

Vietnamese (background speakers)

2012 Chief Assessor's Report



Government
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VIETNAMESE (BACKGROUND SPEAKERS)

2012 CHIEF ASSESSOR'S REPORT

OVERVIEW

Chief Assessor's reports give an overview of how students performed in the 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, the quality of student performance, and any relevant statistical information.

GENERAL COMMENTS

In general, the students satisfactorily met the folio and in-depth-study requirements and prepared well for both oral and written exams.

SCHOOL ASSESSMENT

Assessment Type 1: Folio

Interaction

All conversations and speeches with questions to a variety of audiences were voice-recorded. The quality of sound was clear. However, where the interaction is presented between students, such as a role play or interview, it is imperative that the students are clearly identified on the recording.

Marking schemes based on the performance standards were well used. Teachers are encouraged to design tasks which clearly specify the purpose, audience, and context for students.

Text Production

A variety of text types was seen, covering a range of different contexts, with a good choice of appropriate text types (e.g. diary entry, text of a talk, a letter to the editor). Many responses were written appropriately and concisely, addressing the conventions of the text type.

The subject outline allows for a range of assessment conditions, and the length for a text production is not prescribed. However, teachers are encouraged to clearly identify their conditions (e.g. test conditions, drafted tasks) and word-limits.

Text Analysis

Some teachers selected the texts from past examination papers, for example, *Gia đình – Nền tảng của xã hội (Families – The foundation of a society)*, where the responses are expected in English and Vietnamese. The text analysis is an opportunity to demonstrate learning of interpretation, evaluation, and reflection. This is an opportunity for bilingual skills to be developed and insights into the Vietnamese language and reflection assessed. An outcome is the smooth move between Vietnamese and English, a vital part of language education; it is also considered part of language and literacy.

In preparation, teachers may consider formative tasks to practice questions about language features, such as the tone of the messages. In-class exercises of this type may also equip students with study skills to do well in the end-of-year exam.

To give opportunity for students to achieve their best potential, teachers are encouraged to pay attention to the task design. Tasks should be clear, specific, and appropriate; assessment conditions must be appropriate. The text type must be clear (e.g. a newspaper article). Revision of different forms of writing and scaffolding may help students complete their assessments with confidence.

When submitting the final grade for the assessment type, teachers are advised to check their calculations or determination of the grade carefully, to prevent clerical errors.

Overall, responses which successfully demonstrated the performance standards to a high level created the desired impact on the audience, demonstrated highly developed sophisticated control of language use, and showed insightful reflection on own values and practices.

Assessment Type 2: In-depth Study

Teachers are encouraged to discuss proposed topics with students in detail. For example, in this context Tourism is not about descriptions of landscapes, but rather issues such as the impact of travellers on the living environment and the everyday life of the local people. In the same way, a mere description of how Vietnamese prepare for New Year is irrelevant to the expectations of an in-depth-study; students should provide evidence of the development of their own ideas, opinions, and perspectives.

To assist with meeting the requirements of the in-depth study, a procedure such as outlined below may be negotiated with students.

Step 1: Selecting an appropriate topic — themes and contemporary issues

Students, supported by the teacher, should carefully consider their proposed topic for the in-depth study, ensuring that it is relevant to the list of the list of themes and contemporary issues in the subject outline.

Step 2: Checking resources

Another consideration in the selection of a topic is the sources of information accessible to the students. It is important that the range of texts includes a variety of contemporary sources, with different perspectives presented in different text types. A range of different texts should be selected for analysis, so that students can explore their topic in sufficient depth. At least three of the texts should be in Vietnamese. In practice, it would be appropriate to reconsider the topic chosen, as early as possible, if no relevant resources can be found.

Step 3: Assessment tasks

Timelines are set up for the three required assessment tasks – An Oral Presentation in Vietnamese, A Written Response to the Topic in Vietnamese, and A Reflective Response in English. It is important to note that the three tasks should differ in context, audience, and purpose.

In general, the opportunities for students to perform at their highest level need to be provided through the process of selection of an appropriate, challenging topic. A possible question for the students to consider before deciding may be 'What will I learn from this in-depth study?'

The in-depth study, in principle, will enable the students, at the end of the research journey, to reflect on new findings. It may lead them to a change of mind or perspectives, or to an adjustment of beliefs. The reflection of the whole in-depth study should not focus only on how suitable resources were found, but should cover how the student's thinking has changed, any learning that was new or surprising, or challenged own values or beliefs in relation to the issue. Therefore, a topic about which a student already has a deep knowledge may not provide this opportunity.

The reflection requires personal deep thinking; it must not be a recount or a narrative.

Teachers may wish to share good examples of reflection with their students, to make clear the requirements of this task.

EXTERNAL ASSESSMENT

Assessment Type 3: Examination

Oral Examination

This year, students selected a variety of topics for their oral discussions. Popular themes included Vietnam and the World, and Economic Development and Social Change.

In general, students demonstrated their ability to exchange and justify opinions, ideas, and information. The majority of the students were able to maintain the discussion with the examiners, many to a high level of performance. However, a few students were not confident in interacting with the examining panel and the examiners nurtured the discussion with quite a lot of questions.

Most students showed the ability to make references to the resources studied. However, some were unable to show the depth in treatment of their topics.

