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Vietnamese (background speakers)

2016 Chief Assessor’s Report

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# 2016 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

In general, students performed well in their school assessment. All of the learning requirements, assessment design criteria, and performance standards were met as set out in the subject outline.

Assessment Type 1: Folio

There are three assessments for the folio: an interaction, a text production, and a text analysis. Students should undertake all three assessments for the folio at least once.

Interaction

The more successful responses

* were between students and teachers where the teachers asked a wide range of questions during the interaction, allowing for an authentic and spontaneous discussion to take place
* handled topic shifts well
* demonstrated good use of tones in a natural flowing conversation
* discussed a range of topics in depth and breadth.

**The less successful responses**

* were dependent on scripts, notes, and/or rote-learnt responses to prescribed questions
* demonstrated little or no ability to respond to topic shifts or participate in spontaneous discussion.

General information

Moderators noted some difficulty identifying students in student–student oral interactions, particularly when there was no visual component accompanying the audio file. Where students are engaged in an interaction together, clearly identifiable markers for each student are suggested. Moderators also noted that, depending on the structure of the task, there may be very little element of surprise in the oral interaction if conducted between students only. Spontaneous responses by the students are required for them to meet the standards at the highest grade.

Draft work is unnecessary and should not be submitted for moderation.

Text Production

The more successful responses

* demonstrated an understanding of the responded appropriately to the purpose, audience, context, and text type and responded appropraitely
* adhered to the structural features of the text type
* used a range of complex expressions, including culturally appropriate idioms
* used a wide variety of referenced materials, where appropriate
* creatively communicated a breadth of ideas in depth, successfully engaging the readers
* showed a full understanding of the content delivered on a topic or theme and demonstrated an ability to create texts with critical thinking.

The less successful responses

* communicated simple ideas which were often repeated
* did not proofread their work, thus missing the chance to correct basic spelling and grammatical errors.

Text Analysis

The more successful responses

* were responses to meaningful stimulus text(s) that allowed for critique and analysis of both the linguistic and cultural elements
* were supported with appropriate justification and examples from the text(s).

The less successful responses

* communicated simple ideas, often only related to the content of the text(s), rather than drawing conclusions about the structural, linguistic, or cultural elements
* misinterpreted the questions posed about the text(s) and thus responded with incorrect or irrelevant information
* did not provide evidence from the text(s) to support responses.

Assessment Type 2: In-depth Study

There are three assessments for the in-depth study: an oral presentation in Vietnamese, a written response to the topic in Vietnamese, and a reflective response in English.

Oral Presentation

The more successful responses

* were focused on topics that allowed a good depth of analysis and did not just rely on conveying general knowledge
* demonstrated an in-depth treatment of ideas and information that were relevant
* were presented with confidence, demonstrating good public-speaking skills.

The less successful responses

* struggled to present ideas, information, and opinions using language and structures appropriate to the context, purpose, and audience, particularly the language associated with formal communication.

Written Response

The more successful responses

* adhered to all conventions of the specified text type
* used a variety of complex language and language structures to effectively communicate ideas, information, and opinions
* synthesised information from a range of sources and appropriately acknowledged the resources throughout the response
* included the use of idiomatic phrases appropriate to the issue(s) being discussed
* used a variety of techniques to creatively communicate their ideas, information, and opinions in depth to engage the reader(s)
* showed a comprehensive understanding of the issue and an ability to create texts demonstrating their critical thinking.

The less successful responses

* relied heavily on communicating simple ideas when attempting to move beyond the general knowledge of the topic
* struggled to convey ideas, information, and opinions that varied in depth and breadth on the topic
* included a variety of basic errors which impeded meaning.

Reflective Response in English

The more successful responses

* adhered to all of the conventions of the text type
* described and reflected on the impact of the research, including how it challenged their values, beliefs, perspectives, and opinions.

The less successful responses

* included too much factual information, and a recount of the research process, rather than a reflection on culture and beliefs

## External Assessment

Assessment Type 3: Examination

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

Oral Examination

A number of students were not prepared well enough for the oral examination and therefore were unable to discuss their topics in depth. Teachers are advised to guide students in the selection of their topic; they should pay particular attention to the requirements of the subject outline, ensuring that the topic allows for the reflection on cultures, values, beliefs, practices, and ideas.

There was a good variety of topics this year, including the effects of globalisation on Vietnam, the effects of technology on human relationships in Vietnam, the effects of lifting the American embargo on the Vietnamese economy and society, and the impact of climate change on industry in Vietnam.

The more successful responses

* were well researched and communicated ideas, information, and opinions with clarity and insight
* clearly identified the topics and subtopics of the in-depth study and engaged in a focused discussion at length with depth
* confidently identified and critiqued the usefulness of the resources used for the discussion and drew upon factual information to support conclusions
* discussed the issue(s) at length and confidently defended arguments.

