# Vietnamese (continuers) 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**

The folio is made up of three different assessment types: interaction, text production, and text analysis. As stated in the subject outline, students are to complete between three and five assessments for their folio, including at least one assessment of each of the tasks above. Most schools chose to complete five assessment tasks — generally one interaction task, two text-analysis tasks, and two text-production tasks.

Interaction

The Interaction between the teacher and student is to be between 5 - 7mins in length. The choice of topic is determined by the teacher.

The more successful responses commonly:

* allowed students to express and give opinions
* allowed students to discuss topics in depth
* included a range of complex grammatical structures
* were fluent and spontaneous
* responded accurately using the correct tense
* used a variety of communication strategies to maintain conversation.

The less successful responses commonly:

* included closed questions that did not allow for depth in the response
* followed a specific set of questions rather than following the natural flow of the conversation or the interest of the student, which did not encourage spontaneous discussion
* included long periods to process questions and formulate answers
* used only words or phrases to respond rather than complete sentences
* used English to ask for clarification or when students did not know the word in Vietnamese.

Text Analysis

Students are to analyse a text in Vietnamese. This could be a written or spoken text. Questions relating to interpretations as well as language analysis must be included.

*The more successful responses commonly:*

* included language analysis questions so that students were able to discuss text types, purpose of the text and use language examples to support their findings and discuss the style of language used in the text
* included questions that enabled students to answer in depth and use the text to support their answers
* came from tasks that provided an opportunity for students to demonstrate learning of interpretation, evaluation, and reflection.

The less successful responses commonly:

* did not include language analysis questions for the students to answer
* did not ask students to explain their reasons using evidence from the text or to give examples form the text to support their findings
* used past examinations that included Interpretation questions only
* were marked on a number scheme, rather than assessed using the performance standards.

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:*

* allowed students to explore the topic in depth
* allowed students to be creative
* included an extensive range of complex grammatical structures
* demonstrated accuracy in the use of grammatical structures.

*The less successful responses commonly:*

* lacked depth in ideas
* included only basic grammatical structures
* included many grammatical errors, spelling and particle errors.

Teachers need to ensure that resources that are used, allow students to highlight

contemporary issues, which can be related to and discussed from a student’s local, community

perspective.

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

* Human trafficking
* Street kids
* Domestic violence
* Beggar scams
* Water pollution: Fish poisoned in central Vietnam
* Organ trafficking
* Social aspects of transgender people
* Drugs and Vietnamese youth

Oral Presentation in Vietnamese

The Oral Presentation is 3–5 minutes long.

*The more successful responses commonly:*

* discussed in depth the chosen topic, using current statistics and information related to the topic
* discussed current issues associated with the topic
* demonstrated a deep understanding of the researched topic
* were well structured in their presentation of the topic
* included an extensive range of complex grammatical structures
* were presented fluently, with very good pronunciation and intonation.

*The less successful responses commonly:*

* provided basic and well known information on the chosen topic
* presented with pronunciation and intonation errors and this impeded meaning.

Written Response in Vietnamese

The Written Response in Vietnamese has a maximum of 600 words

*The more successful responses commonly:*

* included in-depth information on their chosen topic in the written response
* included an extensive range of complex grammatical structures
* used a range of cohesive devices to link ideas
* wrote with excellent control of language
* wrote with appropriateness of expression and cultural appropriateness.

*The less successful responses commonly:*

* included little information relevant to the chosen topic
* did not write with accuracy
* did not show organisation of information and ideas
* did not include a variety of grammatical structures
* did not observe the conventions of text types.

English Reflection

The English Reflection is a maximum of 600 words in written form or an oral presentation of 5–7 minutes.

*The more successful responses commonly:*

* reflected critically on how cultures, values, and beliefs were represented in texts
* made connections between their own values and practices and with what they had explored through texts.
* reflected on own learning

*The less successful responses commonly:*

* based their reflection on the content of what they had learnt through the chosen topic
* described their own values, without making connections with those represented in texts.

# External Assessment

Assessment Type 3: Examination

The examination consists of two parts: an oral examination and a written examination.

Oral Examination

The oral examination of 10 to 15 minutes comprises a general conversation and a discussion of the student’s in-depth study.

Overall, the majority of students performed well in the oral examination. Students were well prepared for the conversation section and handled the questions with ease. There was a greater variety of topics for the in-depth study in 2018, but some topic choices did not allow for meaningful discussion. Teachers could support their students by helping them choose appropriate topics, which do not require specialised terminology at a linguistic level beyond reasonable expectation of a Stage 2 student, as this may disadvantage them.

Section 1: Conversation

Most students were well prepared and able to answer all questions

The more successful students commonly

* were able to elaborate on ideas and sustain the conversation
* were original and creative in their responses
* handled questions with ease
* used a range of complex linguistic structures
* had excellent pronunciation and intonation.

The less successful students commonly

* used very simple language
* were not able to elaborate
* did not have adequate language skills to convey their thoughts.

Section 2: Discussion

The more successful students commonly:

* had chosen a suitable (i.e. manageable and sufficiently challenging) topic for their In-depth study
* were well prepared and demonstrated a sound knowledge of their topic
* provided responses that were relevant and appropriate
* discussed their topic at length with ease of fluency
* were able to give a detailed reflection on their own learning, values, and beliefs.

