# Vietnamese (continuers) Subject 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

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 and five assessments for their folio, including at least one assessment of each of the tasks 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 - 7mins in length. The choice of topic is determined by the teacher.

*The more successful responses commonly:*

* allowed students to express and give opinions
* allowed students to discuss topics in depth
* included a range of complex grammatical structures
* were fluent and spontaneous
* responded accurately using the correct tense
* used a variety of communication strategies to maintain conversation.

*The less successful responses commonly:*

* included closed questions that did not allow for depth in the response
* followed a specific set of questions rather than following the natural flow of the conversation or the interest of the student, which did not encourage spontaneous discussion
* included long periods to process questions and formulate answers
* used only words or phrases to respond rather than complete sentences
* used English to ask for clarification or when students did not know the word in Vietnamese.

*Text Analysis*

Students are to analyse a text in Vietnamese. This could be a written or spoken text. Questions relating to interpretations as well as language analysis must be included.

*The more successful responses commonly:*

* included language analysis questions so that students were able to discuss text types, purpose of the text and use language examples to support their findings and discuss the style of language used in the text
* included questions that enabled students to answer in depth and use the text to support their answers
* came from tasks that provided an opportunity for students to demonstrate learning of interpretation, evaluation, and reflection.

*The less successful responses commonly:*

* did not include language analysis questions for the students to answer
* did not ask students to explain their reasons using evidence from the text or to give examples form the text to support their findings
* used past examinations that included Interpretation questions only
* were marked on a number scheme, rather than assessed using the performance standards.

*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 in ideas
* included only basic grammatical structures
* included many grammatical errors, including tense, spelling and particle errors.

Teachers need to ensure that resources that are used, allow students to highlight

contemporary issues which can be related to and discussed from a student’s local, community

perspective.

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 was chosen for the in-depth-study, including:

* Water pollution in Mekong river
* Impact of globalisation in Vietnam’s society
* Uses of drugs among youth in Vietnamese
* Vietnamese weddings
* Violence among female students in schools in Vietnamese
* Buying and selling of internal organs

*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
* presented with pronunciation and intonation errors and this impeded meaning.

*Written Response in Vietnamese*

The Written Response in Vietnamese has a maximum character count of 600 characters.

*The more successful responses commonly:*

* included in-depth information on their chosen topic in the written response
* included an extensive range of complex grammatical structures
* used a range of cohesive devices to link ideas
* wrote with excellent control of language
* wrote in diary form and expressed feelings about their experiences after the event.

*The less successful responses commonly:*

* included little information relevant to the chosen topic
* did not write with accuracy
* did not include a variety of grammatical structures
* did not include a variety of cohesive structures to link ideas.

*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 with what they had explored through texts.

*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.

# 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 2017, 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 expectation of a Stage 2 student, as this may disadvantage them.

**Section 1: Conversation**

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 not able to elaborate
* did not have adequate language skills to convey their thoughts.

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

The less successful students commonly:

* did not provide evidence of research e.g. could not explain about used books/websites
* 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.

Written Examination

**Section 1: Listening and Responding**

In 2017 there were five texts of varying lengths and types. For all texts, the questions and answers were in English.

TEXT 1

The more successful responses commonly:

* demonstrated a good understanding of the text
* fully identified all of the specific details of the telephone call, providing complete answers to the questions.

The less successful responses commonly:

* missed either one or both days mentioned
* did not provide all of the details of the call
* simply paraphrased the text instead of providing the answers to the questions.

TEXT 2

The more successful responses commonly:

* displayed comprehensive understanding of what the product does
* identified two marketing strategies used in the advertisement.

The less successful responses commonly:

* displayed partial understanding of what the product does
* identified one or no marketing strategies used in the advertisement.

TEXT 3

The more successful responses commonly:

* comprehensively described why the caller phoned the radio program
* identified the language techniques that the caller used to convey her emotions
* supported the answers with evidence from the text.

The less successful responses commonly:

* partially described why did the caller phoned
* did not identify the language techniques used by the caller
* identified some relevant information.

