# Government of South Australia LogoSACE Board Logo2024 Vietnamese (background speakers) Subject Assessment Advice

Overview

This subject assessment advice, based on the 2024 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. It provides information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

The Subject Renewal program has introduced changes for many subjects in 2025; these changes are detailed in the change log at the front of each subject outline. When reviewing the 2024 subject assessment advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

# School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in Schools Online are correct
* ensuring the uploaded tasks are legible, all face up (and all the same way), and do not contain blank pages
* ensuring the uploaded responses have pages the same size, so teacher marking and comments are clear
* ensuring interactions and oral presentations are clear and audible
* ensuring individual students can be identified for the moderation of the interaction.

Assessment Type 1: Folio

The folio must contain three tasks: interaction, text analysis, and text production.

In general, teachers can improve students’ opportunity for success in AT1 Folio by ensuring they have opportunities to practice:

* answering questions naturally during a conversation without over relying on or learning a script (interaction)
* writing various text types during a specific length of time (text production)
* justifying opinions clearly in English and/or Vietnamese (text analysis).

Interaction

*The more successful responses commonly:*

* discussed the contemporary issue investigated and evaluated the impacts of the issue on everyday life
* suggested ways to address the issue and discussed the effectiveness of possible solutions
* analysed, reflected on, and used the researched information to justify own opinions
* spoke personally and thoughtfully about the issue
* were prepared but not scripted and gave spontaneous responses to questions
* were able to sustain a natural conversation through an exchange of relevant information.

*The less successful responses commonly:*

* relied heavily on cues and contributions of their conversational partner
* gave performative, role play style responses, rather than having an authentic conversation
* recounted information without analysing or reflecting on it
* did not clearly state opinions on the selected contemporary issue
* demonstrated a limited capacity to interact spontaneously.

Text production

The text production is a written text in Vietnamese. The teacher chooses the text type, topic, and length of the text production.

The more successful responses commonly:

* produced coherent sentences and paragraphs
* developed depth and breadth in the piece of writing about the contemporary issue
* utilised all conventions of the text type
* addressed all the cues of the task and/or the question(s)
* presented ideas logically and coherently within the limit of the required word length.

The less successful responses commonly:

* did not adhere to the conventions of the required text type
* did not fully address the nuances of the task and/or question(s)
* lacked focus and/or included a substantial amount of irrelevant information.

Text analysis

Students analyse a text or texts in Vietnamese. Questions relating to interpretation as well as language features should be included. When designing a task, text analysis does not need to require students to produce a writing of 300 words.

The more successful responses commonly:

* showed a thorough understanding of the issue(s) expressed in the text(s)
* identified and explained the impact of the linguistic structures of the text(s), including the tone of the language used
* used examples from the text(s) to justify opinions
* demonstrated high levels of bilingual competency.

The less successful responses commonly:

* provided only a list of dot-pointed information recounted from the text(s) in response to question(s)
* demonstrated limited evidence of analysis of language and culture
* answered simple information-based questions.

Assessment Type 2: In-depth Study

The in-depth study must include:

* Oral presentation in Vietnamese
* Written response in Vietnamese
* English reflection.

Each task must differ in context, purpose, and audience.

* When choosing topics, students need to select different challenging topics that are not based on common knowledge but require research and development for new learnings.
* The students of the same class should select different topics or different aspects of the topic to ensure they can search for the materials fully concentrating on their own focus.

The more successful responses commonly:

* fully engaged the audience of the oral presentation by selecting appropriate and interesting information on the issue, and expressing ideas creatively in a logical and coherent way
* wrote meaningful, in-depth responses in Vietnamese that exposed new ways of thinking about the contemporary issue relating to Vietnam, Vietnamese people, and/or Vietnamese lifestyles
* demonstrated new learning and own insights in a clear and comprehensible way
* clearly included a negotiated task for the Vietnamese written response
* had a different context, purpose, and audience for the oral presentation and the written response
* provided relevant evidence from the research.

The less successful responses commonly:

* were based on a topic of common knowledge, which did not allow for in-depth or appropriately reflective responses
* demonstrated a superficial investigation and understanding of the issue, and thus could not provide evidence of insightful learning
* selected too broad a topic that did not help the student to focus on the most important aspect of the issue
* deviated away from the subject outlines
* focused heavily on evaluating the resources, or how to look for sources of information
* provided general knowledge or limited evidence of research in the Vietnamese and English responses.

Teachers should further support students in the negotiation for:

* a meaningful research focus in the framework of the Vietnamese background language outline
* an English response reflecting their own insights on the topic of their choice.

# External Assessment

Assessment Type 3: Examination

Oral Examination

Discussion

Most students were well prepared for their discussion.

