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**Vietnamese (continuers)**

2016 Chief Assessor’s Report

# Vietnamese Continuers

# 2016 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 folio is made up of three different assessment types: Interaction, Text Production, and Text Analysis. Students complete between three and five assessments for their folio, including at least one of each assessment type. Most schools chose five assessments; generally one interaction task, two text analysis tasks, and two text production tasks.

**The more successful responses**

* organised information and ideas coherently
* used a range of expressions accurately
* demonstrated spontaneity in the interaction task, with a natural flow
* were elicited from questions that gave students the opportunity to voice their opinions and to adjust or elaborate on these opinions in response to reactions and comments.

**The less successful responses**

* were rehearsed conversations between the teacher and one or more students.

**General information**

Moderators recommend reviewing the subject outline to clarify the specific requirements of the interaction task.

Teachers are advised to carefully consider the design of the interaction task so that all students have the opportunity to speak for the required time if the interaction task involves two students.

Students should do most of the talking in the interaction task so that they have the best opportunity to demonstrate their language proficiency.

Assessment Type 2: In-depth study

The in-depth study allows students to demonstrate research into, and personal reflection on, an aspect or aspects of a topic — preferably one that the student is interested in — and then present a written response in Vietnamese, an oral presentation in Vietnamese, and a reflective response in English.

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

* Pollution in Vietnam
* Vietnamese family values
* Human trafficking
* Impact of K-pop on Vietnamese youth
* Transgender issues in Vietnam
* Gaps between the rich and the poor in Vietnam.

Teachers should advise students to choose a topic that interests them and that relates to the prescribed themes.

**The more successful responses**

* described the impact of the research on the student’s learning, including how it challenged and changed their values, beliefs, perspectives, and opinions
* addressed defined topics and/or questions that differed in purpose, context, and audience for the written responses and the oral presentation in Vietnamese
* included some analysis and evaluation of the texts accessed.

**The less successful responses**

* focused on reviewing the usefulness of the resources and not on the learning
* relied heavily on written notes or cue cards in the oral presentation.

**General information**

If one topic is chosen for the whole class, each student must investigate a different aspect of the topic. Students should be encouraged to focus on one aspect of a topic in depth, rather than investigating general knowledge.

## External Assessment

Assessment Type 4: Examination

Oral Examination

Section 1: Conversation

Students are reminded that during the oral examination they should speak in Vietnamese at all times and should aim to elaborate when responding to questions.

**The more successful responses**

* were able to elaborate on ideas and sustain conversation
* were well prepared and conveyed information accurately and appropriately
* demonstrated excellent pronunciation and intonation.

**The less successful responses**

* relied heavily on English expressions
* had difficulty pronouncing initial sounds *ch* and *tr*.

Section 2: Discussion

**The more successful responses**

* were well prepared and chose topics that enabled in-depth research and synthesis of a range of sources
* demonstrated a sound knowledge of the topic, presenting detailed information
* used a wide range of vocabulary
* used information that was relevant and appropriate
* discussed the topic at length and conveyed the student’s own opinions
* gave a detailed reflection on the student’s own learning, values, and beliefs

**The less successful responses**

* had difficulty conveying information accurately and in sufficient depth
* used terms incorrectly; for example,
  + *tài chế* **instead** **of** *tái chế*
  + *sai bạn bè* **instead of** *nhờ bạn bè*
  + hết mọi dân sẽ **instead of** *tất cả người dân sẽ*
  + *tham dự ở Việt Nam* **instead of** *về thăm Việt Nam*
* included language errors such as
  + *vê hai Úc và Viêtnam* **instead of** *cả Úc và Việt Nam*
  + *mơ ý nghĩa của em vê gia đình Viêtnam* **instead of** *ý nghĩ của em về gia đình Việt Nam*
  + *đứa hoc đó* **instead of** *em học sinh đó.*

Written Examination

Section 1: Listening and Responding

Overall the students performed reasonably well in this section.

*Question 1*

Most responses scored almost full marks for Question 1.

*Question 2*

The less successful responses confused words:

* that have similar pronunciations; e.g. *Tết* (New Year festival) and *tuyết* (snow)
* with several meanings such as *ông bà* (ladies and gentlemen *vs* grandfather and grandmother).

