвалось сердце из груди instead of Когда я узнал эту новость, у меня чуть сердце не вырвалось из груди (When I found out the news, my heart almost burst out of my chest.)
* use of conjunctions, for example Как лучше отойти от длинного полёта, чем окунуться в свежую воду instead of Что может быть лучше, чем окунуться в прохладную воду после длительного полёта? (What could be better than taking a dip in cool water after a long flight?)
* case and gender endings, especially frequent errors in genitive plural, for example много смешных моментах (many funny moments), после всех экзаменах (after all exams; other cases); and спасибо за вашу вниманию instead of спасибо за ваше внимание (thanks for your attention)
* use of preposition, for example на сто раз лучше instead of во сто раз лучше (a hundred times better); смотрели на телевизоре instead of смотрели по телевизору (watched on TV); and из-за в (due to) instead of благодаря (thanks to)
* spelling.

Exam preparation should incorporate learning activities focused on the expansion of vocabulary, and phrasal and idiomatic usage, as well as their application in the correct context. Students need to have practical exposure to the texts with different register and styles.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers, or an indication of what answers may have been included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1: Listening and responding

Part A – Respond in English

Question 1

Three ingredients of the Olivier salad that have been replaced were:

* French sauce (or dressing)
* hazel grouse fillet (or game bird)
* capers.

Question 2a.

The colours of pucks and their corresponding purposes were:

* black: used for standard (or official) hockey matches
* orange: used for hand training when performing dribbling and passes
* blue: used for training children as it is lighter than the standard puck
* white: used for training goalkeepers to improve reaction time.

Question 2b.

Correct responses were:

* pucks are kept in the freezer (or refrigerator) before the game
* pucks are changed during the game.

Question 3

Six reasons why parents would take their children to the Children’s City of Professions Theme Park were:

* children learn what it is like to be in an adult job (or have real-life experience with a job)
* there are different jobs assigned to the children depending on their age
* there are supervisors (or helpers) who can assist
* children get paid and can decide how they spend their money
* children learn to be independent (or self-reliant)
* it is a safe environment; parents can monitor their child’s participation via a special bracelet placed on their child (or track via smartphone app).

Part B – Respond in Russian

Some students responded in English so their responses were considered not applicable. Students are strongly encouraged to read the instructions in the examination booklet carefully and highlight the key task words.

Question 4

Correct responses were:

* Водяные часы заменили солнечные часы в тёмное время суток (Water clock replaced the sundial in the dark)
* Хронометр показывает точное время на воде / на корабле / во время морских путешествий (The chronometer shows the exact time on the water / on the ship / during sea travel)
* Электрические часы используют для синхронизации времени на разных материках (Electric clocks are used to synchronise time on different continents)
* Электронные часы показывают время с точностью до секунды (Electronic clock shows accurate time up to a second).

Question 5a.

Correct responses were:

* Сон ходит у колыбели, сон качает колыбельку (The sleep walks by the cradle / the sleep rocks the cradle)
* Глазки спать хотели (Eyes wanted to sleep).

Question 5b.

Correct responses were:

* успокоить ребенка перед сном (to pacify a baby before sleep)
* вылечить больного (to heal a sick person)
* для влюблённых – доброе пожелание на будущее (for beloved – a good wish for the future).

Question 6

Correct responses were

* Роза – символ страсти (Rose is a symbol of passion)
* Георгин – символ силы жизни (Dahlia is a symbol of life power)
* Лилия – символ чистоты (или невинности) (Lily is a symbol of purity).

Section 2: Reading and responding

Question 7

Any two of the following responses were accepted as correct.

|  |  |
| --- | --- |
| Sense | Two examples from the text |
| Sight | * beautiful trees of every size and shape * multi-coloured mushrooms (or boletuses with their brown caps, red-headed boletuses, multi-coloured russulas and bright chanterelles) * dew drops glisten in the grass * flowers (daisies, bluebells, violets, forget-me-nots) greeting you, swaying on thin stems * butterflies flutter |
| Hearing | * bird chirps * bees buzz |
| Smell | * smell of warm pine sap … herbs and flowers * unique aroma of ripe wild strawberries |
| Taste | * sweet blueberries * delicious mellow berries |
| Touch | * velvety mushroom caps (or boletus caps) * rough tree trunks |

Question 8

Five examples of Tsiolkovsky’s eccentric behaviour mentioned in the text are that he:

* skated through the streets with opened umbrella
* raced on the bicycle
* made a motorbike out of a bicycle
* sang loudly incomprehensible songs
* conducted unusual experiments in class.

