# 2018 Vietnamese (background speakers) Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s 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. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

# School Assessment

Assessment Type 1: Folio

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 creatively about the issue.

The less successful responses commonly:

* recounted information without analysing or reflecting on it
* did not clearly state opinions on the contemporary issue
* demonstrated a limited capacity to interact spontaneously.

Text production

The more successful responses commonly:

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

The less successful responses commonly:

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

Text analysis

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 the question(s)
* demonstrated limited evidence of analysis of language and culture.

Assessment 2: In-depth-study

The more successful responses commonly:

* fully engaged the audience of the oral presentation by selecting appropriate and interesting information about the issue and expressed information creatively in a logical and coherent way
* wrote meaningful, in-depth responses in Vietnamese that exposed new ways of thinking about the contemporary issue
* demonstrated new learning and own reflections in a clear and comprehensible way.

The less successful responses commonly:

* were based on a topic of common knowledge which did not allow for in-depth or appropriately reflective responses e.g. Tourist attractions in Vietnam
* demonstrated a superficial investigation and understanding of the issue and thus could not provide evidence of profound insights.

Assessment Type 3: Examination

Oral Examination

Discussion

Most students were well prepared for the discussion; they used sophisticated Vietnamese language structures.

The more successful responses commonly:

* were spoken clearly, confidently and maintained eye contact
* demonstrated a high level of communication at length on a chosen topic
* responded appropriately to all questions from the examiners with an excellent degree of interest, enthusiasm and highly appropriate information
* demonstrated an understanding and use of a variety of sources
* provided an insightful reflection on values, beliefs, ideas and experiences
* conveyed appropriate details, ideas, and opinions.

The less successful responses commonly:

* showed a lack of understanding of the research process and the requirements of the In-depth-study
* relied on general knowledge of the issue rather than providing evidence of research
* provided a recount of memorised information without evidence of any analysis
* responded to questions in a short, abrupt manner which lacked detail.

Written Examination

Section 1: Listening and Responding

**Text 1**

Most students generally understood the spoken text quite well. However, a large number of students did not provide enough detail in their answers or support their responses with evidence from the text. Students are encouraged to critically read the questions so that they are clear about what is expected in the answers.

**Texts 2 and 3**

Most responses were satisfactory in terms of the relevance to context, purpose, audience and topic. A few made common spelling errors. Another small portion of responses did not adhere to the text type conventions of an article.

The more successful responses commonly:

* provided analysis and contrast of the opinions presented
* provided own opinions about the online business issues
* justified opinions based on the information provided in the texts

Section 2: Reading and Responding

Part A

**Text 4**

The more successful responses commonly:

* reflected deep understandings of the whole text, including the tone and purpose
* justified answers with evidence from the text
* explained clearly the significance of the title in the context of the text.

The less successful responses commonly:

* partially expressed the meaning of the final sentence in the context of the text
* did not provide enough detail of the initiatives that can be undertaken to address the consequences of migration.
* lacked evidence from the text to justify responses

Section 2: Reading and Responding

Part B

**Text 5**

The more successful responses commonly:

* demonstrated a thorough understanding of the text
* evaluated points of view on issues presented about jobs in the food industry
* provided a clear, logical and cohesive expression of ideas and opinions
* expressed ideas related to:
* persuading a friend to pursue a job in the food industry (using information from the text)
* discussing the benefits of a job in the food industry as outlined in the text
* making connections between your friend (likes, strengths etc.) and possible jobs.

The less successful responses commonly:

* copied a substantial amount of information from the text
* did not respond using the correct text type – informal letter
* did not provide sufficient information to convince the reader (your friend) to pursue a career in the food industry

Section 3: Writing in Vietnamese

Question 5 (Write an online article, arguing for or against the statement ‘Children are children; boys and girls are now equally valued in the Vietnamese society) was the most popular choice for Section 3. Most responses to Question 5 demonstrated confidence and a depth of knowledge of the issue.

The more successful responses commonly:

* chose one side of the debate and presented examples to justify arguments
* used emotive and descriptive language to enhance argument
* used the text type conventions of an article

Question 7 (You are invited to speak to the annual Meeting of a local Vietnamese Parent Association about the significant contributions of Vietnamese people to communities around the world) may have been a less familiar topic to the students and was the least popular choice.

Those who responded to Question 7 explained why these contributions have been significant with support of examples.

The more successful responses for the Writing in Vietnamese section of the examination commonly:

* used correct text type conventions
* responded to all elements and nuances of the question in a meaningful way
* demonstrated maturity, originality and independent logical thinking
* displayed adequate referencing to texts studied.

The less successful responses commonly:

* did not respond to all aspects and nuances of the question
* did not refer to texts studied during the year
* did not use the conventions of the text type or appropriate textual structures, such as paragraphing.