2022 Vietnamese (background speakers) 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 must contain 3–5 tasks and must include one of each of the following:

Interaction; Text Analysis; Text Production.

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 thoughtfully about the issue
* gave spontaneous responses to the questions
* able to sustain a real conversation through an exchange of relevant information.

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
* rehearsed with another classmate in a studio-like context
* read from a prepared script.

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:

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

The less successful responses commonly:

* did not adhere to the conventions of the required text type
* 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

Students analyse a text or texts in Vietnamese. Questions relating to interpretation as well as language analysis must be included for response in Vietnamese and/or English. A Text Analysis does not require students to produce a written response of 300 words.

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
* answered merely information-based questions.

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.

Topics selected should require research to allow for new learning and not be answerable by common/general knowledge.

The more successful responses commonly:

* fully engaged the audience of the oral presentation by selecting appropriate and interesting information about the issue and expressing information creatively in a logical and coherent way
* wrote meaningful, in-depth responses in Vietnamese that exposed new ways of thinking about a contemporary issue relating to Vietnam, Vietnamese people and/or Vietnamese lifestyles
* demonstrated new learning and own reflections in a clear and comprehensible way
* negotiated clearly stated tasks for the Vietnamese written responses
* had a different context, purpose and audience for the oral presentation and written response
* provided relevant evidence from the research.

The less successful responses commonly:

* were based on a topic of common knowledge which did not allow for in-depth or appropriately reflective responses
* demonstrated a superficial investigation and understanding of the issue and thus could not provide evidence of profound insights
* deviated from the subject outline requirements
* focused heavily on evaluating the resources or how to look for sources of information
* gave no evidence of research in the Vietnamese written responses.

External Assessment

Assessment Type 3: Examination

Oral Examination

Most students were well prepared for the discussion; they used sophisticated Vietnamese language structures. A few students used photographs to support their discussions.

The more successful responses commonly:

* were spoken clearly, confidently and eye contact was maintained over Zoom
* demonstrated a high level of communication at length on a chosen topic
* responded appropriately to all questions from the examiners with a high degree of interest and passionate enthusiasm
* demonstrated deep understandings of a variety of sources studied during the year
* provided an insightful reflection on values, beliefs, ideas, and experiences
* conveyed appropriate details, ideas, and opinions throughout the discussion.

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
* used English words instead of correct Vietnamese terms.

Written Examination

Section 1: Listening and Responding

Responses in Vietnamese

The more successful responses commonly:

* used the correct format of a formal letter
* addressed the letter to the editor in an appropriate and respectful manner
* wrote coherent, logical paragraphs
* covered all the main ideas from the texts
* used persuasive language and tone effectively to convince the readers

The less successful responses commonly:

* showed limited understanding on how to write a formal letter
* did not make use of paragraphing to provide coherence
* repeated the spoken information of both sides of the argument
* did not use persuasive language and tone effectively to convince the readers.

Section 2: Reading and Responding: Part A

Responses in Vietnamese

The more successful responses commonly:

* read the instructions carefully: questions were answered in Vietnamese
* clearly identified the main ideas included in the text
* demonstrated an ability to successfully explain the tone of the text (e.g. worry, disappointment)
* identified the linguistic features of the text (e.g. exclamation marks, directly addressing the readers).

The less successful responses commonly:

* did not justify the answer with evidence from the text
* did not identify any linguistic features
* answered the questions in English.

Section 2: Reading and Responding: Part B

Responses in English

The more successful responses commonly:

* demonstrated a thorough understanding of the text
* presented ideas in own words
* provided a clear, logical, and cohesive expression of opinions
* clearly expressed ideas related to:
* steps to improve safety on construction sites (e.g. laws need to be implemented strictly)
* the author’s attitude toward the subject expressed (e.g. positive, concerned).

The less successful responses commonly:

* used prior knowledge or own information (not from the text provided)
* did not provide sufficient information to answer ‘why’ and/ or ‘how’ questions
* showed a lack of consistency in expressing ideas (e.g. using dot points of key words only rather than full meaningful sentences).

Section 3: Reading and Responding: Part C

Writing in Vietnamese

Option 1

*Write an article for a Vietnamese newspaper, highlighting the prominent achievements of one female and one male artist, who are working outside Vietnam and explaining why this trend has become popular in recent years.*

The more successful responses commonly:

* presented appropriate reasons to explain why this trend has become popular
* elaborated ideas and analysed the issue
* gave genuine examples to support the title of the article
* used the correct text type conventions of an article
* displayed adequate and appropriate referencing of texts studied

The less successful responses commonly:

* did not provide enough details about the two artists
* lacked well-structured paragraphs to arrange ideas
* did not use the right text type.

Option 2

*‘Protecting ecosystems in Vietnam is one of the most effective solutions to food shortage in the country’. Write an essay for a Vietnamese environmental magazine, agreeing or disagreeing with this statement.*

The more successful responses commonly:

* used the correct text type conventions of an essay
* presented a variety of reasons in the essay, either ‘for’; or ‘against’
* gave a convincing conclusion
* referred to the texts studied during the year.

The less successful responses commonly:

* did not clearly focus on the position of either agree or disagree with the statement
* did not refer to texts studied during the year
* did not use the conventions of the text type
* lacked evidence and specific examples to support the arguments
* did not coherently connect ideas and paragraphs.

Option 3

*You are invited to speak to a group of people representing Vietnamese Australian communities. The purpose is to encourage them to make financial contributions towards building a Vietnamese cultural exhibition hall at the National Museum of Australia in Canberra. Prepare the text of your speech.*

This was the most popular choice for Section 3.

The more successful responses commonly:

* used the correct text type conventions of a speech
* presented specific points on why it should be built in the National Museum
* displayed adequate and appropriate referencing to texts studied
* used correct linguistic structures and cohesive devices to persuade the audience.

The less successful responses commonly:

* did not display coherence in structure and sequence of ideas and information
* gave no reference to the texts studied.

Option 4

*Write the text of a discussion between two friends on whether the government should encourage people to move out of Vietnam’s major cities into the rural regions.*

The more successful responses commonly:

* used the correct text type conventions of a discussion
* gave logical reasons to persuade the audience
* displayed adequate and appropriate referencing of texts studied.

The less successful responses commonly:

* did not give the reasonable solutions related to the issue of moving out of crowded cities
* discussion included only general information and gave no reference to texts studied.