2021 Vietnamese (background speakers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2021 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

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. This could include written, spoken and or multimodal texts. Questions relating to interpretation as well as language analysis must be included. Their responses are in English (and Vietnamese).

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.

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 the 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 response.

External Assessment

Assessment Type 3: Examination

Oral Examination

Discussion

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
* 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.

Written Examination

Section 1: Listening and Responding

Responses in Vietnamese

Texts 1 and 2

This question required a response in Vietnamese. Students were asked to write a letter to the editor of a Vietnamese newspaper to express their support for the solutions to deal with the landslides in the Mekong Delta.

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 text type conventions of a formal letter.

The more successful responses commonly:

* arranged the information in a logical sequence
* used connectives to make paragraphs coherently connected
* gave opinions based on the information provided in the texts.

The less successful responses commonly:

* misinterpreted the question, and consequently did not address the requirements of the task
* did not use paragraphs to provide coherence in convincing the editor
* included common addressing mistakes, e.g. ‘thân mến’ instead of ‘kính thưa’ – the latter shows respect to the editor.

Section 2: Reading and Responding

Part A

Text 3

Answer in *Vietnamese*

The more successful responses commonly:

* read the instruction carefully: questions were answered in *Vietnamese*
* demonstrated a clear understanding of the questions
* reflected deep understandings of the whole text, including the tone and purpose
* supported answers with evidence from the text
* demonstrated comprehensive understanding of the types of techniques that the author used to support the message (e.g. referred to the examples of travel between countries, a successful young Vietnamese person, and benefit all of society)
* clearly displayed understanding of the appropriateness of the title, according to the text (e.g. high levels of professionalism, advantageous conditions).

The less successful responses commonly:

* answered the questions in English instead of Vietnamese
* did not provide enough detail when explaining the types of techniques
* lacked evidence from the text to justify the answers.

Part B

Text 4

Answer 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
* expressed clearly the ideas related to:
* why silk paintings are a unique form of Vietnamese art (e.g. reflecting Vietnamese life, silk thread: the foundation of the picture)
* the author’s attitude toward silk paintings (e.g. positive, admiring).

The less successful responses commonly:

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

Section 3: Writing in Vietnamese

Option 1

(‘Vietnam is increasing the development of a seaport system. This is an effective way to bring many economic benefits to Vietnamese people.’ Write an essay for your year 12 Vietnamese class to agree or disagree with this statement. Justify your opinions with the evidence from the texts you have studied during the year.)

This was the least popular choice for Section 3.

The more successful responses commonly:

* presented appropriate reasons to agree or disagree with this statement
* elaborated ideas and analysed the issue
* gave examples to justify the position
* used the text type conventions of an essay.
* displayed adequate and appropriate referencing of texts studied.

The less successful responses commonly:

* did not expose clearly either agreement or disagreement with the statement
* did not arrange ideas into well-structured paragraphs
* did not use the right text type.

Option 2

(You have completed research on students studying abroad. Write a report for the human resources department of a local government in Vietnam, suggesting ways to encourage international students to return to Vietnam to work after their studies.)

The more successful responses commonly:

* adhered to the requirements of the text type: a report
* presented a variety of relevant findings on students studying abroad
* gave a convincing conclusion
* referred to the texts studied during the year.

The less successful responses commonly:

* did not clearly focus on how to encourage international students to return to Vietnam to work
* did not refer to texts studied during the year
* did not use the conventions of the text type
* did not give specific examples to support the suggestions
* did not coherently connect ideas and paragraphs.

Option 3

(Vietnamese folktales are fictitious stories with moral messages, passed from generation to generation. Write an article for a Vietnamese cultural magazine about the important contribution of folktales to Vietnamese literature.)

This was the most popular choice for Section 3.

The more successful responses commonly:

* used correct text type conventions of an article
* presented specific folktales to emphasise its importance to Vietnamese literature
* displayed adequate and appropriate referencing to texts studied
* used correct linguistic structures and cohesive devices.

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

(You are invited to speak to a group of Year 11 students on the topic ‘How to increase trust in and promote the Made in Vietnam label.’ Write your speech.)

The more successful responses commonly:

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

The less successful responses commonly:

* did not focus on how to increase trust in and promote the label
* discussed only general information and gave no reference to texts studied.