

Vietnamese (continuers)

2012 Chief Assessor's Report



Government
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VIETNAMESE (CONTINUERS)

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.

SCHOOL ASSESSMENT

Assessment Type 1: Folio

Folios submitted for moderation were of high standard. However, to allow students to better achieve at the highest level, teachers should consider the task design at all times. Tasks should clearly state the context, purpose, time or word limit, audience, and where appropriate, text type and type of writing required. Perhaps a check list of all the above is important. Teachers should encourage students to take on a range of topics. Where commonly known topics such as New Year Festival and Autumn Festival are studied, teachers are encouraged to cover them in appropriate depth for Stage 2.

Moderators also noticed that past examination material was used for some school assessment tasks. Teachers should consider how suitable these materials are as stand-alone tasks, whether questions need to be adapted to challenge students further, and to address current assessment design criteria and provide opportunity to meet the performance standards.

The length of oral interaction tasks submitted was appropriate. Most oral interaction tasks demonstrated evidence of learning mostly at the A and B grades. Teachers are reminded that in this section the focus is on interaction rather than presentation. Moderators did find it very difficult to support assessment decisions when the task is between student and student as it may be difficult to identify who is who via audio mode.

Assessment Type 2: In-depth Study

The in-depth study tasks presented for moderation were mostly well organised, with appropriate tasks. A checklist when designing tasks may help students to achieve: for example, when designing the tasks consider who, what, when, why, purpose, audience, formal or informal and the text type?

Moderators noticed that many topics were in the theme of Migration, The Environment, Traditions and Values. Other areas which may be appropriate would be themes such as The World of Work, Social Issues and The Arts and Entertainment.

The content of the reflective response in English tasks was better than 2011. It showed students have an understanding of a learning journey: own expectation, research, evaluation, overcoming difficulties and life-long learning.

The oral presentation tasks were mostly of a good standard. Students who had prepared well with their research seemed to present more confidently.

Most of the tasks for writing in Vietnamese were the right length, although some were slightly too long, and content past the word length cannot be considered for assessment or moderation.

EXTERNAL ASSESSMENT

Assessment Type 3: Examination

Oral Examination

Section 1: Conversation

In general students coped well in the conversation part of the oral examination. They showed their ability in maintaining an interaction and the ideas were relevant to the questions. Students are comfortable to share their views regarding family and career choices.

Students showed a sound understanding of the questions and, in most cases, provided extended responses in a conversational style without using rehearsed material. Examiners noted that some students sought appropriate clarification to questions, and teachers are encouraged to help students to develop this skill. Students are also reminded that it is a two way conversation and they have the right to explain further in depth, to be excited, to be heard, to use body language and enjoy the conversation. The average mark for this section is slightly higher than the discussion part of the exam.

Section 2: Discussion

Markers notice that some students are not confident in their discussion. This can clearly be seen among those who did not have depth of treatment, where perhaps too many points were mentioned but not much depth. General statement like 'there are beautiful places in Vietnam' and left it there does not create thoughts. Students who bring opinions to the discussion indicate confidence and demonstrate good research and evaluation skills. Students should be reminded that although the discussion itself is key, rather than content accuracy, it is also important to ensure that information is accurate, especially well-known facts.

Most students communicated with fluency and appropriate linguistic structure. Again students are encouraged to be interested about their discussion and use appropriate register and body language.

A small number of students brought pictures to support their ideas and, in the most successful discussions, students used these resources to engage the examiners throughout the assessment.

Students generally used a range of vocabulary to express opinions and demonstrated good pronunciation. For stronger point of view, good use of strong conjunctions, such as *'tuy nhiên'*, *'vả lại'*, and *'hơn thế nữa'* was seen.

Written Examination

Students generally performed very well in this section of the examination. Students are reminded to read all questions carefully and ensure that they fully understand what they need to do. Also go through a check list of: who, when, why, what, text type, audience, formal/informal before they start their responses.

Section 1: Listening and Responding

The most successful students had good note-taking skills, which allowed them to go beyond recording what they heard to produce appropriate and detailed answers. Students are reminded to answer questions only according to the information given, as drawing on their own knowledge may lead to incorrect or irrelevant responses. Students may develop stronger listening and comprehension skills if they are exposed to a range of text types, and teachers should also provide them with opportunities to develop good note-taking skills.

Question 1

Students performed very well in this question. To get full marks for part (b) students need to fully give details of the arrangement. Students are reminded not to give information which is not part of the text.

Question 2

Most students performed well in this question.

