# Vietnamese (background speakers) 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

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 creatively about the issue.

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.

Text production

The more successful responses commonly:

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

The less successful responses commonly:

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

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.

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.

Assessment 2: In-depth-study

The more successful responses commonly:

* fully engaged the audience of the oral presentation by selecting appropriate and interesting information about the issue and expressed information creatively in a logical and coherent way
* wrote meaningful, in-depth responses in Vietnamese that exposed new ways of thinking about the contemporary issue
* demonstrated new learning and own reflections in a clear and comprehensible way.

The less successful responses commonly:

* were based on a topic of common knowledge which did not allow for in-depth or appropriately reflective responses e.g. Vietnamese weddings
* demonstrated a superficial investigation and understanding of the issue and thus could not provide evidence of profound insights.

Assessment Type 3: Examination

Oral Examination

Discussion

Most students were well prepared for the discussion; they used a sophisticated Vietnamese language structures.

The more successful responses commonly:

* were spoken clearly, confidently and maintained eye contact
* demonstrated a high level of communication at length on a chosen topic
* responded appropriately to all questions from the examiners with an excellent degree of interest, enthusiasm and highly appropriate information
* demonstrated an understanding and use of a variety of sources
* provided an insightful reflection on values, beliefs, ideas and experiences
* conveyed appropriate details, ideas, and opinions.

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.

Written Examination

Section 1: Listening and Responding

**Text 1**

Most students generally understood the spoken text quite well. However, a large number of students did not provide enough detail in their answers or support their responses with evidence from the text. Students are encouraged to critically read the questions so that they are clear about what is expected in the answers.

**Texts 2 and 3**

Most responses were satisfactory in terms of the relevance to context, purpose, audience and topic. A few made common spelling errors. Another small portion of responses did not adhere to the convention of an essay structure that consists of three distinct parts: an introduction, body and conclusion.

Section 2: Reading and Responding

Part A

**Text 4**

The more successful responses commonly:

* reflected deep understandings of the whole text
* explained clearly the relevance of the title of this article.

The less successful responses commonly:

* partially expressed the meaning of the final sentence in the context of the text
* were short of details comparing the past and current training requirements outlined in the article.

Section 2: Reading and Responding

Part B

**Text 5**

The more successful responses commonly:

* demonstrated a thorough understanding of the texts, evaluation of points of view on issues from the text and clear, logical and cohesive expression of opinions
* expressed ideas developed in one of the following three ways:

1. Pros: globalisation is good for Vietnam.
2. Cons: globalisation presents challenges difficult to overcome
3. Pros and Cons: there are positive and negative aspects to examine.

* refined the writing with powerful, topic-specific words, well-constructed paragraphs, a captivating introduction complimented by a well-thought-out conclusion.

The less successful responses commonly:

* copied a substantial amount of information from the text
* did not respond using the correct text type
* did not provide sufficient justification for or against the topic.

Section 3: Writing in Vietnamese

Question 6 (‘You are invited to speak to the Rural Economic Planning Committee on the topic ‘Dự án xây dựng khu du lịch thiên nhiên sẽ là điểm son cho nỗ lực tạo ra nhiều việc làm’. Write your speech.’) was the most popular choice for Section 3. Most responses to Question 6 demonstrated confidence and a depth of knowledge of the issue.

Question 8 (‘The 100-word story has become very popular in Vietnam. Write an online article, discussing the reasons for this trend. Present the common topics for 100-word stories and describe the effect of this text type on the reader.’) may have been a less familiar to the students and was the least popular choice.

Those who responded to Question 7 (‘The second and third generations of overseas Vietnamese communities will preserve their cultural identity more strongly than the first generation has done. Write a letter to the editor of a Vietnamese newspaper, presenting your own point of view about this statement, and justifying your opinion.’), presented their argument(s) with support of examples.

The more successful responses commonly:

* used correct text type conventions
* responded to all elements and nuances of the question in a meaningful way
* demonstrated maturity, originality and independent thinking
* displayed adequate referencing to texts studied.

The less successful responses commonly:

* did not respond to all aspects and nuances of the question
* did not refer to texts studied during the year
* did not use the conventions of the text type or appropriate textual structures, such as paragraphing.