2022 Vietnamese (Continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 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.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit.

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

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

* thoroughly checking that all assessment tasks have been labelled correctly
* thoroughly checking have been uploaded correctly
* thoroughly checking that all grades entered in schools online are correct
* ensuring the uploaded tasks are legible, and that interactions and oral presentations are audible.

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 between three to five assessments for their folio, including at least one task for each of the Assessment Types above. Most schools chose to complete five assessment tasks — generally one interaction task, two text-analysis tasks, and two text-production tasks.

Interaction

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

The more successful responses commonly:

* demonstrated a clear idea of the purpose, audience, and context of their interaction, and this understanding influenced the way the interaction was structured and the language that was used
* demonstrated competence in ideas and expression
* expressed opinions in response to questions without using a script or over relying on rehearsed answers
* used a variety of communication strategies to maintain the interaction.

*The less successful responses commonly:*

* consisted of an interaction between students where the individual students were not clearly identified
* lacked detail and depth in the responses
* presented simple ideas or opinions, included many pauses and hesitations, and lacked preparation.

Text Analysis

The more successful responses commonly:

* were supported by good 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
* included language analysis questions so that students were able to discuss text types, the purpose of the text and provide language examples to support their findings, as well as included discussion of the style of language used in the text(s)
* included questions that enabled students to answer in depth and use the text(s) effectively to support their answers.

The less successful responses commonly:

* did not include questions that provided students with the opportunity to perform at the highest level of the performance standards
* did not include explanations of reasons using evidence from the text or provide examples from the text to support findings
* were a combination of Text Analysis and Text Production.

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:

* allowed students to explore the topic in depth
* allowed students to be creative
* included an extensive range of complex grammatical structures
* demonstrated accuracy 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, for example, omitted the title from an article.

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. A wide range of topics were chosen for the in-depth-study, including:

* food safety in Vietnam
* air pollution in Hanoi
* bullying in Vietnamese High Schools
* water pollution in central Vietnam
* Vietnamese cuisine
* Vietnamese traditional weddings, a comparison between the past and present.

Oral Presentation in Vietnamese

The Oral Presentation is 3–5 minutes long.

The more successful responses commonly:

* discussed in depth the chosen topic, using current statistics and information related to the topic
* discussed current issues associated with the topic
* demonstrated a deep understanding of the researched topic
* were well structured in their presentation of the topic
* included an extensive range of complex grammatical structures
* were presented fluently, with very good pronunciation and intonation.

The less successful responses commonly:

* provided basic and well-known information on the chosen topic
* relied heavily on notes and did not include relevant interpretation of the research undertaken
* presented an oral presentation that was almost identical to their written piece
* chose a topic that limited opportunities for depth of reflection and analysis.

Written Response in Vietnamese

The Written Response in Vietnamese has a maximum of 500 words.

The more successful responses commonly:

* included in-depth information on their chosen topic
* included an extensive range of complex grammatical structures
* used a range of cohesive devices to link ideas
* were written with excellent control of language
* used appropriate expressions and were culturally appropriate

The less successful responses commonly:

* included little information relevant to the chosen topic
* did not show organisation of information and ideas
* read as an example of a creative writing task with no evidence of research.

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 with what they had explored through texts
* reflected on own their learning.

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 to those represented in texts
* retold or reported on the texts rather than reflecting on their own learning.

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 and comprises of 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 were a variety of topics for the in-depth study in 2022, but some topic choices did not allow for meaningful discussion. Teachers could support their students by helping them choose appropriate topics, which do not require specialised terminology at a linguistic level beyond reasonable expectations of a Stage 2 student, as this may disadvantage them.

Section 1: Conversation

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

The more successful responses 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 clear pronunciation and intonation.

The less successful responses commonly:

* used very simple language
* were unable to elaborate
* did not have adequate language skills to convey their thoughts
* needed to ask for clarification to maintain the flow of conversation.

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 with confidence and fluency
* were able to give a detailed reflection on their own learning, values, and beliefs.

The less successful students commonly:

* had difficulty conveying information accurately
* struggled to relay information coherently due to a lack of vocabulary
* used well-rehearsed language and could not respond to follow-up questions
* relied heavily on help from examiners, indicating a lack of preparation.

