



**2007**

**LOTE: Romanian GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

Student performances in the 2007 Romanian oral examinations ranged from good to outstanding. Most students were well prepared; however, students must ensure that they have thoroughly researched their sub-topic for the Detailed Study and that they have enough material prepared to sustain a seven-minute discussion.

Some students arrived with interesting visual displays, which added interest to the Discussion.

### **SPECIFIC INFORMATION**

#### **Section 1 – Conversation**

Overall, student performances were very good. Most students were very successful in dealing with all the questions asked. Good answers were detailed and showed that the student had put some thought into the topic. The top students could elaborate on their answers and tried to make them interesting and meaningful. Weaker students often answered superficially or in monosyllabic sentences.

The ability to initiate topics and complete the Conversation without undue support from the assessors is vital for achieving excellent results. The vocabulary used was quite varied, although some students occasionally used English words or anglicisms.

#### **Section 2 – Discussion**

The two topics chosen for this year were Eminescu (poems and articles on the topic) and the city of Arad. Most students prepared their topic well and could mention at least two texts. The level of language used in this task was very high. More successful students had memorised quotations from poems they had studied and had plenty of opinions and ideas. The criterion that deals with the capacity to present ideas and opinions on a chosen topic was not well covered by some students, who could only talk about one poem. Such students did not present enough material and ideas and the discussion was subsequently lacking in depth.

Some common mistakes included using incorrect verb and noun endings and translating directly from English to Romanian. Some of the more common mistakes included: *sa stau un examen*, *tata lucreaza in factorie*, *sa ma joc la pian* and *faina* used too often.

## **Written component**

### **GENERAL COMMENTS**

Responses to the written examination varied from excellent to poor. Some students had not accurately read and/or understood the questions. Given that there are many tasks, students must read carefully and understand what each section of the examination requires of them before attempting any questions. Students are asked to write legibly and in pen for all parts of the examination and to write their final answers to the questions in the spaces provided, not in the note-taking spaces. Responses in the note-taking spaces will not be assessed. Students should realise that the amount of space given to answer each questions is indicative of how long their answers should be and of how many items are required. Before completing the examination, students should read over their responses in all sections, checking for accuracy, logic and coherence.

### **SPECIFIC INFORMATION**

#### **Section 1 – Listening and responding**

##### **Part A – Answer in English**

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

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## Text 1

These questions were answered quite well by most students.

### Question 1a.

LG 3's technical features	LG 3's aesthetic features
<ul style="list-style-type: none"><li>calling the ambulance, police and fire brigade by the push of a button</li><li>translating from Romanian to English and vice versa</li></ul>	<ul style="list-style-type: none"><li>attractive colours</li><li>small design</li><li>elegant</li><li>cover made out of leather/material</li></ul>

Saying that the LG 3 had a cover was not enough to get a mark.

### Question 1b.

The cover can be made out of the owner's material of choice.

Simply stating that the cover could be any colour was not enough to gain the mark.

## Text 2

Most students gave correct responses to the questions on Text 2. Those who identified specific information and conveyed it precisely scored more highly than those who did not pay attention to detail.

### Question 2a.

Both of:

- the statue offered to the winners is made out of bronze
- the prizes will be handed out by people who are professionals and successful.

### Question 2b.

Any three of:

- villas
- holiday houses
- big or small apartments
- gardens
- attics.

## Text 3

This text presented one challenging question, Question 3e., which asked students to comment on the atmosphere between the two friends at the end of the conversation. Those who rushed their answers did not get the irony and teasing between Ion and Ileana.

### Question 3a.

- Ion thinks it is interesting/well known.
- Ileana thinks she should do an eye makeup course.

### Question 3b.

C. foundation and lip liner

### Question 3c.

B. waxing the eyebrows and using dark eye makeup

### Question 3d.

Ileana	Ion
<ul style="list-style-type: none"><li>to learn how to put on false eyelashes</li><li>to learn how to use different types of mascara</li></ul>	<ul style="list-style-type: none"><li>to improve his hair cut by using gels</li><li>to get rid of the bags under his eyes when he is tired</li></ul>

Students had to give two reasons for Ileana and Ion wanting to attend a course to receive the full four marks.

### Question 3e.

The atmosphere between the two is friendly but tense – competitive. Ion is ironic and Ileana is teasing him back.

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## Part B – Answer in Romanian

### Text 4

Text 4 was on the topic of famous Romanian sports people.

#### Question 4a.

- Iolanda Balas won gold medals at the Olympics in Tokyo and Rome.
- She had the world record in high jump.
- She improved the world record 14 times.