Teachers are strongly encouraged to support students to complete their IDS outlines and ensure these are emailed to the SACE Board by the deadline.

The more successful responses commonly:

* showed a clear understanding of the key points of their in-depth-study
* demonstrated analytical skills and ability to present spontaneous and meaningful, insightful, and reflective discussions
* gave genuine examples from the research to justify their statements
* demonstrated an ability to reflect on their in-depth-study and to sustain a discussion
* were comfortable exchanging opinions as well as facts in response to follow-up questions
* conveyed appropriate detailed ideas with a high degree of interest.

The less successful responses commonly:

* were not able to show depth in their understanding of their chosen topic. For example, research on the topic Tourism in Vietnam should not only focus on suggestions for tourists but at this level should also be about the impacts of tourism on Vietnamese economy, daily life, or local natural environments.
* showed limited reflection on their new learning or understanding
* relied heavily on the examiner’s guiding cues.

Written Examination

In general, teachers can improve students’ opportunity for success in AT3 Written Examination by ensuring students have opportunities to practice:

* addressing questions which relate to *language techniques*
* referring appropriately to the texts in the section of *Writing in Vietnamese*.

Section 1: Listening and Responding

Responses in Vietnamese

The more successful responses commonly:

* understood the required task well
* used the correct format of an article
* clearly showed the intention of arguing for or against the current urbanisation trends in Vietnam
* produced coherent, logical paragraphs
* covered all the main ideas from the texts
* utilised an appropriate tone to persuade the readers.

The less successful responses commonly:

* showed limited understanding of the text type requirements
* repeated exactly the spoken information of both sides of the issue and gave self-contradictions in their own arguments
* did not effectively persuade the audience.

Section 2: Reading and Responding

Part A Responses in Vietnamese

The more successful responses commonly:

* identified the main ideas of the text
* demonstrated an ability to clearly explain the significance of the phrase ‘Học mà chơi, chơi mà học’
* provided comprehensive description of how the writer suggests the preservation and development of Vietnamese fold dance.

The less successful responses commonly:

* did not justify the answers with evidence from the text
* repeated the same answer for the two questions
* answered the questions in English.

Part B Responses in English

The more successful responses commonly:

* demonstrated a thorough understanding of the text
* presented ideas in their own words
* provided clear, logical, and cohesive expression
* expressed clearly detailed ideas relating to:
	+ - how well Kim is positioned for her future
		- language techniques used by Kim to convey her feelings and messages to the readers.

The less successful responses commonly:

* provided limited information in relation to the question
* were limited in their ability to express their ideas clearly in English
* had a limited understanding of the term *language techniques*.

Section 3: Writing in Vietnamese

Most of the students were able to respond well to the questions. The most popular option in 2024 was Option 1.

Option 1

The tourism industry has the potential to support the preservation of historical heritage sites in Vietnam. Write an article for a Vietnamese newspaper, arguing either FOR or AGAINST this statement.

The more successful responses commonly:

* understood the question well and addressed it specifically, referring to specific historical heritage sites
* adhered to the conventions of an article
* made reference to texts studied during the year
* provided clear, strong expository arguments either for or against the statement.

The less successful responses commonly:

* did not observe the conventions of the text type
* were unable to support their arguments with reference to texts studied during the year
* were limited in their ability to use persuasive language to convince the readers.

Option 2

Imagine yourself as a researcher on the adaptation and changes of Vietnamese people abroad. Write an essay discussing some changes in habits and customs in the daily lives of most Vietnamese people in these countries.

The more successful responses commonly:

* discussed two sides of the changes in the habits and customs
* made reference to texts studied during the year
* consistently observed conventions of the text type
* provided concrete examples of these changes.

The less successful responses commonly:

* did not observe the format of an essay
* had insufficient evidence to engage the intended audience.

Option 3

You have been invited to speak to a group of Year 11 Vietnamese students about two artists you admire. Write a speech in which you explain and justify why you admire them.

The more successful responses commonly:

* observed the conventions of a speech
* showed sufficient knowledge of these two artists and explained why the student admired them
* referred to the texts and materials studied during the year.

The less successful responses commonly:

* did not observe the conventions of the text type
* told stories about the artists but did not clearly justify why the student admired them.

Option 4

Write a letter to the editor of Tuổi Trẻ newspaper, highlighting the significant contributions of Vietnamese youth in the development of the local economy where they are living.

The more successful responses commonly:

* used the correct format and level of formality required of a letter to the editor
* gave concrete examples of their contributions into the local economy
* made reference to the texts studied during the year.

The less successful responses commonly:

* did not observe the conventions of a formal letter
* showed some common successes of the Vietnamese youth but did not explain the level of their positive contribution to the development of the local economy.