

Accreditation Period

Units 1 and 2

2002–2023

Units 3 and 4

2002–2024



Victorian Certificate of Education

ROMANIAN

STUDY DESIGN



www.vcaa.vic.edu.au

Amendments to study design history

Version	Status	Release Date	Comments
1.1	Current	December 2023	The accreditation period for Units 1 and 2 expired 31 December 2023. The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2001	

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

Romanian

The following agencies have contributed to this document:

Board of Studies, New South Wales
Board of Studies, Victoria
Curriculum Council of Western Australia
Northern Territory Board of Studies
Senior Secondary Assessment Board of South Australia
Tasmanian Secondary Assessment Board

Every effort has been made to contact all copyright owners. The Board of Studies, Victoria apologises if it has inadvertently used material in which copyright resides. For acknowledgment in future editions please contact:

Copyright Officer
Board of Studies
15 Pelham Street
Carlton VIC 3053

Published by the Board of Studies
15 Pelham Street, Carlton, Victoria 3053
Website: <http://www.bos.vic.edu.au>

This completely revised and reaccredited edition published 2000.

© Board of Studies 2000

This publication is copyright. Apart from any use permitted under the *Copyright Act 1968*, no part may be reproduced by any process without prior written permission from the Board of Studies.

Edited by Scott Robinson
Designed by Geoff Coleman
Desktop publishing by Julie Coleman

Cover artwork

Detail from a VCE work of Paul Wisneske: 'Mallee landscape' 1993, acrylic on canvas, 1100 x 840 mm. Copyright remains the property of the artist.

Languages Other Than English: Romanian
ISBN 1 74010 159 6

Contents

Important information	5
Introduction.....	7
The language.....	7
Rationale	7
Aims	7
Structure.....	8
Entry.....	8
Duration	8
Changes to the study design.....	8
Monitoring for quality	8
Safety	8
Use of information technology	8
Community standards	8
Vocational Education and Training option.....	9
Assessment and reporting	10
Satisfactory completion	10
Authentication.....	10
Levels of achievement	10
Areas of study Units 1–4.....	12
Unit 1	17
Outcomes	17
Assessment.....	18
Unit 2	20
Outcomes	20
Assessment.....	21
Units 3 and 4.....	23
Unit 3	25
Outcomes	25
Assessment.....	26
Unit 4	28
Outcomes	28
Assessment.....	29

Advice for teachers.....	36
Developing a course.....	36
Methods.....	36
Structure and organisation	36
Use of information technology	37
Example outlines.....	37
Summary of outcomes: Module 2B of the National TAFE Language Course	50
Main characteristics of different kinds of writing.....	50
Main characteristics of common text types	52
Suitable resources	53

IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 3 and 4 ends 31 December 2024

Other sources of information

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied and assessed is the modern standard version of Romanian. The four main variations of Romanian – Moldavian, Muntenian (Walachian), Transylvanian and Banatian – differ slightly from standard Romanian, mainly through pronunciation and sometimes in their lexical components. These variations are acceptable. Use of the reformed spelling system is expected, with the correct use of *â* instead of *î*.

RATIONALE

The study of Romanian contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Romanian-speaking countries and communities, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Romanian develops students' ability to understand and use a language spoken in Romania as well as various other parts of the world where there are Romanian communities, such as the Republic of Moldova, the Federal Republic of Yugoslavia, Bulgaria, Greece, Albania, the USA, Canada, Israel and Australia.

The study of Romanian also has a broader application in that the Latin origin of the language facilitates the learning of related languages such as French, Spanish and Italian.

Learning Romanian will enhance the cultural experience of students and will enrich and broaden their understanding of Romanian history, literature, art and of the Romanian community in Australia.

The ability to communicate in Romanian may, in conjunction with other skills, provide students with enhanced vocational opportunities in educational, commercial, diplomatic and cultural fields.

AIMS

This study is designed to enable students to:

- use Romanian to communicate with others;
- understand and appreciate the cultural contexts in which Romanian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Romanian and English, and/or other languages;
- apply Romanian to work, further study, training or leisure.

INTRODUCTION**STRUCTURE**

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

ENTRY

Romanian is designed for students who will, typically, have studied Romanian for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

MONITORING FOR QUALITY

The Board of Studies will, from time to time, undertake an audit of Romanian to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION TECHNOLOGY

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

COMMUNITY STANDARDS

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 47–49.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Romanian the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

Areas of study

Units 1–4 Common areas of study

The areas of study for Romanian comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Romanian-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Romanian-speaking communities	The changing world
<ul style="list-style-type: none"> • Personal identity <i>For example, personal details and qualities, daily life, free time and leisure activities.</i> • Relationships <i>For example, relationships with family and friends, social/sporting relationships, role in the community.</i> • Education and aspirations <i>For example, school life, work experience, career plans, priorities for the future.</i> 	<ul style="list-style-type: none"> • Lifestyles <i>For example, daily life, traditions and celebrations, women in Romanian society, comparison of lifestyles in Romania and Australia.</i> • History <i>Romania after the fall of communism, migration and settlement in Australia, December 1989.</i> • Arts and entertainment <i>For example, music and songs, media, literature, festivals (Cerbul de Aur).</i> • Values <i>For example, migration through personal accounts, changing traditions, maintenance of language and culture, contribution of the Romanian community to Australian society.</i> 	<ul style="list-style-type: none"> • Technology <i>For example, technology in urban and rural society, impact on the workplace, technology and globalisation.</i> • Trade and tourism <i>For example, growth of tourism, interacting with visitors, positive and negative impact of tourism.</i> • World of work <i>For example, changing nature of work, work and the family.</i> • Social issues <i>For example, the role of religion, challenges for youth, the environment, care of the aged.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Editorial	Play
Announcement	Folk tale/ballad	Poem
Article*	Informal/formal letter*	Postcard*
Autobiography	Interview	Recipe
Brochure	Invitation	Report*
Cartoon	Menu	Review*
Chart/table	Narrative account/story*	Song
Conversation*	Note/message*	Survey
Diary/journal entry*	Personal profile*	Text of a speech*
Discussion*		