#### Question 4b.

She is the president of the Romanian Athletics Federation.

#### Question 4c.

In the past she was a famous sportswoman now she is a mother and has hobbies such as going to the cinema and reading.

### Text 5

#### Question 5a.

The Easter egg:

- is handmade
- has a special pattern
- is personal.

Students needed to give two out of the possible three answers.

#### Question 5b.

It would be difficult to quickly put the small coloured beads with the thin needle on the egg-coloured wax because it would require precision and good eyesight, or lots of time.

## Section 2 – Reading and responding

### Part A – Answer in English

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

### Text 6

Text 6 was a science fiction story. Quite a number of students mixed up the verb *a aminti* with the reflexive form *a-si aminti*. These two verbs have completely different meanings and those who got them confused often made up an answer which did not exist in the text (for example, they said the astronaut could not remember anything once he got back to Earth).

#### Question 6a.

- They take provisions for 100 years.
- The character of the shiny guest.
- The spaceship is fixed by the shiny guest blowing over it.
- The spaceship was ageless.

Answers that simply stated that the text is about a spaceship and space did not prove that the story was science fiction and did not receive any marks.

#### Question 6b.

- After it was fixed it was running on very little fuel.
- The spaceship never broke down again.
- The spaceship was not aging.
- The spaceship was fixed by the shiny guest.

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## Question 6c.

Astronaut
<ul style="list-style-type: none"><li>retired but he still cares about his spaceship</li><li>courageous and humble</li><li>wants to preserve the spaceship for future generations</li></ul>
Shiny guest
<ul style="list-style-type: none"><li>shiny and helpful</li><li>supernatural powers</li><li>fixed the spaceship by blowing on it</li></ul>

Students were required to describe the two characters and received two marks for an appropriate description of each character.

## Text 7

### Question 7a.

Any five of:

- the man's feelings of emotion when the bird is singing
- the bird answering to the human call
- communication
- the way the man refers to the bird (tormented, in love)
- the bird and the man had common vibrations
- the bird stopped singing when it did not hear the human voice
- the bird's constant singing touched the man
- the man misses the bird when it stops singing.

### Question 7b.

Because it was in love, it was desperate.

### Question 7c.

Students were able to choose their own title for the story but they had to base it on arguments from the text. For example, 'The Man and the Nightingale' is an appropriate title because the story tells about a nightingale that was singing and a man who was talking to her. There is a relationship between the two and the bird seems to have an impact on the man.

## Part B – Answer in Romanian

Students had to read a tourist leaflet and write a personal letter to their friend giving them suggestions about what they should visit in Romania.

The answers should have contained information from the leaflet such as that winter should be chosen because of the many attractions like winter sports, Baile Felix, bathing in 40 degree warm water while there is snow on its edges and the ice hotel and ice church can be visited at Balea.

For high marks students had to:

- respond to the information and ideas of the text and include the main points
- demonstrate depth in the treatment of the task through the development of relevant information, ideas and opinions
- demonstrate extensive knowledge and understanding of vocabulary and sentence structures
- manipulate language authentically and creatively to meet the requirements of the task
- organise information and ideas in a meaningful letter.

Students also had to include all characteristics of the text type – a personal letter – and use informal language.

## Section 3 – Writing in Romanian

Students had a choice of four questions, which were all equally popular. Generally, students scored well against the criterion of 'relevance'. However, the depth of treatment of ideas, information or opinions could have been more successfully addressed.

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## Question 9

Students had to write the script for a short speech to inform the students at their school about the advantages of using laptops in class. Good answers should have included information such as: students can use computers to search for information on the Internet; they can use the different programs such as educational games and quizzes; laptops are easy to store; and laptops can be accessed easily.

## Question 10

Students had to write a short imaginative story beginning with 'One night Mr and Mrs Popescu went out and left three teenage children watching television at home. Suddenly there was a loud bang...'

Good stories were logically and interestingly written. Some appropriate storylines included: being home alone, a big explosion, explaining what the explosion was and telling what happened to the children.

## Question 11

Students had to write an evaluative article for a youth magazine discussing the positive and negative aspects of the statement 'Leaders have changed the course of history'. Students had to show both positive and negative aspects; however, the majority of students who chose this topic focused only on the negative side. They should also bear in mind that their piece of writing should be logical, and always check their spelling and grammar.

## Question 12

Students had to write a persuasive report to convince teenagers of the necessity of water conservation. They had to make suggestions about saving water and describe a daily routine to help achieve this goal. Some issues that should have been covered included: saving water is necessary because of the low levels/droughts; and water can be saved daily through means such as taking shorter showers and reusing grey water in the garden.