Written Examination

Section 1: Listening and Responding

In 2022, there were two texts of varying types and lengths. For all texts, the questions and answers were in English.

Text 1

The more successful responses commonly:

* demonstrated a good understanding of the text
* displayed comprehensive evaluation of the patient’s complaint, supported by evidence from the text
* identified relevant information relating to the patient’s complaint.

The less successful responses commonly:

* did not provide all required information from the text
* gave incorrect responses to the questions.

Text 2

The more successful responses commonly:

* displayed a comprehensive summary of the views expressed by Lan and Tin in the text – Lan thinks the programs help contestants become celebrities and likes how winners can become big stars. However, she thinks reality shows can have a bad influence on young people. Tin thinks these shows are all fake and he also thinks that parents should control the programs that children watch.
* fully explained the relationship between Lan and Tin with evidence from the text.

The less successful responses commonly:

* demonstrated only a partial understanding of the text
* did not correctly identify the relevant information.

Section 2: Reading and Responding: Part A

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

Text 3

(a) The more successful responses commonly:

* demonstrated a good understanding of the text
* displayed comprehensive understanding of the author’s use of the term ‘khéo léo’ to describe the techniques used to obtain information, e.g., They pretend to be a bank or your friend on social media and send you emails asking for information. They set up fake websites and send ads to your mailbox.

The less successful responses commonly:

* identified only some or no relevant information relating to the author’s use of the term ‘khéo léo’ to describe the techniques used to obtain information
* displayed only a partial understanding of the text.

(b) The more successful responses commonly:

* demonstrated a good understanding of the text
* identified relevant information relating to warning signs that readers should look out for, For example, you suddenly receive an email from someone you do not know. The content of these email has nothing to do with you. In the email there is a link to an unknown website. Often these emails contain attached documents or images.

The less successful responses commonly:

* displayed only a partial understanding of the text
* identified some relevant information
* provided limited evidence from the text to support answers.

(c) The more successful responses commonly:

* demonstrated a good understanding of the text
* identified three stylistic features that the author uses to engage reader. For example, the title is dramatic, so it conveys a warning, a question is used at the beginning to draw the reader in, and exclamation marks are used to convey a sense of urgency.

The less successful responses commonly:

* displayed partial understanding of the text
* identified partial or non-stylistic features that the author uses to engage reader.

Section 2: Reading and Responding: Part B

This question required a response in Vietnamese. Students were asked to respond to a pen pal, Helen, and answer her questions about family and to give her advice about convincing her parents to let her go to the party.

Students generally understood and coped quite well with this question. Most responses were relevant, and students were able to respond to both the questions and concerns. Suitable details, ideas, and information were used to create a level of interest to engage the reader.

The more successful responses commonly:

* were consistently relevant to context, purpose, audience, and topic
* adhered to the text type conventions of letter writing and used a persuasive tone
* responded to the questions asked and gave advice
* effectively used a range of complex and sophisticated expressions.

The less successful responses commonly:

* provided limited relevant information
* did not pay attention to language expression and structure
* were confused in their use of the personal pronouns ‘bạn’ and ‘mình’.

Section 3: Writing in Vietnamese

Three questions were provided in 2022 and students were required to write 250 to 300 words in Vietnamese to answer one of the questions. Each question required a different text type and style of writing. Students were required to write either a report (Option1), a short story completion (Option 2) or a speech (Option 3).

Option 1

* successful responses were able to describe a fundraising activity, encouraged students to make a donation and used the correct text type conventions.
* less successful responses had basic single sentence ideas and used short prose that lacked depth, interest and cohesion.

Option 2

* successful responses structured their creative story with the appropriate conventions and organised their information in a logical and sequential manner
* less successful responses veered off task and did not adequately address the key point of the question; narrative/imaginative.

Option 3

* the majority of students were comfortably able to produce a speech to inform students about eating habits in Australia and compare them with those in Vietnam
* less successful responses did not elaborate, explain and compare the food and eating habits in Australia with those in Vietnam.