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Verb	mood	
	indicative	<i>Eu învăț limba română.</i>
	tense	
	present	<i>Eu învăț limba română.</i>
	perfect	<i>Eu am plecat la piață.</i>
	future	<i>Eu voi învăța limba română.</i>
	imperfect	<i>Cântam în ploaie.</i>
	pluperfect	<i>Plecasem de mult.</i>
	simple perfect	<i>Stătui acasă și mă culcai.</i>
	imperative	<i>Fă-ți lecțiile!</i>
	subjunctive present	<i>Să trecem la lucruri mai importante.</i>
	subjunctive perfect	<i>Să fi trecut la lucruri mai importante.</i>
	conditional present	<i>Aș merge acasă , dacă aș avea voie.</i>
	conditional perfect	<i>Aș fi mers acasă, dacă aș fi avut voie.</i>
	infinitive	<i>A sluji este o onoare.</i>
	participle	<i>Parcă era făcut.</i>
	gerund	<i>Mergea schiopătînd.</i>
	supine	<i>Avea mult de cusut.</i>
	voice	
	active	<i>Eu merg acasă.</i>
passive	<i>Eu am fost invitată de Ion la acest bal mascat.</i>	
reflexive	<i>Eu mă spăl pe cap.</i>	
impersonal expressions	<i>Există multă invidie. Plouă și ninge</i>	
modal	<i>A vrea, a trebui, a avea voie, a putea</i>	
person, number and agreement	<i>Românele sunt fete frumoase.</i>	
Adverb	positive	<i>rapid, bun, mic, mare, tare</i>
	comparative	<i>mai rapid, mai bun, mai mare, mai tare</i>
	superlative	<i>cel mai rapid, cel mai bun, cel mai mare, cel mai tare</i>
	adverbial phrases	<i>târâș-grăbiș, zi de zi, an de an</i>

Adjective	common adjectives	<i>mic, mare, interesant</i>
	degree positive, comparative, superlative agreement and position	<i>mare, mai mare, cel mai mare Cea mai frumoasă fată are note bune. Făt frumos din lacrimă era viteaz.</i>
Noun	gender, number, case (all five)	<i>Ana este elevă în clasa a Va. Sora acestei eleve este colega noastră. Oricărei eleve harnice îi place disciplina. Profesorii apreciază pe oricare elevă harnică. Elevo, ai rezolvat exercițiul.</i>
	infinitive used as noun	<i>A învăța este o plăcere.</i>
	agreement, gender, number, case	<i>Marea surpriză a fost uitată.</i>
Article	definite, indefinite demonstrative	<i>Copilul învață bine. Un copil aduce bucurie în casă. Cel, cea, cei, cele, celui, celei, celor</i>
Pronoun	personal, all cases	<i>eu, tu, pe mine, mie etc.</i>
	reflexive	<i>El se spală pe cap.</i>
	reinforcement pronoun	<i>Spui că l-ai văzut tu însuși ?</i>
	indefinite	<i>Unul era medic, altul muncitor.</i>
	demonstrative	<i>Acela este cel mai deștept.</i>
	interrogative	<i>Cui îi place ciocolata?</i>
	negative	<i>Nimeni nu are nimic de zis.</i>
	possessive	<i>Caietul meu este alb.</i>
relative	<i>Băiatul care doarme, este cel mai inteligent din clasă.</i>	
Numeral	cardinal and ordinal	<i>Unul este alb al doilea este negru.</i>
	multiplicative, distributive and adverbial	<i>O dată am fost la circ. Treceau două câte două. Munca lui este îndoită.</i>
	fractions and decimals	<i>O treime din elevi erau absenți. Douăzeci la sută din tineret fumează.</i>
Preposition	simple and compound	<i>Pe, peste, deasupra, de la, din pricina</i>
Conjunction	simple and compound	<i>Când, fiindcă, dar, în consecință, prin urmare</i>
	coordinating	<i>De vreme ce, din moment ce</i>
	subordinating	<i>Am citit și apoi am mâncat. M-am culcat, după ce am sosit acasă.</i>
Interjection	simple and compound	<i>Ei, Doamne! Valeu ... maică!</i>

AREAS OF STUDY UNITS 1-4

Direct, indirect speech	direct and indirect statement	<i>Ce-ai cumpărat acolo?</i> <i>Ion a spus că vine mîine pe la noi.</i>
Word order		<i>Cine bate la uşă?</i> Subiect + atribut + predicat + complement direct + complement indirect + complement circumstanţial
Type of clause	subjective	<i>Cine se scoală de dimineaţă departe ajunge.</i>
	predicative	<i>Întrebarea este ce va deveni Dan peste câţiva ani.</i>
	attributive	<i>Omul care munceşte este stimat de toată lumea.</i>
	direct object	<i>Sprijină pe cel slab şi nu uita ce grele sunt începuturile de viaţă.</i>
	indirect object	<i>Mă tem că va veni ploaia.</i>
	adverbial –	<i>Oriunde priveşti se întind păduri de brad.</i>
	place	
	time	<i>După ce apune soarele, se înserează repede.</i>
	modal	<i>Dana merge cum poate.</i>
	cause	<i>Urechile mi se înroşiseră deoarece era frig.</i>
	purpose	<i>Andrei s-a dus la pădure să culeagă fragi.</i>
	conditional	<i>De treci codri de aramă, de departe vezi albind.</i>
	concessive	<i>Ba chiar mă pârau şi pe mine, deşi îmi vedeam de treabă.</i>

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement in two outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a written or spoken exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imagined;
- initiate, maintain and close an exchange;
- use a range of question and answer forms;
- link and sequence ideas in a conversation;
- recognise and respond to cues for turn taking;
- self-correct/rephrase or use other strategies to maintain communication;
- communicate in a range of text types, for example letter, fax, email and telephone as well as face-to-face;
- use appropriate registers, pitch/spelling and punctuation;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;

UNIT 1

- apply knowledge of vocabulary and structures related to the topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to produce a written response to a text focusing on real or imaginary experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate knowledge and skills to:

- apply the conventions of relevant text types, for example, review, article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- identify main ideas, events and sequence of actions;
- link ideas, events and characters;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- select and make use of relevant relevant materials;
- provide personal comment/creative comments of texts;
- respond appropriately for context, purpose and audience described.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Romanian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- informal conversation

or

- reply to personal letter/email/fax.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, news reports) to obtain information to complete notes, charts or tables in Romanian or English

and

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Romanian or English

Outcome 3:

- oral presentation

or

- review

or

- article.

