



2004

LOTE: Romanian GA 3: Examination

Oral component

GENERAL COMMENTS

Student performances ranged from good to outstanding. Students' pronunciation and level and appropriateness of vocabulary were high. Most students were well prepared, and some arrived with interesting visual displays which they incorporated into their discussion.

SPECIFIC INFORMATION

Section 1 – Conversation

Overall, student performances were very good. Most students were very successful in dealing with the topic 'the individual'. Students must be able to initiate topics and carry the conversation forward without support from the assessors in order to achieve excellent results.

Students who performed successfully thought about what answers they could give and expressed their opinions freely. They could elaborate on and extend the conversation, thereby making it interesting and meaningful. Some students found it difficult to interact with assessors and responded with very short, one-sentence replies. This restricted their ability to deal with the content of the conversation.

The vocabulary used was varied, though less successful students used anglicisms such as 'freeway', 'shop', 'business', 'factory' and 'subject'.

Some common errors were *merg cu ei afara, mascul, tata fixeaza computere* and the use of 'student' instead of *elev*.

Section 2 – Discussion

The two topics chosen for this year, 'rulers in Romania' and 'Mihai Viteazul', were different from those used in 2003.

Students spoke mainly about *Stefan cel Mare, Mircea cel Batran, Vlad Tepes*, and the film *Mihai Viteazul* (using poems and articles on the topic). Most of the students had researched their topic and mentioned at least two texts which they could talk about.

The level of language used in this task was very high. Most students were well prepared for the discussion of their chosen topic. The more successful students memorised quotations from the poems they had studied and had plenty of opinions and ideas. Common mistakes occurred in using the right verb and noun endings and using too many nouns starting with *ca* (*cacofonii*).

Some of the students who chose the topic 'rulers in Romania' tried to include too many people and could not give sufficient details or opinions on the topic. They used generalities like 'X was a good ruler, he has done only good', but failed to explain why he was a good ruler. Fifteen hours of class time should have been devoted to the detailed study, so the students were expected to know their topic well.

Written component

Section 1: Listening and responding

Part A

General comprehension was good, but students are advised to read and follow the instructions more carefully and to convey the information more precisely. Students had to listen to four texts and respond to questions on them in English.

Text 1

These questions were answered quite well by most of the students.

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1a

- the city of Campulung
- 2 pm.

1b

- they represent an old tradition
- they bring joy to everyone.

1c

The founding of the first music class 170 years ago.

Text 2

Most students gave correct responses. Those who identified specific information and conveyed it precisely scored highly compared to those who paid little attention to detail.

2a

One of:

- his father talked about it
- he doesn't understand the issue, he keeps thinking about it
- he asks questions about it.

2b

- Turnu Severin: bridge and citadel
- Herculane: baths
- Cluj: old settlement.

Text 3

3a

Two of:

- there is a hotel
- there is a museum
- there is a castle.

3b

Two of:

- to take a chairlift
- to admire the grandeur of the mountains
- to go to the Sura Dacilor restaurant
- to see the surroundings of the city.

3c

A phone conversation.

Text 4

4a

A school which increases the environmental awareness of students.

4b

Three of:

- the student could contact students from other schools in Romania or the world
- he/she could win \$2000
- he/she could be involved in different projects.

4c

One of:

- assist schools in saving money
- minimise waste and reduce litter

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- save water and energy
- recycle paper and metals
- teach responsibility towards the surroundings.

Part B

Students had to listen to one short and one long text and respond to them in Romanian.

Text 5

5a

- Alexandri/Alecsandri
- it is about unity.

5b

The title is a Romanian folk dance which you dance in a circle all united – it is a metaphor for unity.

5c

- to be united in hardship and in pain
- the union will only result in their increased strength.

Text 6

Students who understood this text performed quite satisfactorily. A few responses indicated that students understood the text in general but found it hard to express this information in Romanian.

6a

He's had to give up play time.

6b

- his father teaching him
- the old man who advised him to do everything by himself
- the mentor Vladeanu
- the photo circle of the city.

Section 2: Reading and responding

Part A

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.

Question 7

7a

- a hawk
- because a bird flies like a plane.

7b

He had a will to fly and gave up a family life and love; he sacrificed his personal life.

7c

Two of:

- because he dared
- he was courageous
- he was stronger than nature.

7d

Students should have mentioned that he conquers the sky by flying against the wind, cutting the light of the blue sky by passing dark clouds.



7e

- he was born poor
- he had no schooling
- he had no support
- the government didn't help him.

Question 8

This question had a slightly higher number of very good responses compared to Question 7.

8a

- the outlet of the fountain is clogged most of the time
- the drainage can't be used, so a pump needs to be used
- the cost is much higher than the amount collected from the bottom of the fountain.

8b

One of:

- because it has never fulfilled any wishes
- because the city didn't have any monument to fulfil wishes.

Part B

Students had to read a leaflet about buying land on the moon and respond to it in Romanian. Many students read the text and instead of writing a diary entry as they were instructed, they made up a text on the topic 'the moon'. This section is designed primarily to assess the students' knowledge and skill in analysing and responding to information from written texts. It is not a creative writing exercise. Students had to mention the following issues raised in the text:

- the offers are very cheap
- there are reductions if one buys more
- a lot of properties have already been sold
- it is a very big present
- it is a wise investment
- it is a symbol of hope and love.

Question 9

There were many good responses which scored well against the criterion of 'ability to understand general aspects of a text'. Most students handled the text type quite well. They addressed their diary, dated the entry and ended by signing it. Good students:

- demonstrated extensive knowledge and understanding of vocabulary and sentence structures
- manipulated language authentically and creatively to meet the requirements of the task
- organised information and ideas to meet the requirements of the task.

A significant number of students experienced difficulties in using correct verb forms.

Section 3: Writing in Romanian

Students had a choice of four tasks and most tasks, except Question 11, proved equally popular. Generally, students scored well against the criterion of 'relevance'; however, the 'depth of treatment' criterion could have been addressed better.

Question 10

This task created a few problems as students did not read it carefully enough; they wrote about their own experience and their best day at school. Students were supposed to imagine that they were the school captain in the year 2050 and write an imaginative speech about their best day at school in the year 2050.

Question 11

Students had to write an informative article for an educational journal entitled 'Childhood experiences shape the adult'. Few students chose this topic but those who did wrote a very informative and highly interesting article.

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Question 12

Students had to write a review for a local newspaper in which they evaluated the advantages and disadvantages of young people having mobile phones. This was a popular topic but students should ensure that they plan their writing and write carefully about both the advantages and disadvantages, especially as this was an evaluative report. Students should also bear in mind that their writing should be logical and they should always check their spelling and grammar. Some students used anglicisms and some words were misused as a result.

Question 13

Students had to write a formal letter to the City Council to persuade them to change the legislation that dogs on beaches must be on leashes between the hours of 7am and 8am. This topic was handled quite well. Most of the students knew how to address a formal letter and knew how to use the polite form.