Question 9

Students were required to compose a speech for a meeting at school, persuading classmates that one of two proposed trips to Russia is much better than the other.

It was expected that characteristics of the speech text type would be successfully applied (i.e., informal and emotional language to both suit and engage the audience, brief background information, clear statement of the aim at the start and solid arguments followed by a clear conclusive message).

The following are excerpts from high-scoring responses.

Example 1

Дорогие одноклассники! Как вы уже знаете, на каникулах нам предстоит поездка в Россию. Это замечательная возможность поближе познакомиться с богатой культурой этой страны, и поэтому я предлагаю всем нам отправиться на литературно-поэтический тур «Душа Поэта». Из двух предложенных нам туров этот мне кажется наиболее увлекательным и познавательным […] А второй почти полностью состоит из купания в море и озерах. Но кто в Австралии на видел моря? Для нас это не является редкостью, а музеев, посвященных Лермонтову, в Австралии не найдешь. Кроме того, тур «Душа Поэта» обеспечивает полный пансион и включает в себя посещение театра и несколько походов […] В то время как второй тур предоставляет лишь завтрак и обед... (Dear classmates! As you are aware, during the holidays we will have a trip to Russia. This is a wonderful opportunity to get to know the rich culture of this country, and therefore I suggest that we all go on a literary and poetic tour, Soul of a Poet. Of the two tours offered to us, this one seems to me the most fascinating and informative [...] And the second almost entirely consists of swimming in the sea and lakes. But who in Australia has seen the seas? For us, this is not uncommon, and you will not find museums dedicated to Lermontov in Australia. In addition, the Soul of a Poet tour provides full board and includes a visit to the theatre and several hikes […] While the second tour only provides breakfast and lunch...)

Example 2

Не забудьте о том, что поездка на скучный тур «Душа Поэта» длится всего четыре дня, а поездка на крутой остров – целые пять! Тут, дорогие одноклассники, и задумываться не нужно! Поехали отдыхать на остров Сахалин! Мы этого заслужили! Благодарю за внимание. (Do not forget that the trip to the boring Soul of the Poet tour lasts only four days, and the trip to the cool island takes five! Here, dear classmates, you don’t need to think about it! Let's go on vacation to Sakhalin Island! We deserve it! Thank you for your attention.)

Example 3

Литературно-поэтический тур «Душа Поэта» в городе Пятигорске - отличный способ проведения времени на каникулах […] Подумайте, мы же можем успеть намного больше за четыре дня этого тура, чем за пять дней путешествия на остров Сахалин! К тому же литературно-поэтический тур ещё и познавательный, и мы сможем много нового узнать о Лермонтове и его поэзии, и эти знания помогут нам на уроках литературы [...] (The literary and poetic tour, Soul of a Poet, in the city of Pyatigorsk, is a great way to spend time on vacation […] Think about it; we can do a lot more in four days of this tour than in five days of traveling to Sakhalin Island! In addition, the literary and poetic tour is also educational. We will be able to learn a lot about Lermontov and his poetry. This knowledge will help us in literature classes)

Example 3

Несмотря на то, что Пятигорск красивый город, только на Сахалине мы сможем проникнуться красотой русской природы […]. Обсудить творчество Лермонтова можно и в классе, а вот увидеть эти озёра, гроты и ущелья нужно обязательно своими глазами. (Despite the fact that Pyatigorsk is a beautiful city, only on Sakhalin can we be inspired by the beauty of Russian nature [...]. You can discuss Lermontov’s work in class, but you must see these lakes, grottoes and gorges with your own eyes.)

Relevant comparison points included:

* duration of the trip
* location
* intensity (activities through the day)
* suitability to interests of classmates (literature and history versus nature and ecology)
* specifics of accommodation and meals
* amount of free time.

Some students described each trip separately, reciting information from the brochures presented as a stimulus text. This was the common error, as it deprived the response of evaluation. Students did not fully demonstrate their skills in comparing and evaluating information and therefore were unable to meet the requirements of the relevant criteria.

Section 3: Writing in Russian

Section 3 provided three options: personal reflective, imaginative narrative or evaluative writing. Choices were distributed fairly evenly, with 31 per cent selecting Question 10, 43 per cent selecting Question 11 and 26 per cent selecting Question 12.

Responses were assessed on the quality of content, ability to demonstrate an effective style of writing suitable for the specific text type and skilful use of the language.