Question 3

In question 3 (a) some students summarised the text. For part (b), students must be able to name the tone and justify it from the text. For example: he is a good neighbour/he is friendly because...; he is polite because... .

Question 4

Most students did very well for part (a). For part (b), some students gave little information and some even made up details, which is not appropriate. To support students in questions such as part (c), it would be good if students are exposed to discussions regarding language register, for example the uses of *'minh, oi'*, also formal versus informal language. Part (d), most students got full marks.

Question 5

Part (a) and (c) was mostly answered well. For part (c) it was noted that this is a 'compromise suggestion' and not the 'final decision'.

Part (d), Students that displayed comprehensive understanding of the mother's reasons received better marks. Students are encouraged to put themselves in place of the mother. Students are reminded not to just translate the text or gave extra information which is not part of the text.

Overall, question 5 was the most challenging and the spread of marks was wider. Teachers are encouraged to give students opportunities to practice more questions of this nature, to build their understanding of language used in a range of text types.

Section 2: Reading and Responding, Part A

The most successful responses provided analysis and interpreted the information provided in the text to answer informatively and comprehensively.

It is recommended that students aim to summarise evidence rather than translating it word by word. Students should focus on developing skills in reading and responding to questions of this nature during the teaching and learning program. Students are reminded to respond in the language that is instructed in the examination paper and not to give personal opinions as the subject outline does not require them to do so.

Question 6

The mean for the part was 6 out of 8, and there were high marks for this question. Some students provided only a translation of the text and did not fully answer the question, while some wrote very short answers. Students are reminded to read the text carefully and make sure they record down the important details of the text. Students should look for emphases, key words or ideas, and if there is time check and recheck their answers.

Students are encouraged to put themselves in the author's shoes. The purpose would be to capture the emotions and feelings, understanding the language structure or emphasis of tone in the text. For example: I am home sick, the phone line is not yet connected... .

Teachers are encouraged to create or discuss these types of questions. For example: What type of tone is it? – Positive, sad, negative? Can you see the evidence from the text? Can you name 3-4 emotions from the author?

Question 7

Students are reminded to give the author's view point. Is it one view or both? Is it just the benefits? Successful students were able to see the main points of the text from the introduction and conclusion, and used the body of text to justify or use as evidence. The difference is how much detail is extracted to back up the statement or explanation. Students who took good notes and remember to use the details generally did better.

Section 2: Reading and Responding, Part B

More successful students were able to understand the convention of formal letter writing, could analyze and synthesize the content effectively and write an interesting, convincing, and a logical letter. It is a response to the article which requires relevance to context, purpose, audience and topic. Does it convey appropriate detail, ideas, information and, importantly, opinions? Therefore just using the information from the text and making minimal changes is not an appropriate response.

Students are encouraged not to leave any question blank and to write in pen.

Some common errors/incorrect use of vocabulary were:

- *túng thiếu sự gần gũi giữa cha mẹ và con cái.* should be *thiếu sự gần gũi giữa cha mẹ và con cái.*
- *Dựa trên sự xuất hiện của mọi người và không nên thăm phán* should be *Không nên nhìn bề ngoài của mọi người mà phán đoán.*

Some common inaccuracies in language were the failure to differentiate between *gi* and *d*, *s* and *x*, *th* and *t*, *nh* and *ng*.

It is also noticed that some students are still using the incorrect form of address for a letter to the editor: '*Kính thưa Chủ Bút Bàn*' should be '*Kính thưa Chủ Bút*'.

Section 3: Writing In Vietnamese

The majority of students chose Question 9 in this section.

Teachers are encouraged to provide ample opportunities for students to develop their writing skills for different purposes, audiences, and contexts throughout the teaching and learning program. Students are also reminded to read questions carefully so that they understand what is required in their responses, for example, how to identify the main subject.

Markers noted :

- similar spelling mistakes to the last section
- inaccurate forms of address
- Prepositions *trên/trong* and *ở/lúc* were often used inaccurately, and could be addressed by class discussion and examples.

GENERAL COMMENTS

This year the learning and assessment plan addendum was used very well. Tasks were largely appropriate and teachers are reminded that good task design is important.

It is encouraging to see the positive work in schools, and the improvements made. The moderators noticed that the overall level of students' work was higher and teachers are reminding the students to pay attention to details. We should continue to challenge teachers and students to reach for the highest level, through understanding the details in text types, paying attention to correcting common spelling mistakes, and helping students to understand the requirements of the assessment tasks.

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