It is expected that students in Romanian to all assessment tasks that are selected to address Outcomes 1 and 3. If the two tasks required for Outcome 2, one should require a response in Romanian and the other response in English.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of the study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of the following outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a written or spoken exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use fillers, affirming phrases and formal expressions related to negotiation/transaction;
- make arrangements and complete transactions;
- obtain and provide goods, services and public information;
- link and sequence ideas and demonstrate clarity of expression in spoken or written form;
- initiate, maintain, direct as appropriate, and close an exchange;
- use stance, gesture, vocal expression to enhance meaning and persuade;
- use appropriate register of communication;
- use examples and realia to support arguments, and to convince;
- respond appropriately to the context, purpose and audience described.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types such as a letter or a newspaper report;
- use vocabulary, structures and content related to topics studied;
- infer points of view, opinions and ideas;

- classify, compare and predict information and ideas;
- extract and reorganise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills:

- apply the conventions of text types;
- use structures related to describing, recounting, narrating, reflecting, past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- structure writing to sequence main ideas and events logically;
- use stylistic techniques such as repetition, quotation and exclamation;
- vary language for audience, context and purpose.

ASSESSMENT

The award of satisfactory completion of the unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for this outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Romanian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

UNIT 2

A total of four tasks should be selected from those listed below.

Outcome 1:

- formal letter, or fax, or email

or

- role-play

or

- interview.

Outcome 2:

- listen to spoken texts (e.g. conversation, interview, podcasts) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Outcome 3:

- journal entry

or

- personal account

or

- short story.

It is expected that the student responds in Romanian to all assessment tasks selected.

Units 3 and 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Romanian-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Romanian-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting

and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture through VET

This detailed study allows the student to explore and compare aspects of the language and culture of the Romanian community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

FOR USE IN VET

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text focusing on an event or experience in the past, present or future;
- demonstrate knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- use simple stylistic techniques such as repetition, questions, exclamations or changes in tone, speed of delivery;
- select and make appropriate use of reference materials, including dictionaries.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge and use of registers, and stylistic features such as repetition and tone.

UNIT 3**Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- present and comment on factual information;
- use a range of question forms;
- exchange and justify opinions and ideas;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- self-correct/rephrase to maintain communication;
- describe and comment on aspects of past, present and future experience;
- link and sequence ideas and information.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
Outcome 2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
Total marks		50

* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- show knowledge of and use a range of text types;
- understand and convey gist, identify main points, and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Romanian-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Romanian-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion on an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

UNIT 4

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Romanian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.	20
	A three- to four-minute interview on an issue related to texts studied.	20
Total marks		50

* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)*Purpose*

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Romanian.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Romanian-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

Written examination (3 hours including 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding*Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Romanian in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Romanian covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

Part B

There will be one short text and one longer text.

Questions will be phrased in English and Romanian for responses in Romanian.

Section 2: Reading and responding*Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Romanian to information provided in a text.

UNIT 4*Specifications*

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

The student will be required to read two texts in Romanian of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read a short text in Romanian of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Romanian. The task will be phrased in English and Romanian for a response in Romanian.

Section 3: Writing in Romanian*Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Romanian.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Romanian. The tasks will be phrased in English and Romanian for a response in Romanian.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a written or spoken exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	Participate in a written or spoken exchange related to personal areas of experience and simple transactions.	Formal letter/fax/email. or Role-play. or Interview.
2 Listen to, read, and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information and complete notes, charts or tables in Romanian or English. or Read written texts (e.g. extracts, advertisements, letters) to obtain information and complete notes, charts or tables in Romanian or English.	2 Listen to, read, and extract information and ideas from spoken and written texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text using real or imaginary experience.	3 Give expression to real or imaginary experience in written or spoken form. or Review. or Article.	3 Give expression to real or imaginary experience in written or spoken form.	Journal entry. or Personal account. or Short story.

UNIT 4**Outcomes and coursework assessment tasks for Units 3 and 4**

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Romanian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
Unit 4		Written examination	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Romanian	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Romanian	10 5
Three- to four-minute interview.	10	Writing	7.5

UNIT 4

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

FOR USE IN 2024

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.


STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Romanian, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

Unit 1

Theme	Examples of learning activities
The individual	conduct an interview focusing on the importance of the family
Topic	
Relationships	complete a personal profile of a friend
Grammar	research and discuss a famous Romanian writer's childhood and answer questions
Nouns and adjectives, agreement and cases, present tense, simple perfect, relative pronouns, subordinate clauses and questions	write a letter to a friend in which you talk about your relationships with them
Text types	read and listen to a variety of texts on relationships and compare the views presented
Letter, personal profile, short story/poem, interview	

Example assessment task

Outcome 1: Establish and maintain spoken or written exchanges in a range of areas of experience

Take part in a conversation in which you discuss aspects of your life

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Write a review of a text you have studied on relationships and explain why you believe/do not believe it would be a useful resource for all young people.

ADVICE FOR TEACHERS

Unit 1

Theme

The Romanian-speaking communities

Topic

Lifestyles

Grammar

Future tense, subjunctive mood, adverbs, word order

Text types

Article, discussion, story, film

Examples of learning activities

listen to, discuss and answer questions on interviews presenting different views about Romanian lifestyles



using the Internet research and compare information about the standard of living in Romania and Australia

watch a documentary film about Romania in the 20th century and discuss the main subjects raised

read articles relating to the changing role of women in Romania and note the major issues raised

research the author's background and explain how the author highlights the main issues relating to lifestyles

Example assessment task

Outcome 2: Listen to, read and obtain information from written and spoken texts. Analyse an article outlining the impact of women's changing role and list the main points made.

Unit 2

Theme

The changing world

Topic

Trade and tourism

Grammar

Modal verbs, prepositions and conjunctions

Text types

Video, webpage, brochure, article, conversation, report

Examples of learning activities



watch a video clip or visit an Internet site for information on tourist attractions in Romania; select one and prepare a short report



read articles on the experiences of exchange students and use the information to prepare a brochure providing useful advice

role-play a conversation with a travel agent in which you discuss and finalise a booking for a tour

listen to a radio interview and use the information to write a report on the importance of the tourism industry

Example assessment task

Outcome 1: Participate in a spoken or written exchange related to making arrangements and completing transactions. Role-play a conversation with a Romanian travel agent in which you need to make amendments to a previously arranged itinerary.

