# Government of South Australia LogoSACE Board Logo2024 Vietnamese (continuers) – 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, student notes, and formula pages
* ensuring the uploaded responses have pages the same size and in colour, so teacher marking and comments are clear
* ensuring individual students can be identified for the moderation of the interaction.

Assessment Type 1: Folio

The folio is made up of three different assessment types: interaction, text production, and text analysis. As stated in the subject outline, students are to complete at least three assessments tasks for their folio — generally one interaction task, one text analysis task, and one text production task.

Interaction

The interaction between the teacher and student is to be 5–7 minutes in length. The choice of topic is determined by the teacher.

The more successful responses commonly:

* demonstrated an ability to understand and respond to questions of varying complexity posed by the interlocutor
* used a variety of communication strategies to maintain conversation
* were prepared but not scripted and provided spontaneous responses throughout the conversation.

The less successful responses commonly:

* lacked spontaneous interaction
* lacked depth in their responses and provided short and simple answers
* used only words or phrases to respond rather than complete sentences.

Text Analysis

Students analyse a text in Vietnamese. Questions relating to interpretation as well as language analysis must be included.

The more successful responses commonly:

More successful responses were supported by effective task design which included questions that allowed students to:

* demonstrate their understanding of the text(s) by covering all aspects of the interpretation, evaluation, and reflection assessment design criteria
* analyse language, and discuss text types and purpose of the text
* use language examples to support their findings, as well as discuss the style of language used in the text.

The less successful responses commonly:

* were limited in their ability to support their answers with evidence from the text
* were limited in their ability to demonstrate an understanding of text types, purpose of the text, or linguistic/stylistic features
* did not accurately interpret the information from the text.

Text Production

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

The more successful responses commonly:

* developed well-structured text types containing effective expression
* allowed students to explore the topic in depth
* allowed students to be creative
* demonstrated a high level of accuracy and variety in the use of grammatical structures.

The less successful responses commonly:

* lacked depth of ideas
* included only basic grammatical structures
* did not adhere to text type conventions.

Assessment Type 2: In-depth Study

The in-depth study must include:

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

In 2024, a wide range of topics were chosen for the in-depth study, including:

* Vietnamese migrations and contributions
* pollution in Ha Long Bay
* festivals in Vietnam.

Teachers can elicit more successful responses by:

* ensuring task design does not lead students to repeating information, having the same audience, or using the same text type as all three tasks must differ in context, purpose, and audience.

Oral Presentation in Vietnamese

The oral presentation is 3–5 minutes long.

The more successful responses commonly:

* discussed in depth their chosen topic, using highly relevant statistics and information
* discussed current issues associated with the topic
* incorporated ideas and perspectives that were well structured and presented logically
* included an extensive range of complex grammatical structures
* spoke with a level of fluency appropriate to this level and demonstrated very good pronunciation and intonation.

The less successful responses commonly:

* provided basic and well-known information on their chosen topic
* demonstrated pronunciation and intonation errors which impeded meaning.

Written Response in Vietnamese

The written response in Vietnamese has a maximum of 600 words.

The more successful responses commonly:

* included in-depth information on their chosen topic
* included an extensive range of complex grammatical structures
* included a range of cohesive devices to effectively link ideas
* demonstrated an excellent control of language for this level
* demonstrated an understanding of appropriateness of expression and cultural appropriateness suitable for this level.

The less successful responses commonly:

* provided limited information relevant to the chosen topic
* did not write consistently with accuracy
* were limited in their ability to show organisation of information and ideas
* showed limited understanding of a range of grammatical structures
* struggled to observe the conventions of text types.

English Reflection

The English reflection is a maximum of 600 words in written form or an oral presentation of 5–7 minutes.

The more successful responses commonly:

* reflected critically on how cultures, values, and beliefs were represented in texts
* made connections between their own values and practices and those they had explored through texts
* reflected on their own learning and cultural values.

The less successful responses commonly:

* based their reflection on the content of what they had learnt through the chosen topic
* described their own values without making connections with those represented in texts
* provided a personal recount/their own story and processes, rather than what they had learnt.

# External Assessment

Assessment Type 3: Examination

The examination consists of two parts: an oral examination and a written examination.

Oral Examination

The oral examination of 10 to 15 minutes comprises a general conversation and a discussion of the student’s in-depth study.

Overall, the majority of students performed well in the oral examination. Students were well prepared for the conversation section and handled the questions with ease. There was a greater variety of topics for the in-depth study in 2024, but some topic choices did not always allow for meaningful discussion. Teachers are encouraged to support their students by helping them choose appropriate topics that do not require specialised terminology at a linguistic level beyond the reasonable expectations of a Stage 2 student.

