2021 VCE Russian written external assessment report

General comments

In the 2021 written examination, students offered a range of responses and generally communicated effectively. They provided accurate and appropriate answers and showed familiarity with the exam requirements.

In Section 1: Listening and responding, students demonstrated a very good understanding of general and specific aspects of the listening texts and could identify the relevant information and present it in English (Part A) and Russian (Part B).

Students are encouraged to utilise reading time to understand questions, make notes and respond according to the requirement (e.g. bullet point answers, short or extended responses). Students should also be cognisant of the marks allocated to each question, and not provide an excessive number of answers in order to guess correctly.

In Section 2: Reading and responding, students applied good reading skills, comprehending challenging texts and often conveying the information accurately and appropriately. Some students highlighted or underlined key words in the question or text – this is a great technique and is recommended to all students.

In Section 3: Writing in Russian, students had to clearly understand the text type, kind of writing (informative, imaginative, persuasive) and intended audience when choosing between three questions. Planning, sequencing ideas logically and creatively, and providing appropriate content were the keys for success.

Imaginative writing (Question 12) was almost as popular as the persuasive writing (Question 11). Many students, however, in creating interesting written pieces, got ‘carried away’ and lost focus on the task.

Students are advised to concentrate on spelling and punctuation, as disregarding these often brings difficulties in conveying an intended meaning and potentially impeding the reader’s understanding.

Typical difficulties included:

* calques in sentence structure and expressions
* use of complex and compound sentences
* replacing sentences containing an indirect question with conditional structures
* incorrect use of prepositions
* anglicisms
* case and gender endings
* spelling.

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 included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1: Listening and responding

Question 1

Four conditions were to be identified:

* It is for schoolchildren (or children) under 14.
* Complete the task on the website.
* Prepare and submit a video presentation to sum up the results of the competition’s tasks.
* Submit the application before the end of April.

Question 2a.

Correct responses were:

* She finds a solution to get away from the lion (cunning).
* She held to her promise and helped free the lion (reliable).

Question 2b.

Correct responses were:

* It has animals as characters.
* There is an allegory (message is represented symbolically).
* It ends with a moral lesson / morality.

Question 3

Correct responses were:

|  |  |
| --- | --- |
| Ingredients in regular burger | Substitute ingredients in vegetarian burger |
| Meat patty / rissole | Patty made from beans |
| Wheat flour bun | Flaxseed flour bun(Linseed and other variations of seed flour were also accepted) |
| Mayonnaise | Avocado |

Question 4a.

Correct responses were:

* Антон сказал Кате, что собирается работать во время полёта (Anton said to Katya that he was going to work during the flight)
* Антон уснул (Anton fell asleep)

Assessors also accepted Антон отвечал с сарказмом (Anton was answering with sarcasm) as a correct answer.

Question 4b.

Correct responses were:

* Пройтись по салону в одних носках – на пол кто-то пролил сок (Walk in socks (shoes off) – somebody spilled juice on the floor)
* Пробежаться по салону в качестве зарядки – можно сбить с ног стюардессу (Run inside the cabin as an exercise – you could knock down the stewardess).

Question 5a.

Correct responses were:

* Шейка (the neck)
* Гриф (the fretboard)
* Панцирь (the carapace)
* Подставка под струны (the stand for strings).

Question 5b.

The correct response was: Лопатка – это деталь с механизмом для натягивания струн (The scapula is a part with a mechanism for stretching the strings).

Question 6

Correct responses were:

* Расцвет видов многоборья, таких как триатлон и биатлон (the flourishing of all-around sports: triathlon, biathlon)
* Омоложение спорта как следствие развитой спортивной медицины (rejuvenation of sports due to progressive sport medicine)
* Смешанные команды, состоящие из спортсменов обоих полов/ гендерное равенство (mixed teams composed of both genders/ gender equality)
* Улучшение качества спортивной формы и снаряжение в связи с новыми технологиями (improving the quality of sportswear and equipment due to new technologies)
* Комбинирование существующих видов спорта в новые (combining different existing sports into new ones)
* Новые виды спорта включены в Олимпиаду 2024 (new sports included in the 2024 Olympics).

Section 2: Reading and responding

Question 7

Correct answers were:

* nervous system
* digestive system
* genitourinary / urogenital / urinary system
* cardiovascular system.

Answers mentioning ‘healthy nails, skin and hair’ were not accepted.

Question 8a.

Correct answers were:

* Cossacks were Russian peasants and steppe vagrants who fled Russia in the 14th century.
* The main reason for their existence was to serve their homeland (Russia).
* They took part in all significant events in Russian history.

Question 8b.

Correct answers were:

* virtuoso handling of weapons
* outstanding riding skills
* Cossacks were sent to hot spots and frontlines to carry out the most difficult military tasks.

Question 9

Text 9 was a blog post about graffiti. The students were required to compose an email to a friend, evaluating the observations about street art and the impact of the street art on the urban life made by the blog writer.