Unit 2

Theme	Examples of learning activities
The individual	discuss aspects of school routine and subjects
Topic Education and aspirations	read/listen to texts about school in Romania and answer questions about key features
Grammar Passive and active voices, conjunctions	make notes from composite of different Romanian school systems and write a summary
Text types Article, notes, interview, brochure, summary, review	<p>compare similarities and differences between Romanian and Australian schools as the basis for an informative brochure</p> <p>interview a fellow student about their future aspirations</p> <p>use online Internet for selected occupations and note the skills required as the basis for a comparative review</p>

Example assessment task	
<p>Outcome 2: Listen to recorded texts and extract and use information and ideas from them in written texts.</p>	<p>Read a magazine article and use the information to write a report on a specific aspect of school life in Romania.</p>

ADVICE FOR TEACHERS

Unit 2

Theme

The changing world

Topic

Technology

Grammar

Reflexive and impersonal expressions, future, numerals

Text types

Advertisement, article, report, debate, survey, letter

Examples of learning activities

read articles on the information revolution and give examples of its impact on daily life

take part in a debate focusing on the pros and cons of the impact of information technology on daily life

conduct a survey on computer literacy among different age groups and summarise the results as the basis for a report

read an article on scientists who have effected profound changes and use the information to write a letter asking for government research funding

Example assessment task

Outcome 2: Listen to, read, and extract information and ideas from spoken and written texts. Listen to a broadcast on courses in the field of information technology and use the information to write an application to participate in a course.

Unit 2

Theme

The Romanian speaking communities

Topic

History

Grammar


Imperfect, pluperfect, adverbial phrases, infinities used as nouns

Text types


Timeline, report, journal entry, review

Examples of learning activities

complete a timeline of key events in relation to the history of migration to Australia

 use the Internet to research and report on statistics related to migration over the past ten years for a selected area

read journal entries of migrants, and summarise key aspects

 search the Internet for information on the Roman invasion of Romania as the basis for a report

write a review comparing aspects of migration, past and present

Example assessment task

Outcome 3: Give expression to real or imaginary experience in written or spoken form. Write a short story focusing on an aspect of life in a new country.

Unit 3

Theme

The Romanian-speaking communities

Topic

Arts and entertainment

Grammar

Adjectives, comparison, direct and indirect speech

Text types

Article, summary, fairytale, interview, legend, myth

Examples of learning activities

read a selection of legends and myths and summarise common features

role-play an interview with a famous person from the entertainment world



using the Internet research the legend of Dracula and write an informative article for the school magazine

read a fairytale and rewrite it in a contemporary setting

discuss the role of fairytales and their value for children today

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, extracting and using the information requested.

Listen to an interview focusing on the role of stars and heroes in literature and entertainment. Use the information to write an informative article about the social role such people have played in the past and present.

ADVICE FOR TEACHERS**Unit 3****Theme**

The individual

Topic

Personal identity

Grammar

Conditional, supine, participle, interjections, agreement

Text types

Interview, advertisement, application, survey, notes, report

Examples of learning activities

listen to an interview about personal qualities and write about two which you think are essential

read an advertisement for a sports dieting/outreach course and apply in writing giving the necessary details

survey your class on how they spend their leisure time and take notes



using the Internet, collect and research leisure activities available to young people in Romania today

read articles on the ways in which young people interact with the local community and use the information to write a report

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

A three- to four-minute role-play, focusing on the resolution of an issue.

Convince a representative of the local council of the need for more support for young people in an area related to leisure or community work.

Unit 3**Theme**

The changing world

Topic

Social issues

Grammar

Pronouns, direct object clauses,
subordinating prepositions

Text types

Survey, report, summary, interviews

Examples of learning activities

listen to interviews about the environment and respond to a quiz on the issues raised

conduct a survey on people's attitudes/practices concerning the environment, and present the results



using the Internet, search for information on major environmental issues in Romania and write a summary of your findings

select one environmental issue in Romania and write a report including causes, results and strategies put in place

Example assessment task

Outcome 1: Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Write an article presenting a personal perspective on a major environmental issue, including your reasons for selecting this topic.

ADVICE FOR TEACHERS**Unit 4****Theme**

The Romanian-speaking communities

Topic

Values

Grammar

Adverbial phrases, indefinite pronouns, attributive clauses

Text types

Article, report, short story, song, review

Examples of learning activities

read articles about the importance of maintaining language and cultural identity and use the information to write a report

listen to a radio report about ways of maintaining the Romanian language and culture overseas, and take notes

listen to a Romanian song and discuss the content and values illustrated in the song

read a short story which embodies values important to Romanians and explain how the author makes this clear in a short review

Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of the Romanian-speaking communities.

A 250–300-word informative, persuasive, or evaluative written piece, for example report, comparison or review.

Write an article for a young people's magazine in which you argue for a particular strategy to improve the maintenance of the Romanian language and culture in Australia.

Unit 4

Theme

The changing world

Topic

Social issues

Grammar

Adverbial clauses (modal, place, time, cause)

Text types

Article, interview, statistics, advertisement, report

Examples of learning activities

read texts about the care of the aged and use the information to write an advertisement to raise funds for a local senior citizens' centre

listen to texts about caring for the elderly; write a report comparing life for the aged in Australia and Romania

write a short article for publication in your school magazine urging students to become involved in an activity to support the elderly

research population data and use the information as the basis for a report on the likely situation in ten years time

Example assessment tasks

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of the Romanian-speaking communities.

A three- to four-minute interview on an issue related to texts studied.

Looking after the aged is a key priority now and in the future. Discuss this issue in an interview.

Outcome 1: Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Read texts on levels of care for the aged and use the information to write a report outlining the areas that need addressing and explaining why.

ADVICE FOR TEACHERS**SUGGESTED SUB-TOPICS FOR DETAILED STUDY**

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The Romanian-speaking communities

Topic: History

Possible sub-topics for detailed study:

- Significant events and their impact.
- A historical period as viewed by a famous author.
- The role of women in a period of Romanian history.
- Bucharest, past and present.

