VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

2012 Languages: Romanian GA 3: Examination

Oral component

GENERAL COMMENTS

Student performances in the 2012 Romanian oral examination ranged from good to outstanding. Most students were well prepared for both the Conversation and the Discussion sections and were able to sustain a seven-minute discussion. Some students brought interesting visual displays, such as pictures of their family, postcards or posters.

SPECIFIC INFORMATION

Section 1 – Conversation

The majority of students showed that they had prepared well for the examination. The students showed that they could maintain a regular conversation by giving spontaneous answers, and were able to elaborate on these answers without prompting from the assessors.

The pronunciation of words in Romanian was very good, in a normal tempo. The intonation was a bit different, often according to the region that the student's family was from. In western Romania the intonation is similar to that in Hungarian, as Hungarians are an ethnic minority in that part of the country. This is not a mistake but a picturesque element of the spoken language.

The students used a range of vocabulary and accurate grammatical structures. Many students were able to correct their own mistakes.

There was some incorrect use of English words adapted to the Romanian grammatical structure; for example *fisuit* for *pescuit* (fishing) and *factorie* for *fabrica* (factory). Students should avoid using anglicisms.

Section 2 – Discussion

In the second part of the oral examination the majority of students mainly chose to discuss two topics. The first topic was about the life and personality of Vlad Tepes. Students were asked about their motives for choosing this topic, and their replies generally indicated that they were interested in his sensational life, about the Dracula legend, or simply challenged by the mass media publicity given to Prince Charles of Great Britain who declared that he is a direct descendent of Vlad Tepes. Other students decided to talk about Pastor Wrumbrand, saying that they were interested in the high humanistic values of his life.

Criteria

Communication

- Students displayed a high capacity to communicate with the assessors in an easy and original way. They were logical and articulate.

Content

- The students presented a large spectrum of information, ideas and opinions expressed clearly and logically.
- Their answers were clear and well elaborated, and they were well prepared to defend their opinions and ideas.
- Students demonstrated excellent preparation of their chosen topics and excellent documentation.Some students brought photos, copies of documents and maps, postcards and graphs, showing their interest in their own topic.

Language

- Students used a rich vocabulary, in some instances at a high academic level, with poetic expression in some cases.
- The grammatical structures used by the students were accurate. In some instances, the students were able to correct their own small mistakes.