Section 1: Conversation

Most students were well prepared and able to answer all questions.

The more successful students commonly:

* were able to elaborate on ideas and sustain the conversation
* were original and creative in their responses
* handled questions with ease
* used a range of complex linguistic structures
* had excellent pronunciation and intonation.

The less successful students commonly:

* used very simple language
* were limited in their ability to elaborate on learnt responses
* were limited in their ability to use cohesive devices to extend their responses beyond simple short sentences.

Section 2: Discussion

The more successful students commonly:

* had chosen a suitable (i.e. manageable and sufficiently challenging) topic for their in-depth study
* were well prepared and demonstrated a sound knowledge of their topic
* provided responses that were relevant and appropriate
* discussed their topic at length and with a degree of fluency suitable to this level
* were able to support their ideas and information with reference to sources or research processes
* were able to give a detailed reflection on their own learning, values, and beliefs.

The less successful students commonly:

* struggled to discuss how they found their information or use their research to support their ideas
* had difficulty in conveying information accurately
* struggled to relay information coherently due to poor language skills
* used well-rehearsed language and could not respond to follow-up questions
* relied heavily on help from examiners.

Written Examination

Section 1: Listening and Responding

In 2024, there were two texts of varying lengths and types. For both texts, the questions and answers were in English.

Text 1

The more successful responses commonly:

* demonstrated a good understanding of the text
* fully identified the speaker’s view on banh mi and provided evidence from the text
* correctly identified why banh mi was so popular
* provided full description of how banh mi differs from hamburgers or sandwiches, with evidence in support.

The less successful responses commonly:

* provided partial description of how banh mi differs from hamburgers or sandwiches
* did not correctly provide an answer to the question.

Text 2

The more successful responses commonly:

* displayed full understanding of Thanh and Tin’s views on Vietnamese hand embroidery
* provided comprehensive description of how challenging it is to achieve a complete hand embroidery work, supported with evidence from the text
* correctly identified the reason Thanh is worried about the future of hand embroidery.

The less successful responses commonly:

* demonstrated partial understanding of the text
* provided some relevant information.

Section 2: Reading and Responding

Part A Responses in English

This section comprised two questions. For both questions the answers were in English.

Text 3

Question (a)

The more successful responses commonly:

* demonstrated a good overall understanding of the text
* fully identified the challenges Linh faced in her first week in Adelaide, such as the cold and language, and provided substantial evidence to support this.

The less successful responses commonly:

* partially explained the challenges Linh faced in her first week in Adelaide
* did not correctly identify relevant information.

Question (b)

The more successful responses commonly:

* demonstrated a good overall understanding of the text
* provided comprehensive description of how Linh overcame her difficulties.

The less successful responses commonly:

* displayed only partial understanding of the text
* identified some relevant information.

Question (c)

The more successful responses commonly:

* demonstrated a good overall understanding of the text
* comprehensively explained what ‘có công mài sắt, có ngày nên kim’ means in the context of the text.

The less successful responses commonly:

* provided minimal or partial understanding of what ‘ có công mài sắt, có ngày nên kim’ means in the context of the text
* provided limited evidence from the text to support answers.

Section 2: Reading and Responding

Part B Responses in Vietnamese

This question required a response in Vietnamese. Students were asked to write a reply responding to the parent’s opinion.

Students generally understood and coped quite well with this question. Most responses were relevant, and students were able to create a level of interest to engage the reader.

The more successful responses commonly:

* understood the details of the text and were able to discuss and express the opinions on the topic
* adhered to the text type conventions of an online discussion
* effectively used a range of complex and sophisticated expression.

The less successful responses commonly:

* provided limited relevant information
* did not logically connect their ideas together
* did not pay attention to language expression and structure
* left quotes from the text(s) in the original Vietnamese, without indicating the relevance of a particular quote to the question or expressing it in English as required.

Section 3: Writing in Vietnamese

Four questions were provided in 2024, and students were required to write 250 to 300 words in Vietnamese in response to one of the questions. Each question required a different text type and style of writing. Students were required to write a letter to a Vietnamese newspaper (Option1), a speech to evaluate a film (Option 2), an article for Youth Vietnamese newspaper (Option 3), or a short story for a competition (Option 4).

Option 1 was the most popular.

The more successful responses commonly:

* were able to meet the requirements of the task well
* had read the questions carefully to ascertain the most relevant information needed
* delivered their ideas clearly and logically
* adhered competently to the conventions of the text type required.

The less successful responses commonly:

* had basic, single sentence ideas, or short prose
* lacked depth in ideas
* struggled to maintain applying the conventions of the text type
* could not use language to maintain the interest of the intended audience.