Many students followed the conventions of email (layout, greeting, closing). They structured ideas logically and creatively, expressing their opinion about street art in its different forms, included interesting examples and personal experiences.

The informal tone/style of the writing was appropriately utilised and supported the requirements of the task.

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

Привет, Петя!

Как же я по тебе соскучилась! Мы с тобой, наверное, уже больше года не виделись. Как поживаешь?

Я вот недавно наткнулась на блог человека, по видимому заинтересованного уличным искусством, и сразу вспомнила о тебе. Ты же ведь когда-то был райтером, да?

For a large number of students, this task was challenging. They misunderstood the requirements and had a tendency towards rewriting phrases – sometimes whole sentences – from the text, providing information without evaluating or reflecting on it.

Most students identified a dispute: should graffiti be considered art or is it just vandalism? Some expressed strong opinions, using exaggerations and subjective language successfully. Not many students commented on graffiti as an encoded text: the symbols that reflect certain events in the cultural or social life of the city.

The following is an example of a high-scoring response.

кому: friend@gmail.com

от кого: 28475861@gmail.com

тема: уличное искусство

Привет! Как у тебя дела? У меня всё в порядке, а пишу я тебе потому что недавно прочитала очень интересный блог об уличном искусстве и хочу поделиться впечатлениями.

Автор блога пишет про реакции горожан на граффити. Это очень интересно, ведь мнения россиян здесь радикально расходятся. Многие, и я в том числе, воспринимают уличное искусство положительно. По-моему, граффити может добавить красок многим постройкам современного города, которые обычно серые и скучные. С другой стороны, многие горожане убеждены, что граффити – это вандализм. Здесь я тоже вынуждена согласиться на некоторые виды искусства, например, непонятные каракули, или ещё хуже – мат. Неприятно смотреть. Такое действительно не захочешь увидеть рядом со своим домом. Отношение населения к уличному искусству очень важные фактор, который влияет на граффити в современном городе.

Ещё один важный аспект граффити – это социальные и эмоциональные послания, которые в нём заключаются. Эти смысла могут помочь художникам разобраться в своих собственных чувствах, а также обращать внимание горожан на различные проблемы, требующие решения. Таким образом граффити побуждает людей изменить мир в лучшую сторону, а мы сейчас очень нуждаемся в этом.

Последний, менее важный, но приятный аспект граффити – это все возможные красивые муралы и стенные росписи. Талантливые художники поражают своей техникой и превращают скучные стены зданий в холсты c яркими красочными работами. Такое искусство может принести в дни горожан радость, а также привлечь туристов полюбоваться городом.

Вобщем, уличное искусство скорее положительно влияет на жизнь современного города. А какое твоё мнение по поводу граффити? Жду от тебя ответа.

Твоя подруга Лаура.

Section 3: Writing in Russian

Section 3 provided three options: informative, personal persuasive or personal imaginative writing.

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

Question 10

It was expected that responses for this question would demonstrate the characteristics of an interview, creating questions and answers informing about differences in the quality, the purpose, the meaning and the value of the photograph in the past and in the present time. They could compare the approach to taking photographs nowadays with the old-fashioned methods (much easier, faster, can see results immediately, not necessary to print) and comment on the fact that now everyone possesses a camera and takes hundreds of photoshoots.

Few students chose this question. High-scoring responses demonstrated the text type of the interview successfully, providing original questions and answers.

Question 11

It was expected that responses would demonstrate the characteristics of the text type of a speech, use emotive language that stimulated a feeling in the audience (short sentences, rhetorical questions, incomplete sentences, verbs in imperative mood, repetitions, poetic devices) to create the desired atmosphere to persuade.

Suggested points that may have been included:

* Any lie will be uncovered one day.
* Liars will feel ashamed.
* Liars lose the trust of their friends and become abandoned by those who trusted them.
* When people lie, they start to believe in elusive reality.
* Lies can be reciprocated when the liar needs help desperately.

This question was chosen by 44% of the students.

The ability to present several ideas within the main topic was often the challenge for students who chose this question. Some students developed their whole speech around one idea, becoming circuitous with a lack of persuasive argument.

Question 12

It was expected that the response would demonstrate the characteristics of the journal entry text type (e.g. ‘Dear Diary’ start, date and time), first person point of view and relevant pronouns (I, me, we, us, our). Various benefits of living on another planet had to be mentioned (e.g. low population, more stimulating environment, new experiences in comparison with living on Earth). Students could describe, for example, their living conditions, clothes and food. They also could have included the concept that in the future people may have been compelled to migrate to another planet and would have been prepared by that time.

This question was chosen by 37% of the students.

High-scoring responses presented original, very creatively ‘built’ imaginary worlds. Students logically organised parts of the text underlining the main topic and enriched it with vivid descriptions and detailed explanation.

Some students had difficulty staying focused on the main idea and often provided details in a disorganised way.