

# **Vietnamese (continuers)**

2013 Chief Assessor's Report



Government  
of South Australia

**SACE**  
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# VIETNAMESE (CONTINUERS)

## 2013 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

Folios submitted for moderation were of a high standard. To allow students to achieve at the highest level, teachers should adhere to the subject outline at all times when planning and creating tasks. Tasks should clearly state the context, purpose, time or word limit, audience, and, where appropriate, text type and type of writing required. A checklist could be used to help students make sure they have addressed all criteria.

In order for students to have the opportunity to achieve at the highest level, an interaction must have a level of spontaneity rather than just provide a rehearsed presentation. The best interactions were those with a natural flow and where the questions asked gave the students the opportunity to give their opinions and adjust or elaborate their responses in response to reactions and comments.

Moderators found it difficult to support assessment decisions when the task was an interaction between two students as it is difficult to identify the speaker via audio mode. To avoid any disadvantage to students, a video recording where both speakers are visible would be more suitable. In the case of a student-to-student interaction it is also important to consider the amount of time allocated to each of the speakers, as they can only be marked on their contribution to the interaction. Both students need to be given the opportunity to demonstrate their skills at interacting in spoken Vietnamese at the highest level.

#### Assessment Type 2: In-depth Study

The in-depth study tasks presented for moderation were mostly well organised, with appropriate tasks. All tasks for the in-depth study must differ in audience, context, and purpose and this must be made clear in the design of the task. Each task must also have a clearly defined text type.

Moderators noticed that teachers and students are trying to be more creative and introduce new topics and different themes, thus increasing the learning opportunities of the students within these classes.

Moderators noted that the content of the reflective response in English tasks has improved and is more commonly in the higher grade range than in previous years. With extra practice and further discussion of high standard reflection exemplars, students will continue to improve their skills at reflecting on cultures, values, and belief in texts, as well as their own learning.

The oral presentation tasks were mostly of a good standard. Students who had researched their topics in sufficient depth were able to present confidently.

Most of the tasks for writing in Vietnamese were the right length and had good depth. However, there were occasions when the written and oral tasks were very similar. Teachers are asked to ensure that there is a clear distinction between the purpose, context, and audience of all tasks in the in-depth study to enable the students to achieve at the highest level.

## **EXTERNAL ASSESSMENT**

### **Assessment Type 3: Examination**

#### **Oral Examination**

##### *Section 1: Conversation*

Students demonstrated a sound understanding of the questions, and in most cases provided extended responses in a conversational style without using rehearsed material. Students should be given ample opportunity to practice their oral language skills in order to be able to interact in a spontaneous way. 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.

##### *Section 2: Discussion*

Most students communicated with fluency and used appropriate linguistic structure in the discussion. Again, students are encouraged to show interest in the topic of their discussion and use the appropriate register and body language. The students who were able to demonstrate their research through reference to the texts studied, were more confident and able to participate in a more in-depth discussion.

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. These students were confident in their storytelling and were not afraid to voice their opinions about what they presented.

Students generally used a range of vocabulary to express opinions and demonstrated good pronunciation. To express a stronger point of view, good use of strong conjunctions, such as '*tuy nhiên*', '*và 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 the

requirements of the task. It is also important to plan the response by looking at aspects such as 'who', 'when', 'why', 'what', 'text type', 'audience', and 'formal/informal' before starting to write. This year a formal letter response was required, and students did not adhere to the conventions of this genre. Students should be given plenty of practice under examination conditions and familiarised with all of the required text types that are detailed in the subject outline.

### *Section 1: Listening and Responding*

The most successful students had good note-taking skills, which allowed them to pay attention to details. Students are reminded to answer questions using only the information given in the audio tracks and not their general knowledge. Students should read the questions carefully.

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. Please note that in advertisements, announcements, or similar text types, telephone numbers are often repeated. Students are reminded not to give information that is not sourced directly from the text.

#### Question 2

Most students performed well in this question.

#### Question 3

Students performed extremely well in this question. There were two parts to question 3(c). To answer the question fully, students needed to provide an explanation of the speaker's feelings about the audience and then justify this with evidence from the text. In order to get both marks for this question the students needed to give two different possible feelings with evidence.

#### Question 4

Most students did very well in parts (a) and (c). Some students found part (b) difficult. Again, part (b) required two parts to the answer: firstly to name the type of relationship and secondly to give evidence from the text, for example: 'The relationship between the speakers was not friendly because...' or 'The speakers were making each other angry because...'