Students generally displayed a good command of Russian, producing a well-structured piece of writing with appropriate register and style. Confident students employed a wide range of vocabulary, used idiomatic expressions, comparisons and other stylistic features to express their ideas, and provided elaborate examples. Some students appeared not to understand the requirements of the task and were unable to organise their ideas.

Question 10

The expectation was that responses would stylistically resemble a blog entry addressed to the readers of a school website. The blog entry would be a personal and evaluative overview of the changes in the writer’s shopping experience for the last few years. The following points could have been included:

* convenience of online shopping
* ability to see and touch (or try) the product before purchasing
* safety of transactions
* possibility to compare prices online
* complications in returning the product after online shopping
* sustainability.

Students should have analysed changes in their shopping experience, arrived at a conclusion and possibly commented on future changes/applications.

High-scoring responses provided clear, personal perspectives and displayed critical thinking. Students finished their blog entry with an open question, inviting readers to comment on the topic raised, and even added commentaries from the readers, successfully illustrating the blog style.

Some students chose a different approach, successfully explaining their personal journey from excessive/meaningless shopping towards careful planning and even minimalism.

Question 11

It was expected that responses would demonstrate the characteristics of the narrative (i.e. settings such as time, place, mood; character such as a celebrity that the writer admires; plot including what they did together, highs and lows). Also, most importantly, responses should have included a description of what feelings the writer experienced and why. The format of an article for a youth magazine allowed for a choice of an interesting angle and the use of emotional language.

The following excerpts are from high-scoring responses.

Я проснулась от голоса стюардессы, которая передавала, что посадка будет всего через полчаса. У меня сердце сразу же подпрыгнуло от счастья – ведь через полчаса я встречусь с любимым певцом корейской группы БТС! (I was woken up by the voice of a flight attendant telling me that landing would be in just half an hour. My heart immediately jumped with happiness – after all, in half an hour I will meet my favourite singer of the Korean group BTS!)

Я в нетерпении ходила по пристани. Море, в отличие от моих чувств, бушевавших внутри меня, спокойное и гладкое. Я же была как на иголках. Сегодня должно свершиться то, о чём я мечтала всю свою жизнь. Я наконец встречу его – настоящего путешественника. (I walked impatiently along the pier. The sea, unlike my feelings that raged inside me, was calm and smooth. I was on pins and needles. Today, what I have dreamt of all my life should come true. I will finally meet him - a real traveller)

Я как-то собралась, но каждый раз глядя в его блестящие глаза, снова терялась [...] (I somehow gathered myself, but every time I looked into his sparkling eyes, I got lost again ...)

Some students limited their response to the detailed listing of events, ignoring the second part of the task.

Question 12

It was expected that the response would have the characteristics of an evaluative article, containing explanations and justifications, or possibly counter arguments for the ecological aspects raised in the environmental documentary. The task also specified that two positive and two concerning aspects needed to be outlined. The following are some points students may have included.

Positive:

* restricting energy consumption
* more green streets and parks
* organically grown food
* fully recycling waste

Concerning:

* pollution from petrol and diesel vehicles
* climate change
* plastic products
* irresponsible waste disposal
* use of domestic and industrial chemicals

Students who chose this task generally had a clear text structure and successfully provided elaborate examples and justification for the factors chosen. Appropriate language features (such as comparatives, introductory words and complex sentences with concessive, conditional clauses and clauses of reason) supported the style of writing.

The following is an excerpt from a high-scoring response.

Во-первых, в телепередаче можно отметить один позитивный момент – благодаря развитию технологий для создания электромобилей, они через 10-15 лет станут обычным явлением в городах. (Firstly, one positive thing can be noted in the TV show – thanks to the development of technologies for creating electric vehicles, in 10–15 years they will become commonplace in cities.)

Однако, несмотря на все положительные аспекты, некоторые вопросы всё ещё вызывают беспокойство. Так, [...] культура быстрой моды до сих пор влияет на окружающую среду. (However, despite all the positive aspects, some issues still cause concern. So,[ ...] the culture of fast fashion still affects the environment.)

In addition, some students provided vivid descriptions of documentary scenes in order to demonstrate why this documentary was so memorable to them.

A few students focused only on ecological problems, encouraging people to pay more attention to sustainable living which gave their response a persuasive perspective. This was considered a partially completed task, as the requirement~~s~~ to outline positive and negative developments were ignored/misread.