Theme: The Romanian-speaking communities

Topic: Lifestyles

Possible sub-topics for detailed study:

- Changes in lifestyles and their impact.
- Women in Romanian society.
- Tradition and change in Romanian society.

Theme: The Romanian-speaking communities

Topic: Arts and entertainment

Possible sub-topics for detailed study:

- *Cerbul de Aur* festival and its contribution to Romanian music.
- Music, past and present.
- Bucharest in literature and film.
- A famous writer/singer/film-maker and their contribution and impact.

Theme: The changing world

Topic: Social issues

Possible sub-topics for detailed study:

- Environmental disasters in Romania: lessons for the future.
- The role of religion in Romania today.
- The contribution of the Romanian community to Australian society.

EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

The outline below is an example of how all the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution. Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of enrolling in a training course at a college in a Romanian-speaking community. Write a formal letter to the overseas educational institution enquiring about types, costs, length of courses and courses related to your area of interest. Enquire also about types, cost and availability of accommodation on the campus.

VET Outcome 1: and VET Outcome 6:	Seek medical attention at a hospital/surgery/chemist (1.3, 1.4, 1.5, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12, 6.13, 6.14, 6.15, 6.16, 6.17, 6.18, 6.19, 6.20, 6.21, 6.22, 6.23, 6.24, 6.25, 6.26, 6.27, 6.28, 6.29, 6.30, 6.31, 6.32, 6.33, 6.34, 6.35, 6.36, 6.37, 6.38, 6.39, 6.40, 6.41, 6.42, 6.43, 6.44, 6.45, 6.46, 6.47, 6.48, 6.49, 6.50, 6.51, 6.52, 6.53, 6.54, 6.55, 6.56, 6.57, 6.58, 6.59, 6.60, 6.61, 6.62, 6.63, 6.64, 6.65, 6.66, 6.67, 6.68, 6.69, 6.70, 6.71, 6.72, 6.73, 6.74, 6.75, 6.76, 6.77, 6.78, 6.79, 6.80, 6.81, 6.82, 6.83, 6.84, 6.85, 6.86, 6.87, 6.88, 6.89, 6.90, 6.91, 6.92, 6.93, 6.94, 6.95, 6.96, 6.97, 6.98, 6.99, 7.00).
VCE Unit 2 Outcome 1:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

VET Outcomes 11 and 12: Describe personality of people. Exchange information about the area where you live.

VCE Unit 2 Outcome 2: Listen to spoken texts and reorganise information and ideas in a different text type.

Assessment task: Listen to the interview conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.

ADVICE FOR TEACHERS

VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8). Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the dosage and side effects of the medicine prescribed to them. Ask politely about the possibilities of obtaining a second opinion.
VET Outcome 5: and VET Outcome 9:	Demonstrate knowledge of the education system in a Romanian-speaking community. Write a short article or page.
VCE Unit 3 Outcome 1:	250- word personal text.
Assessment task:	You have recently returned from an exchange visit to a Romanian-speaking community. Write an article for your school magazine focusing on your experiences of the school system in a Romanian-speaking community. Describe your views on the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.
VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Romanian-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Romanian-speaking community.

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in a Romanian-speaking community. Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read the two articles related to health provision in a Romanian-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Romanian-speaking community, and provide key advice for potential tourists.

Details	
VET Outcome 13: and VET Outcomes 14,15:	Demonstrate basic knowledge of politics and government in a Romanian-speaking community. Develop some specialised language and cultural knowledge.
VCE Unit 4 Outcome 2: and VCE Unit 4 Outcome 2:	Write a 100-150 word informative piece. Participate in a four-minute interview on an issue related to texts studied.
Assessment task:	Write an informative article in which you outline the political figures currently prominent in a Romanian-speaking community, and one or two recent issues or events. There can only be real economic progress if the populace learns to look after itself, rather than relying on the state. Discuss this issue in a three- to four-minute interview.

SUMMARY OF OUTCOMES: MODULE 2B OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

ADVICE FOR TEACHERS**MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING**

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

ADVICE FOR TEACHERS**MAIN CHARACTERISTICS OF COMMON TEXT TYPES**

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
Letter (business)	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information); register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

Language texts for students

Popescu, Învățați limba română cu sau fără profesor, curs de limba română, București, Editura Didactică 1971.

Grammar

Avram, M, *Ortografie pentru toți*, București, Editura Academiei Române, 1990.

Bejan, D, *Gramatica limbii române*, Cluj, Editura Echinoc, 1995.

Iliescu, C și alții, *Gramatică și compunere pentru clasa a I-a*, București, Editura Didactică și Pedagogică, 1994.

Popescu, I, *Limba română. Gramatică*, București, Editura Didactică și Pedagogică, 1994.

(manuale pentru clasa a VI, VII, VIIIa)

Serdeanu, I, *Gramatică și compunere pentru clasa a treia*, București, Editura Didactică și Pedagogică, 1994.

Dictionaries

Burlacu, E și alții, *Primul meu dicționar*, București, Editura Mediană, 1993.

Creta, Z și alții, *Mic dicționar al limbii române*, București, Editura Demiurg, 1993.

Panove, I, *Dicționar Englez-Român*, București, Editura științifică și enciclopedică, 1976.

Panove, I, *Dicționar Român-Englez*, București, Editura științifică și enciclopedică, 1976.

Schönkron, M, *Romanian-English, English-Romanian Dictionary*, New York, Hippocrene Books, 1991.

Coursebooks

Cazacu, B, Marioteanu, M C, Chioșă, C G & Romalo, V G, *A course in contemporary Romanian, an introduction to the study of ROMANIAN*, București, Editura didactică și pedagogică, 1982.

Dumitrescu, A și alții, *Limba Română, Manual pentru clasa a Va*, București, Editura Didactică și Pedagogică, 1994.

Teacher references and library resources

Apleviene, B, *Mari invenții*, București, Editura Ion Creangă, 1977.

Baba, C și alții, *Tonitza*, București, Meridiane Publishing House, 1995.

Breazul, G, *Colinde*, București, Editura Fundației Culturale Românești, 1993.

Ciuchindel, C, *Folclor vechi românesc*, București, Editura Minerva, 1990.

Cosma, V, *Filarmonica George Enescu din București*, București, Editura Întreprinderea Poligrafică Banat Timișoara, 1968.