The less successful students commonly:

* did not provide evidence of research e.g. could not explain about used books/websites
* had difficulty in conveying information accurately
* struggled to relay information coherently due to poor language skills
* used well-rehearsed language and could not respond to follow-up questions.
* relied heavily on help from examiners indicating a lack of preparation

Written Examination

Section 1: Listening and Responding

In 2018, there were five texts of varying lengths and types. For all texts, the questions and answers were in English.

Text 1

The more successful responses commonly:

* demonstrated a good understanding of the text
* fully identified the purpose of the text of the text – to give information about the event, encourage people to attend and to ask for volunteers.

The less successful responses commonly:

* did not provide all of the reasons for the announcement
* simply paraphrased the text instead of providing an answer to the question.

Text 2

The more successful responses commonly:

* displayed comprehensive understanding of why Linh wanted his mother to teach him how to cook..
* identified that the most important step was preparing all of the ingredients in advance and could explain why

The less successful responses commonly:

* demonstrated partial understanding of the text
* did not correctly explain why it is important to prepare the ingredients in advance.

Text 3

The more successful responses commonly:

* comprehensively explained the reactions of Phung and Minh to the advertisement
* supported the explanation with evidence from the text.

The less successful responses commonly:

* partially explained the reactions of Phung and Minh to the advertisement
* provided minimal or no evidence from the text to support the explanation.

Text 4

The more successful responses commonly:

* demonstrated a good understanding of the text
* comprehensively explained why it took Trinh more than six years to complete her studies based on evidence from the text
* provided a comprehensive explanation (based on evidence from the text) of why Trinh values her education.

The less successful responses commonly:

* demonstrated limited or partial understanding of the text
* did not provide enough detail to provide complete responses to the questions

Text 5

The more successful responses commonly:

* displayed comprehensive understanding of the consequences of not taking care of nature.
* fully identified that air pollution and contaminated water cause diseases.

The less successful responses commonly:

* displayed partial understanding of the consequences of not taking care of nature
* provided some or no reference to the causes of the damage to the environment.

Section 2: Reading and Responding: Part A

This section comprised two texts, which differed in complexity of language, style, and format. For both texts, questions and answers were in English.

Text 6

The more successful responses commonly:

* displayed comprehensive understanding of the writer’s opinion on globalisation based on evidence from the text, e.g. The advantages of globalisation come at a cost and it is inevitable: ‘we cannot stop it’ . Local industries are struggling to compete against big global companies. Globalisation may result in the loss of unique culture and the Vietnamese language.
* provided comprehensive evidence from the text to support answers.

The less successful responses commonly:

* displayed partial or limited understanding of the writer’s opinion on globalisation
* provided limited evidence from the text to support answers.

Text 7

The more successful responses commonly:

* demonstrated a good understanding of the text
* correctly identified how the writer is feeling with evidence from the text, e.g. excited about finally buying a mobile phone and provided evidence to support the response e.g. ‘What a magnificent day!’, ‘That won’t happen again!’, ‘It is still worth it!’
* displayed comprehensive understanding of why the new purchase is especially significant based on evidence from the text, e.g. she no longer misses out on knowing what is going on, can be in contact with friends whenever she likes.
* displayed comprehensive understanding of how the writer’s parents feel about the new purchase.

*The less successful responses commonly:*

* displayed partial understanding of the text
* provided limited evidence form the text to support answers.

Section 2: Reading and Responding: Part B

This question required a response in Vietnamese. Students were asked to write a speech to the selection panel, explaining why they are a suitable candidate to host visiting exchange students.

Students generally understood and coped quite well with this question. Most responses were relevant and students were able to expand on the details, ideas and information to create a level of interest to engage the reader.

The more successful responses commonly:

* referred to the criteria outlined for the program.
* used a variety of appropriate information about their homes and related experience and skills to assert that they would be the best candidate (e.g. home has enough bedrooms and facilities, enough time to take the students out, have grown up in the area and know the local ways of living, willingness to help tec.).
* adhered to the text type conventions of speech; persuasive tone.
* effectively used a range of complex and sophisticated expressions.

The less successful responses commonly:

* provided limited relevant information
* did not pay attention to language expression and structure
* were inconsistent in their use of the personal pronoun ‘con’ and ‘em’.

Section 3: Writing in Vietnamese

Three questions were provided in 2018 and students were required to write 250 to 300 words in Vietnamese on one of the questions. Each question required a different text type and style of writing. Students were required to produce the text of an article (Question 9), a speech (Question 10), or a short-story for a competition (Question 11).

Question 9- most students were able to meet the requirements of the task quite well, adhering competently to the conventions of the text type. Content was very good in the majority of the papers and relevant to the task; to evaluate the positive and negative aspects of experiencing cultural differences in a new country and many responses showed in-depth treatment of ideas.

Most students chose Question 10 - the majority of students were comfortably able to produce a speech to convince young people of the benefits of being able to speak at least two languages in today’s world. Only a few were unable to elaborate, explain and convincingly justify the benefits of speaking more than one language.

Question 11 was the least popular question. The successful responses structured their creative story with the appropriate conventions and organised their information in a logical and sequential manner. The less successful responses veered off task and did not adequately address the key point of the question; focus on an event that had a positive impact on your life.