In conveying the information to the examiners, students should aim to accurately refer to names and locations of major cities, and to historical events. Word use and clarity in expression are key to communication, e.g. *Những các hệ thống của gia đình* instead of *hệ thống gia đình Việt Nam*. Some errors in word use took place, such as: *kết cấu/ cấu kết; doanh nhân/ danh nhân; thể lý/ thể lực; khủng hoảng/ khủng khiếp*.

At times, responses did not demonstrate critical analysis of sources. However, stronger responses were insightful and perceptive when presenting their views. In the area of evaluation and reflection, students need to demonstrate to the examiners their own thinking experiences rather than just give short reports about the in-depth study. Students tended to present information on the issues rather than giving personal reflection and comments.

Written Examination

Section 1: Listening and Responding

Part A

The majority of the students answered the questions well. Occasionally, parts of the questions were not answered, or were addressed inappropriately in a different part of the question. A few students mixed up the use of the English terms 'urban' and 'rural'. Students are advised to read instructions carefully, and to answer in English for Part A.

Question 1 (a): Some important details were that the rural population (80%) creates 44% of the national income, whereas the city population (20%) creates 56% of the national wealth.

Question 1 (b): Many students gave three problems: conflict, unemployment, and social problems.

Question 1 (c): A few students described how to stimulate demand for further products.

Question 1 (d): Some activities must be taken to eliminate the difference between the rural and the city people.

To support students' skill development they need regular practice with bilingual exercises in class during the year, ensuring that the move between Vietnamese and English or vice versa is smooth and meaningful. Students are also encouraged to practice expressing the main ideas in their own words rather than just the words translated from the dictionaries.

Part B

Students were required to write an article after listening to two texts. Most students handled this part of the examination well. Students who completed this task to a high standard followed the requirements of an article in terms of format and content. A number of students were not confident about the structure of an article. Students are also reminded that they must respond to the text and the issues raised. Some students simply talked around other issues and did not focus on the main points in their responses.

Some mistakes in word use included *Quyên bảo* instead of *khuyên bảo*; *quyến định* instead of *quyết định*.

Students are advised to read the task carefully, identify the audience, the purpose and the text type. During the year, it is advisable to practice regularly with various forms of writing.

Section 2: Reading and Responding

Part A

Most students handled this part of the examination well. They were able to identify the main points of the texts and information relating to the questions. They also responded well to the issues raised in the article, expressed their ideas well and gave

accurate information extracted from the text. However, question 3 (d) proved challenging, with only a small number of students providing comprehensive responses.

Expression of ideas in clear English language is important for this part. Some students might not have understood the Vietnamese text or might not have been able to clearly express their ideas in English, and therefore did not give full answers to the questions.

A number of students did not use correct English in their answers for ideas expressed in Vietnamese obtained from the input text. A few terms were challenges to the candidates:

- *thương lượng với khách hàng* means 'negotiate with customers'
- *thưởng thêm* means '(financial) bonuses'
- *học trực tuyến* means 'online courses'.

A number of students made grammatical mistakes in writing their answers, possibly indicating a need to practise their expression in English under test conditions. Students may also benefit from opportunities to practise processing information to understand what the author really wants to tell the reader.

Part B

A range of achievement between A and C grades was seen in this section, and most students performed well.

Most students coped well with the task, presenting their ideas and opinions based on the information from the text. They created interest and impact and engaged the audience. Successful responses demonstrated students' ability to evaluate the information in the text, and to present their ideas and opinions based on the text. Most agreed with the ideas in the text rather than presenting an argument.

The students structured and sequenced information, opinions, and ideas logically. However, some students did not give their own opinions but repeated the ideas in the text.

Generally, students demonstrated the capacity to exchange information and ideas accurately and appropriately. However, a number of responses were presented with long paragraphs without correct full stops and commas. Some responses did not use full sentences or appropriate words. A small number of responses were written as a speech, rather than the required text type, an article.

Occasionally, common spelling mistakes were made, such as *Bật phụ huynh* instead of *bật phụ huynh*; *lợi ít* instead of *lợi ích*; *thong tiên* instead of *thông tin*; *căn thẳng* instead of *căng thẳng*; *sao đó* instead of *sau đó*; *trực tiế* instead of *trực tiếp*.

In general, the students were able to demonstrate their ability to evaluate the information, opinions, and ideas in the text.

Section 3: Writing in Vietnamese

More than half of the students chose either question 7 (Letter to the editor) or question 8 (Speech to youth organisation).

The most successful responses addressed the question appropriately and relevantly. Students are advised to read the question carefully to note the required text type, as well as the focus of the issue. For example, in question 7, some responses described the state of local environments instead of focusing on chaotic development in Vietnam's major cities. In contrast, more successful responses suggested ways in which city living might be improved and persuaded the readers to be calm and positive in dealing with the issue.

A number of responses did not follow the conventions of the text type, for example, a letter to editor in question 7.

Common mistakes in this section included initial/ending sounds e.g. *lăm/năm; ich/ít*.

Students are expected to choose a question that relates to a topic that they have studied. In doing so, the students may refer to texts they have studied during the year, providing solid evidence. Successful responses referred to the texts studied during the year to provide depth and justification.

OPERATIONAL ADVICE

General advice to students to assist in complete requirements successfully is to develop their organisational skills from the beginning of the year, setting up timelines to monitor their own steady progress.

For schools, the addendum is to be used if changes are made to the approved learning and assessment plan. Student work submitted for moderation should include the final copies of the assessment tasks for the folio and in-depth study. Students must be clearly identified on audio files submitted, for example, by giving the registration number as the file name.

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