Doceanu, F, *Clopoțelul cel isteț*, București, Editura muzicală, 1986.

Firuța, C și alții, *Romanian images*, București, Editura Alcor, EDIMPEX SRL, 1994.

Giurcăneanu, C și alții, *Geografia României*, București, Editura Didactică și pedagogică.

Hagi-Mosco, E, *Aminirile unui oraș*, București, Editura Fundației Culturale Române, 1995.

Herovanu, E M, *Îndrumări practice pentru tinere gospodine*, București, Editura tehnică, 1964.

Levițișchi, D și alții, *Balade populare românești*, Romanian-English bilingual edition, București, Editura Minerva, 1980.

Marian, S F, *Sărbătorile la români*, București, Editura Fundației Culturale Române, 1994.

Stănculescu, N, *Brâncuși*, București, Editura Albatros, 1981.

Tufescu, V și alții, *Geografia României*, București, Editura Albatros, 1981.

Varga, V și Costescu, E, *Andreescu*, București, Editura Meridiane, 1968.

JOURNALS AND PERIODICALS

Datini, revistă de cultură, București, editată de Ministerul Culturii, Centrul Național de Conservare și valorificare a tradiției și creației populare și Fundația Culturală Ethnos.

Arc, Litere-Arte, București, Editura Fundația Culturală Română.

Destin Românesc, revistă de istorie și cultură, București, Editura Fundația Culturală Română.

Femeia modernă, București, Editura Casa Editorială Femeia.

Mihai Eminescu, revistă pentru literatură și artă, Sydney, George Mitin Varieșescu.

Magazin Istoric, revistă de cultură istorică, București, Editor Fundația Culturală magazin Istoric, revistă lunară.

România Liberă, București, Editura Societatea RSA.

Romanian Review, București, The Foreign Languages Press Group Romania.

ADVICE FOR TEACHERS

Vacanțe și călătorii – revistă de turism, nr. 1 – ianuarie 2000, editor SC Grup Management SRL, președinte Aurel Borsan, redactor – șef Eugen Chirovici.

Avantaje, editor: The Romanian Publishing Group SRL, ianuarie 2000, Redactor- șef Daniela Palade Teodorescu.

Articles

Ghițeanu, Marian, Turism internațional prin...FPS.

Frunzăverde, Sorin, 'Satul, spiritul și munții României, leacul pentru o lume artificială'.

Gheorghiu, Lucian, 'În 1999, doar puțin peste 4 milioane de străini au vizitat România'.

Stoiciu, Laurențiu și Marinescu, Mihaela, *Vacanțe, vacanțe ... la munte, ... la mare*.

Gârlea, dr. Dorin, Goga, Ion, Ghițeanu, Marian, *Vacanțe, vacanțe ... în crâng și la copcă, ... în paradisul pensiunilor*.

Marinescu, Mihaela și Ene, Cornelia, *Week-end la Olt ... și la Poiana Brașov*.

Ciobanu, Simona, *Vacanțe cu V de la VIP*.

Ghițenu, Marian, *Nopti de lux la 'Blindo Casino'*.

Stoiciu, Laurențiu, *La Peștera pe Valea Ialomitei și mai departe, pe drumuri de munte*.

Grigorescu, Ioan, *Un Crăciun în 'Veneția Nordului'*.

Roman, Radu Anton, *File din enciclopedia deliciului*.

Bugan, Marian, *Învățământul turistic în lume: IMHI – Institutul de Management Hotelier Internațional*.

Andrei, Elena, *Caucaz – deasupra mărilor, între două continente*.

Bodescu, Rodica, *Răsfăț-te puțin (reclame pentru smacuri)*.

Bodescu, Rodica, *Garderoba de 4 milioane*.

Bodescu, Rodica, *Moda – nu doar un spectacol*.

Bodescu, Rodica, *Un nou an, o noua imagine*.

Surugiu, Romina, *Te inspiră: 5 modalități de a-ți schimba rapid starea de spirit, etc.*

Dumitrașcu, Nicolae, *Cupluri: Crizele conjugale trebuie 'arbitrate'?*

Gavrilița – Banica, Loredana, *Te recunoști?: Un obstacol cotidian – stresul*.

Gavrilița – Banica, Loredana, *Când femeile modelează o lume în schimbare*.

Grigoriu, Liliana, *Cariere: Profesii de mâine*.

Avantaje organizează concursul: femeia anului 1999.

Miron, Alina, *Cinema: Alain Delon, 'Îngerul de gheață'*.

Mac, Cristina, *'Noi nu trăim din amintiri' (entertainment)*.

Nicolau, Irina, *Cling – cling, dar prin noi înșine (traditions)*. Penverne, Constanța, *Practic: Mănâncă sănătos!*

Grozescu, Radu, *Practic: Învăță-ți familia să mănânce sănătos (rețete culinare)*.

Marcu-Lăpădat, Arh. Marius, *Deco: Camera întregii familii*

Practic: Pantaloni largi și... foarte largi (modă + tipare)

Copii: Cât de bine îți cunoști copilul?

Dimitriu, Dr Nicoleta, *Sănătate: Întrebă – mă (despre cistită)*.

Soare, Dr Gheorghe, *Sănătate: Mai suplă, mai sănătoasă (IV) (rețete culinare pentru dietă)*.

Bunescu, Alexandra, *Sănătate: Mica 'farmacie verde' a casei*.

Sănătate: Relaxare și terapie la îndemâna oricui.

Dima Cojocar, Gabriela, *Social: Asigurările de sănătate – în favoarea cui?*

Bogdan, Neculai, *Animale: Câinele potrivit pentru stăpânul potrivit (I)*.

Neacsu, Costi, *Tineret: Deși cunosc eficiența mijloacelor contraceptive, tinerii din România nu se protejează sexual*.

Sipos, George, *Filme pe micul ecran*.

Sipos, George, *Filme pe marele ecran*.

Sipos, George, *Carte*.

Manoiu, Alice, *Teatru*.

Chiper, Tita, *Interviu: Civilizația cuvintelor, (Tita Chiper în dialog cu Matilda Caragiu Marioteanu) (culture)*.

Dimitriu, Dana, *Turism: Elveția – o țară model (tourism)*.