#### Question 5

Parts (a) and (c) were mostly answered well. Although part (c) was a similar type of question to part (b), it was noted that students performed much better in part (c) than in part (b). Again, both questions asked students to give evidence or to justify. There seems to be inconsistent understanding of how to answer this type of question. Students should be exposed to this type of question throughout the year.

### *Section 2: Reading and Responding, Part A*

The most successful responses were informative and comprehensive and provided analysis and interpretation of the information provided in the text. It is recommended that students aim to summarise evidence rather than translate it word for word. Students should focus on developing skills in reading and responding 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

Part (a): some students tried very hard to understand the idioms. However, students are reminded that ‘headings or titles’ describe the main message of the text.

Part (b): this question required examples of the language used in the text to explain which subject would be easiest subject for Hường. This could be language structures or key words in language to explain the point or ideas.

Part (c): this question seemed to cause the most difficulty in the Reading and Responding section of the examination. The average mark for this part was 1–2 out of 3.

Part (d): this was a two-part question that required students to identify the impression that Hường gives of her study and to justify this answer. Students are reminded that justifying or giving evidence is not just a summary or translation of the text. Students should look for emphases, key words, or ideas, and if there is time they should check and recheck their answers.

Students are encouraged to put themselves in the author’s shoes. The purpose is to capture the emotions and feelings by analysing the language structures used and the tone of the text. For example: ‘The author is flooded with studies because she was giving a list of all her subjects such as...’.

Teachers are encouraged to create or discuss questions that require an analysis of linguistic and stylistic structures.

#### Question 7

Part (a): most of the titles given were grammatically correct and relevant to the content of the article. However, some students tried to turn the first sentence of the text into a title, which displayed little creativity. Students are reminded that titles are a short and sharp summary of the text. They should try to understand the text first by carefully reading and unpacking the text.

Part (b): the majority of students got full marks for this question. Some students, however, mistook ‘anh’ as a name of a person (‘Anh’) instead of a pronoun for a young man.

Part (c): this question was answered very well.

Part (d): this question was again a two-part question that required a yes/no answer and justification with evidence from the text to get full marks.

#### *Section 2: Reading and Responding, Part B*

The more successful students were able to adhere to the conventions of a formal letter. Almost one-third of the student cohort did not remember that dates, address, final salutation, and ‘*kính thưa*’ (rather than not ‘*thân mến*’ or ‘*thưa*’) must be used. Most students’ ideas were relevant and their opinions were expressed in some depth. Some common errors/incorrect use of vocabulary were:

- differences between *chúng ta*, *chúng mình*, and *chúng tôi*
- ‘*Tôi biết **chất vấn** gia đình tôi sẽ được...*’
- ‘*Máy vì tính **cho** sử dụng...*’
- ‘*Hai đứa con gái hiện ~~điện~~ đang học cấp trung học...*’

### Section 3: Writing In Vietnamese

The majority of students (26 students) chose Question 9 in this section, and the second most popular was Question 10.

Students are reminded to read questions both in Vietnamese and English carefully so that they understand what is required in their response. For example, in question 9, students were a 'guest speaker' and not an 'award winner'. Students must correctly identify the content, speaker, and audience before answering.

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. Markers noted:

- similar spelling mistakes to those in Reading and Responding Part B
  - cần thiếc => cần thiết
  - giọn đẹp => dọn dẹp
  - bóng rõ => bóng rổ
  - đời sóng => đời sống
  - bạc bạc => bàn bạc
  - lợi ít => lợi ích
  - trà đạp => chà đạp
  - phụ huyn => phụ huynh
  - đơn giảng => đơn giản
  - cố gắn => cố gắng
- inaccurate text type conventions for essay, article, letter, and speech
- some students had limited ability to manipulate language and clarify meaning:
  - 'Cho nên rất phương tiện...'
  - 'Sống ở Úc cho lâu năm...'
  - 'Vì vậy, cách lối sống ở của mình...'
  - 'Ba cây chụm lại có thể sản xuất cấp ba lần sự không khí đó...'
  - 'Theo lối đi của những phiền loạn...'
- some students did not adhere to the word limit
- prepositions *trên/trong* and *ở/lúc* were often used inaccurately.

### 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 that teachers are reminding the students to pay attention to details. Teachers and students are challenged 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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