TEXT 4

The more successful responses commonly:

* demonstrated a good understanding of the text
* explained in detail why ‘nón bài thơ’ is hard to make and what is so special about it, according to the text.

The less successful responses commonly:

* demonstrated limited or partial understanding of the text
* identified some relevant information.

TEXT 5

The more successful responses commonly:

* displayed comprehensive understanding of the purpose of the text
* fully identified the possible solutions suggested to reduce water pollution in the river.

The less successful responses commonly:

* displayed partial understanding of the purpose of the text
* partially identified the possible solutions suggested to reduce water pollution in the river.

**Section 2: Reading and Responding - Part A**

This section comprised two texts which differed in complexity of language, style, and format. For both texts, questions and answers were in English.

TEXT 6

The more successful responses commonly:

* displayed comprehensive understanding of the impact of the proposed development on the traders at the on the traders at the Nam Hà market, e.g. a big supermarket, small shops and an entertainment centre would be in existence as replacement; however, no room for traditional arts; no longer sports stadium- these would drive the traders out of business
* fully identified how other aspects of life in Nam Hà might be affected by the proposed development e.g. no more peaceful life, no more healthy lifestyles, unemployment and no income; youth lost an opportunity for physical activity
* provided comprehensive evidence from the text to support answers.

The less successful responses commonly:

* mixed up or repeated the details for both questions (a) and (b)
* identified some relevant information
* provided limited evidence from the text to support answers.

TEXT 7

The more successful responses commonly:

* displayed comprehensive understanding of what Trang writes to reassure her grandmother e.g. visiting and saying goodbye before leaving; 29 000 students study in Australia; returning to Vietnam after completion of study
* provided a detailed explanation of the benefits Trang expects from studying overseas e.g. high quality education with reasonable costs; easier to get jobs; gaining a broader outlook on life and becoming more independent
* identified and provided comprehensive justification of the relationship between Trang and her grandmother.

The less successful responses commonly:

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

**Section 2: Reading and Responding - Part B**

This question required a response in Vietnamese. Students were asked to write an email to apply for a part-time job as a community worker.

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

The more successful responses commonly:

* referred to the criteria outlined for the job
* used a variety of appropriate information about their related experience and skills to assert that they would be the best candidate
* adhered to the text type conventions of job application (email)
* effectively used a range of complex and sophisticated expressions.

The less successful responses commonly:

* provided limited of relevant information
* did not pay attention to language expression
* had problems with spelling accuracy; for example,
  + rèn liện instead of rèn luyện
  + khác hàng instead of khách hàng
  + châm chỉ instead of chăm chỉ
  + túm lợi instead of tóm lại
* translated words and expressions literally from English, for example,
  + Em cũng cảm thấy em là một người nghĩ ngợi... instead of Em cảm thấy em là một người chu đáo…
  + Em có khả năng giao thông... instead of Em có khả năng giao thiệp…
* were inconsistent in their use of the personal pronoun ‘tôi’ and ‘em’.

**Section 3: Writing in Vietnamese**

Three questions were provided in 2017 and students were required to write 250 to 300 words in Vietnamese on one of the questions. Each question required a different text type and style of writing. Students were required to produce the text of an article (Question 9), a diary entry (Question 10), or a report (Question 11).

Most students chose Question 9 and were able to meet the requirements of the task quite well, adhering competently to the conventions of the text type and audience. Content was very good in the majority of the papers and relevant to the task; many responses showed in-depth treatment of ideas.

Question 10 - the majority of students were comfortably able to produce a piece of diary entry to describe a significant event in their life but only a few were able to elaborate, explain and convincingly justify how that event influenced them to make healthier living choices. Instead, they put their focus more on the event itself rather than on the impact of it.

Question 11 was the least popular question. The successful responses structured their report with the appropriate conventions and organised their information in a logical and sequential manner. The less successful responses veered off task and did not adequately address the key point of the question; namely the significant changes to the lives of Vietnamese-Australian women during the past 20 years.