Placinta, Ana, *Turism: Peisaje 'selenare' buzoiene*.

Dimiu, Irina, *Destine: Pasiunea vieții mele a fost zborul*.

Vanea, Cristina, *Horoscop special: Previziuni 2000*.

FILMS AND VIDEOS

Romanian Television Programs, Melbourne, Channel 31.

Amintiri din copilărie, București, Studioul Cinematografic Buftea, 1992.

Baltagul, București, Studioul Cinematografic Buftea, 1992.

Dacii, București, Studioul, Cinematografic Buftea, 1992.

Liceenii, Rock and Roll, București, Studioul Cinematografic Buftea, 1992.

O noapte furtunoasă, București, Studioul Cinematografic Buftea, 1992.

AUDIOCASSETTES

Biriș, V, *Mama mi-o făcut gura, Muzică populară, București, Electrocord, 1995*.

Enescu, G și alții, *Romanian Concert, București, Electrocord, 1995*.

Radu, I, *Românțe, București, Electrocord, 1995*.

Sarac, G, *Zorile-s dalbe, Colinde, București, Electrocord, 1995*.

Ștefănescu-Delavrancea, B, *Neghiniță și alte povestiri radiofonice, București, Electrocord, 1995*.

Ștefănescu-Delavrancea, B, *Prichindel și Mărunțica, București, Electrocord, 1995*.

Tănase, M, *Greatest Hits, Muzică populară, București, Electrocord, 1995*.

WEBSITES

Romanian newspapers

www.romlinkinternational.com/ziare/
www.iris.inpg.fr/PERSON/spinei/ziare/ziare.html
www.ucs.usl.edu/~cx4807/rmedia.html
www.math.psu.edu/idu/ziaretext.html

Virtual Romania

www.radur.demon.co.uk/links_govpol.html

Monitorul Anunturi

www.monitorul.ro/about/classifieds.htm

Romanian Community in Victoria (in English)
 ROMANIAN COMMUNITY OF MELBOURNE.
<http://home.vicnet.net.au/~romclub/romengmn.htm>

Romanian Voice

www.romanianvoice.com/index.html

Ziare Romanesti - Romanian Newspapers

<http://thsun1.jinr.ru/~codoban/ziare.htm>

English-Romanian Dictionary of Proverbs

<http://info.utas.edu.au/docs/fonta/DPbooks>
www.math.psu.edu/idu/ziaretext.html

THE INDIVIDUAL

Personal identity

BOOKS

Popescu, I, *Învățați limba română cu sau fără profesor, curs de limba română*, București, Editura Didactică 1971.

Cazacu, B, Marioteanu, M C, Chioșă, C G & Romalo, V G, *A course in contemporary Romanian, an introduction to the study of ROMANIAN*, București, Editura didactică și pedagogică, 1982.

Dumitrescu, A și alții, *Limba Română, Manual pentru clasa a Va*, București, Editura Didactică și Pedagogică, 1994.

Apleviene, B, *Mari invenții*, București, Editura Ion Creangă, 1977.

Ciuchindel, C, *Folclor vechi românesc*, București, Editura Minerva, 1990.

Doceanu, F, *Clopoțelul cel isteț*, București, Editura muzicală, 1986.

Stănculescu, N, *Brâncuși*, București, Editura Albatros, 1981.

Herovanu, E M, *Îndrumări practice pentru tinere gospodine*, București, Editura tehnică, 1964.

Relationships

BOOKS

Arc, Litere-Arte, București, Editura Fundația Culturală Română.

Destin Românesc, revistă de istorie și cultură, București, Editura Fundația Culturală.

Femeia modernă, București, Editura Casa Editorială Femeia.

Mihai Eminescu, revistă pentru literatură și artă, Sydney, George Mitin Varieșescu.

România Liberă, București, Editura Societatea RSA.

Romanian Review, București, The Foreign Languages Press Group Romania.

TELEVISION

Romanian Television Programs, Melbourne, Channel 31.

FILMS AND VIDEOS

Amintiri din copilărie, București, Studioul Cinematografic Buftea, 1992.

Baltagul, București, Studioul Cinematografic Buftea, 1992.

Dacii, București, Studioul, Cinematografic Buftea, 1992.

Liceenii, Rock and Roll, București, Studioul Cinematografic Buftea, 1992.

O noapte furtunoasă, București, Studioul Cinematografic Buftea, 1992.

AUDIOCASSETTE

Ștefănescu-Delavrancea, B, *Neghiniță și alte povestiri radiofonice*, București, Electrocord, 1995.

Education and aspirations

AUDIOCASSETTES

Ștefănescu-Delavrancea, B, *Prichindel și Mărunțița*, București, Electrocord, 1995.

Tănase, M, *Greatest Hits, Muzică populară*, București, Electrocord, 1995.

WEBSITES

www.romlinkinternational.com/ziare/

www.iris.inpg.fr/PERSON/spinei/ziare/ziare.html

www.ucs.usl.edu/~cx4807/rmedia.html

www.math.psu.edu/idu/ziaretext.html

Virtual Romania

www.radur.demon.co.uk/links_govpol.html

Monitorul Anunțuri

www.monitorul.ro/about/classifieds.htm

Romanian Community in Victoria (in English)
 ROMANIAN COMMUNITY OF MELBOURNE.
<http://home.vicnet.net.au/~romclub/romengmn.htm>

Romanian Voice

www.romanianvoice.com/index.html

Ziare Romanesti – Romanian Newspapers

<http://thsun1.jinr.ru/~codoban/ziare.htm>

English-Romanian Dictionary of Proverbs

<http://info.utas.edu.au/docs/fonta/DPbooks>

ADVICE FOR TEACHERS**THE ROMANIAN-SPEAKING COMMUNITIES****Lifestyles****WEBSITES**

Romanian Community of Melbourne.
<http://home.vicnet.net.au/~romclub/romengmn.htm>

Romanian Voice
www.romanianvoice.com/index.html TOP

AUDIOCASSETTES

Biriş, V, *Mama mi-o făcut gura*, Muzică populară, Bucureşti, Electrocord, 1995.

Enescu, G şi alţii, *Romanian Concert*, Bucureşti, Electrocord, 1995.

Radu, I, *Romanţe*, Bucureşti, Electrocord, 1995.

