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Vietnamese (background)

2015 Chief Assessor’s Report

# Vietnamese (background speakers)

# 2015 Chief Assessor’s Report

## Overview

Chief Assessors’ reports give 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, the quality of student performance, and any relevant statistical information.

## School Assessment

Assessment Type 1: Folio

The purpose of this assessment type is to create an opportunity for the students of all levels to achieve their best in relation to the performance standards. Students should undertake between three and five assessments to make up the folio. Each assessment within the folio (interaction, text production, and text analysis) must be done at least once. If schools have combined two or more classes into one assessment group, teachers are advised to work collaboratively to develop a common interpretation of the standards.

In general, students performed well in their school assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the subject outline.

Interaction

For the interaction, students interact with others to exchange and explain information, opinions, and ideas in spoken Vietnamese.

Generally, the interactions presented occurred between the student and the teacher. The interaction requires students to respond spontaneously, not read from a script. A conversation between a student and a teacher on a theme or topic allows students to respond spontaneously in the depth and breadth required to demonstrate their ability at the highest grade level.

It seems that the assessment may provide less opportunity for students to demonstrate their best ability when the interaction is designed to take place between two or more students. In this instance, the length of the interaction may not provide students with an opportunity to respond spontaneously in enough depth and breadth to demonstrate their ability at the highest grade levels. If more than one student is participating in the interaction, each student must be able to be identified throughout the length of the piece. Even if the students state their SACE number, it can be difficult to follow the interaction with voice recordings only.

Text Production

This task gives students a chance to create their own texts in written Vietnamese. Students must demonstrate their understanding of the purpose, audience, and structural features of the text type.

For this assessment task, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* ideas
* expression

Successful responses showed a full understanding of the content delivered on a topic or theme and demonstrated an ability to create texts with critical thinking.

Text Analysis

Students analyse, interpret, and evaluate meaning and language use by responding to written, spoken, or multimodal texts in Vietnamese.

It was pleasing to see a range of stimulus texts. Some meaningful texts were prepared by teachers, which were suitable for the students to critique and analyse in detail. Teachers are encouraged to set tasks and select texts that allow students to analyse language features and cultural significance.

Assessment Type 2: In-depth Study

There are three assessments for the in-depth study:

* an oral presentation in Vietnamese
* a written response to the topic in Vietnamese
* a reflective response in English.

The three assessments must differ in context, audience, and purpose, and be supported by evidence of research, text analysis and evaluation, and planning and preparation.

This year, a range of topics were selected, reflecting a variety of contemporary issues and themes, including economic development and social change, Vietnam and the world, the overseas Vietnamese-speaking communities, and Vietnamese arts in contemporary society.

The most successful responses demonstrated a natural flow in the oral presentations to a specific audience with an appropriate register, correct format and structure of meaningful writing in Vietnamese, and evidence of learning in the reflective response.

Teachers and students are advised to familiarise themselves with the assessment requirements for each part of the in-depth study as per the subject outline, including the word limit for individual pieces and the time limit for the oral presentation.

## External Assessment

Assessment Type 3: Examination

The examination consists of two assessments:

* an oral examination
* a written examination.

Oral Examination

This year, environmental issues were the most popular topics selected for the discussion, followed in popularity by globalisation and Vietnamese arts and literature.

In general, students demonstrated an ability to cope well with the discussion. Most students expressed their opinions in depth.

The most successful responses demonstrated:

* good preparation for the discussion on the main ideas of the issue
* communication with high levels of fluency
* an ability to sustain an interaction for the entire length of the oral examination
* a focus on the interesting and engaging details of the issue.

Written Examination

Section 1: Listening and Responding

Part A

Generally, students responded to the questions well. Most responses indicated that each of the questions had been read with care. The majority of students attempted all questions, although they did not always complete their answers.

Question 1

Part (d) proved to be the most challenging question. Responses that included the following points, together with relevant examples, received full marks:

* both speakers frequently use positive terms about the television program
* both speakers mention the positive effects of the program on the industry.