*Question 3*

A surprising number of responses interpreted *xe vận tải* as ‘cars’ instead of ‘trucks’. The more successful responses analysed and synthesised information from the text.

*Question 4*

Question 4(b) asked for four examples of how this advertisement encourages people to participate. Successful responses included information from the text *only*.

*Question 5*

Successful responses displayed a comprehensive understanding of why Tam said ‘Everyone will have to compromise’.

Section 2: Reading and Responding

Part A

The majority of students performed well in this section. Students would further benefit from practice at identifying and analysing the language features of a text.

*Question 6*

The more successful responses demonstrated a comprehensive understanding of the meaning of ‘Tomorrow will be bright’.

*Question 7*

The more successful responses demonstrated a comprehensive understanding of how Lan uses stylistic features to show her feelings about country life and provided the evidence using the student’s own words, rather than copying from the text.

Part B

Most responses were of a high standard, following the requirements of an email to the principal in format and content, responding well to the issues raised in the text, and using a broad vocabulary.

Some common errors were:

* inaccurate spelling; for example, *sinh*/*xin*; *tinh*/*tin*; *khác*/*các*; *căng*/*cân*; *ít*/*ích*; *thời giang* **instead of** *thời gian*; *đống góp* **instead of** *đóng góp*; *học kiềm* **instead of** *học kèm*
* poor sentence structures; for example, *phân phốn nhũng buôi thê thao khắp suốt tuàn* **instead of** *những buổi thể thao được rải đều ra trong tuần*
* confused use of *em* and *tôi*
* errors in the choice of words; for example, *Tôi rất cám ơn hiệu trưởng đã làm thể thao bắt buộc* **instead of** *Tôi rất cám ơn hiệu trưởng đã biến sinh hoạt thể thao thành một môn bắt buộc*.

**The more successful responses**

* analysed and identified all the main issues of the task and addressed the issues using appropriate language and structure
* were relevant to the context with key points selected as well as conveying ideas clearly and logically
* presented opinions with supporting evidence and arguments
* linked ideas together effectively
* conveyed the message culturally appropriately.

**The less successful responses**

* focused on a particular issue (e.g. compulsory Saturday morning sports for all students) but left out other issues that were equally important (e.g. Year 12 students leading junior sport teams)
* repeated the ideas from the text and basically agreed with all the points without conveying a personal in-depth opinion.

Section 3: Writing in Vietnamese

This section was generally completed well. The most popular question was Question 11, which was selected by 55% of students, followed by Question 9, which was selected by 38% of students. Very few students selected Question 10.

Although many students performed well in this part of the examination, a number of students failed to use the correct text type. Students are urged to pay greater attention to the conventions of the text type required by the question.

Some common errors included:

* the incorrect use of *ch* and *tr*, *d* and *gi*, *s* and *x*, *t* and *c*
* sentences structured incorrectly, such as *don dep thơi giơ dành cho hoc tâp* **instead of** *dành thời giờ để học tập*; *hơn nhưa, quốc sông ngưòi các* ... **instead of** *hơn nữa, cuộc sống người khác* ...

**The more successful responses**

* were fluent
* used a range of both simple and complex structures
* used a broad vocabulary
* adhered to the word limit specified in the subject outline
* used relevant information appropriately.

**The less successful responses**

* did not read the question carefully
* did not demonstrate depth of ideas.

## Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators. Teacher grades/marks should be evident on all student school assessment work.

* The packaging and presentation of materials was accessible to moderators.
* Teachers are asked to submit the learning and assessment plan (LAP), together with any addenda if changes to the approved LAP are made for assessment task(s).
* For the folios, teachers should aim to demonstrate consistency in assessment tasks, criteria for assessment, and judgment of student work (against the performance standards). This is particularly important when assessment groups are comprised of more than one class.
* When forming assessment groups, ensure good communication and collaboration between teachers of different classes.

**General**

* The overall standard of student responses to assessment tasks was high.
* Teachers are encouraged to ensure that tasks meet all learning requirements, and focus on themes and topics from the subject outline.
* Providing students opportunities to practice during the year will help students to develop their language skills and address misconceptions.
* Students and teachers are encouraged to read and discuss this report and hence fully comprehend the requirements of the learning tasks.

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