Sarac, G, *Zorile-s dalbe, Colinde*, Bucureşti, Electrocord, 1995.

TELEVISION

Romanian Television Programs, Melbourne, Channel 31.

History**BOOKS**

Datini, revistă de cultură, Bucureşti, editată de Ministerul Culturii, Centrul Naţional de Conservare şi valorificare a tradiţiei şi creaţiei populare şi Fundaţia Culturală Ethnos.

Magazin Istoric, revistă de cultură istorică, Bucureşti, Editor Fundaţia Culturală magazin Istoric, revistă lunară.

Marian, S F, *Sărbătorile la români*, Bucureşti, Editura Fundaţiei Culturale Române, 1994.

Breazul, G, *Colinde*, Bucureşti, Editura Fundaţiei Culturale Româneşti, 1993.

Ciuchindel, C, *Folclor vechi românesc*, Bucureşti, Editura Minerva, 1990.

Arts and entertainment**AUDIOCASSETTES**

Biriş, V, *Mama mi-o făcut gura*, Muzică populară, Bucureşti, Electrocord, 1995.

Enescu, G, şi alţii, *Romanian Concert*, Bucureşti, Electrocord, 1995.

Radu, I, *Romanţe*, Bucureşti, Electrocord, 1995.

Sarac, G, *Zorile-s dalbe, Colinde*, Bucureşti, Electrocord, 1995.

Ştefănescu-Delavrancea, B, *Neghiniţă şi alte povestiri radiofonice*, Bucureşti, Electrocord, 1995.

Ştefănescu-Delavrancea, B, *Prichindel şi Mărunţica*, Bucureşti, Electrocord, 1995.

Tănase, M, *Greatest Hits*, Muzică populară, Bucureşti, Electrocord, 1995.

Sipos, George, *Filme pe micul ecran*.

Sipos, George, *Filme pe marele ecran*.

Sipos, George, *Carte*.

Manoiu, Alice, *Teatru*.

Chiper, Tita, *Intervi: Civilizaţia cuvintelor*, (Tita Chiper in dialog cu Matilda Caragiu Marioteanu) (culture).

Values**FILMS AND VIDEOS**

Romanian Television Programs, Melbourne, Channel 31.

Amintiri din copilărie, Bucureşti, Studioul Cinematografic Buftea, 1992.

Baltagul, Bucureşti, Studioul Cinematografic Buftea, 1992.

Dacii, Bucureşti, Studioul Cinematografic Buftea, 1992.

Liceenii, Rock and Roll, Bucureşti, Studioul Cinematografic Buftea, 1992.

O noapte furtunoasă, Bucureşti, Studioul Cinematografic Buftea, 1992.

THE CHANGING WORLD**Technology****WEBSITES**

www.romlinkinternational.com/ziare/

www.iris.inpg.fr/PERSON/spinei/ziare/ziare.html

www.ucs.usl.edu/~cxd4807/rmedia.html

www.math.psu.edu/idu/ziaretext.html

Virtual Romania

www.radur.demon.co.uk/links_govpol.html

Trade and tourism**ARTICLES**

Vacanţe şi călătorii – revistă de turism, nr. 1 – ianuarie 2000, editor SC Grup Management SRL, preşedinte Aurel Borsan, redactor – şef Eugen Chirovici.

Ghiţeanu, Marian, *Turism internaţional prin ... FPS?!*

Frunzăverde, Sorin, 'Satul, spiritul şi munţii României, leacul pentru o lume artificială'.

Gheorghiu, Lucian, 'În 1999, doar puţin peste 4 milioane de străini au vizitat România'.

Stoiciu, Laurenţiu şi Marinescu, Mihaela, *Vacanţe, vacanţe ... la munte, ... la mare*.

Gârlea, dr. Dorin, Goga, Ion, Ghiţeanu, Marian, *Vacanţe, vacanţe ... în crâng şi la copcă, ... în paradisul pensiunilor*.

Marinescu, Mihaela și Ene, Cornelia, *Week-end la Olt ... și la Poiana Brașov*.

Ciobanu, Simona, Vacanțe cu V de la VIP.

Ghițenu, Marian, Nopti de lux la 'Blindo Casino'.

Stoiciu, Laurențiu, La Peștera pe Valea Ialomiței și Mai departe, pe drumuri de munte.

Grigorescu, Ioan, Un Crăciun în 'Veneția Nordului'.

World of work

BOOKS

Blaga, L, *Lucrătorul*, Lecturi literare cls. a VII-a, pp. 96-97.

Voiculescu, V, *Imn de muncă*, Lecturi literare, cls. VIII-a, pp. 128-130.

Gârleanu, E, *Din lumea celor care nu cuvântă*, București, Editura Minerva, 1988.

Radu, I, *Romanțe*, București, Electrocord 1995.

WEBSITES

www.romlinkinternational.com/ziare/

www.iris.inpg.fr/PERSON/spine/ziare/ziare.html

www.ucs.usl.edu/~cxd4807/rmedia.html

www.math.psu.edu/idu/ziaretext.html

Social issues

ARTICLES

Gavrilița – Banica, Loredana, Când femeile modelează o lume în schimbare.

Grigoriu, Liliana, Cariera: Profesii de mâine.

Grigoriu, Liliana, Avantaje organizează concursul: femeia anului 1999.

Miron, Alina, Cinema: Alain Delon, 'Îngerul de gheață'.

Mac, Cristina, 'Noi nu trăim din amintiri' (entertainment).

Nicolau, Irina, Cling – cling, dar prin noi înșine (traditions).

Penverne, Constanța, Practic: Mănâncă sănătos!

Grozescu, Radu, Practic: Învăță-ți familia să mănânce sănătos (rețete culinare).

Marcu-Lăpădat, Arh. Marius, *Deco: Camera întregii familii*.

Marcu-Lăpădat, Arh. Marius, Practic: Pantaloni largi și ... foarte largi (modă + tipare).

Marcu-Lăpădat, Arh. Marius, Copii: Cât de bine îți cunoști copilul?

Dimitriu, Dr Nicoleta, *Sănătate: Întrebă –mă* (despre cistită).

Soare, Dr Gheorghe, *Sănătate: Mai suplă, mai sănătoasă (IV)* (rețete culinare pentru dietă).