Part B

Question 2

The depth and creativity in response to this question was very good. Generally, the structure and content of the responses were satisfactory. Teachers and students are encouraged to review the structure of a report genre so that they can apply the specific writing styles and textual features to their response.

Students are expected to use only the facts and information from the texts and are encouraged to keep their response short and precise. For example: *ăn cơm tối với bố mẹ* (have dinner with parents) rather than *ăn cơm trắng với bố mẹ* (eat plain rice with parents).

Also, note the different uses and meaning of the following: *di dân* (migrant), *di trú* (migration), *di cư* (evacuate). Note that, *Bộ Di Trú* (Department of Immigration) is a federal authority, not a migration agency as required in this context.

Meaningful writing requires good structure, including paragraphing. Extended prose describing many ideas often proved a less successful response. It may be useful for students and teachers to revise the use of conjunctive devices to connect ideas and add flow to responses. For example: *Thứ nhất, thứ nhì* (Firstly, secondly); *Kết thúc* (In conclusion); *Ngoài ra* (Besides); *Theo báo cáo của* (According to the report); *Qua bài phỏng vấn của* (Via the interview); *Dựa theo thông tin nghiên cứu* (Based on information from the research); *Thành công nổi bật nhất là* (The most prominent success is).

Section 2: Reading and Responding

Part A

Question 3

Overall, responses to this question were good. Parts (a) and (f) seemed to be the most challenging.

Part (a) asked for the purpose of the text, not the text type.

The best responses to part (f) correctly interpreted the following: *mô hình môi sinh lành mạnh*. The phrase *mô hình* indicates that there are benefits or positive outcomes.

Part B

Question 4

In general, students coped well with the task. They were able to express complex ideas and opinions effectively.

Most students responded appropriately for the stated audience and purpose. A few responses demonstrated limited understanding of the requirements of the task and some demonstrated a limited range of language structures and vocabulary. For example, the following phrases do not accurately reflect true Vietnamese: *phần trình bày của tôi đến đây thôi; giúp nới rộng sự phong phú; cái nhìn thật và kỹ thuật hơn; hy vọng những ông bà sẽ suy nghĩ lại.*

The majority of responses used a reasonable vocabulary and appropriate language structures to express their views effectively. A limited number of responses lacked organisation of content and structure, but most were appropriate for audience, context, and purpose. Stronger responses demonstrated an ability to analyse and explain the content of the text; they compared and contrasted information, opinions, ideas, and perspectives in texts.

Incorrect word use for writing a letter included *thích sự thủ công* and *cám ơn đã lắng nghe;* these phrases are better suited to an oral presentation.

Some spelling mistakes included:

* *chiệu khó* instead of *chịu khó*
* *phong tuc tập hoá* instead of *phong tục tập quán*
* *quản cáo* instead of *quảng cáo*

A few responses did not have enough depth of treatment of ideas appropriate to the context and purpose. Rather than discussing the promotion of ceramic production, they discussed labour issues in Vietnam.

Most students wrote coherently and composed an effective argument relating to the importance of marketing Vietnamese ceramics overseas and made good use of the information provided in Text 5, demonstrating a good understanding of the text.

Section 3: Writing in Vietnamese

There is a choice of four questions in this section. Students are expected to write one original text in Vietnamese. Three-quarters of the students chose Question 6; 15% chose Question 5; 10% chose one of the other two questions.

The most successful responses demonstrated a good knowledge of the text type, and a clear understanding of the question.

Markers noticed some common mistakes, including:

* *nói truyện* instead of *nói chuyện*
* *hành ngày* instead of *hàng ngày*
* *gắng bó* instead of *gắn bó*
* *việc nam* instead of *Việt Nam*
* *khó chiệu* instead of *khó chịu*
* *cần bằng* instead of *cân bằng*.

## Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators. It is hoped that teachers’ grades/marks are evident on school assessment work.

Teachers are reminded that an approved learning and assessment plan should be submitted for each assessment group.

Vietnamese (background speakers)  
Chief Assessor