The less successful responses

* were dependent on rote learning and did not cope well when the discussion shifted focus
* commented only on general knowledge about the topic
* demonstrated a limited capacity to use correct expression; common inaccuracies occurred in sentence structures such as *những các nhà máy*, *những nhà hãng xưởng*, *xảy ra được rất là lâu rồi*, and *có một nhà nước đã và đang phổ biến*.

Written Examination

Section 1: L*istening and Respondi*ng, Part A

Section 1, Listening and Responding, Parts A and B, was handled very well by most students.

*Question 1*

The average mark for this question was 8 out of 10.

The more successful responses

* provided answers according to the marks; i.e. compared at least four points for part (a), which was worth 4 marks, and explained at least four points for part (c), also worth 4 marks.

The less successful responses

* only partially identified the points addressing the question parts
* provided little or no justification.

Section 1: Listening and Responding, Part B

*Question 2*

The final average mark for this question was 13 out of 20. Students are reminded to read the question carefully and to adhere to the word-limit.

The more successful responses

* produced a response using all of the appropriate conventions of the text type of a speech
* were structured well, including incorporating an introduction and a conclusion
* addressed the correct target audience and used the information from the two texts to evaluate the given issue and provide their own opinion
* identified and directly addressed all or most of the points raised in the texts.

**The less successful responses**

* provided generalised information in response to the issue and did not use the information provided in the given texts
* responded in an alternative text type, such as a report
* lacked the structures of appropriate paragraphing, did not vary the language or sentence structures to create interest or flow, and lacked depth in the treatment of ideas, information, and opinions.

Section 2: Reading and Responding, Part A

*Question 3*

Overall, students performed reasonably well. The average mark for this question was 10 out of 15.

Students are encouraged to read each question carefully to ensure that the information they provide in their response is appropriate and answers the question being asked. It may be helpful if students learn to organise their thoughts in dot points, according to the number of marks assigned for a particular question. For example, a 3-mark question warrants at least three points of different ideas found in the given text.

The more successful responses

* answered the questions directly and justified their responses with evidence from the text where appropriate
* clearly articulated reasons why the title is appropriate or inappropriate for the text
* identified, explained, and supported with evidence the linguistic and structural elements of the text that assisted the author to convey their opinion.

The less successful responses

* lacked a clear and logical structure
* often repeated the same information in different ways, lacking the depth required to fully answer the question
* lacked evidence of analysis, largely only commenting on the content of the text, not the linguistic, cultural, or structural features of the text.

Section 2: Reading and Responding, Part B

*Question 4*

In general, students coped well with the task. The average percentage for this section was approximately 75%. Responses often expressed complex ideas and opinions effectively.

The more successful responses

* fully addressed both requirements of the question: the issue and ways to reduce the negative impact of tourism
* adhered to text type correctly (a formal letter), using all of the appropriate conventions and style of language.

The less successful responses

* lacked a logical and coherent structure
* focused too much on only one aspect of the question, e.g. identifying the issue and not proposing ways to change
* included a range of common spelling mistakes, such as *giết*/*diết*, *vứt*/*vức*, *mặt*/*mặc*, *nạn*/*nạng*, and *cạn*/*cạng*
* demonstrated a limited vocabulary, e.g. *thanh lam* (instead of *danh lam* = famous pagoda) for touristic sites, *non sông nước biếc* (instead of *non xanh nước biếc*), *khắc phụ* (instead of *khắc phục*), *bảo bồn* (instead of *bảo tồn*), *phía cạnh* (instead of *khía cạnh*), and *hệ lụy* (instead of *nguyên nhân*) for ‘cause’.

Section 3: Writing in Vietnamese

Students had to choose one of four questions to answer. Of the four questions, Question 5 was the most popular choice in this section, followed by Question 8.

Students are reminded to read the questions both in Vietnamese and English carefully so that they fully understand what is required in their response. Students are particularly encouraged to plan and proofread their response for this section of the examination.

The more successful responses

* demonstrated a good knowledge of the conventions of the text type, and responded clearly to all elements and nuances of the question
* demonstrated evidence of having studied texts, and provided relevant references
* were structured logically and coherently, with fluent expression using a wide variety of conjunctions to sequence and link ideas
* expressed a range of ideas and opinions and supported them with sound justification and examples.

The less successful responses

* included basic spelling errors, such as confusing between *d* and *gi*, as *dấu* and *giấu*, *giao* and *dao*, and *giữa* and *dữa*; and confusing between *ch* and *tr*, as *chơi* and *trơi*, and *chả* and *trả*
* lacked structure, often being quite repetitive
* did not respond to all of the requirements of the question.

General information for the written examination

Students are encouraged to read each question carefully and consider the context, purpose, audience, and text type prior to formulating a response. Time spent planning before writing is encouraged.

Teachers are encouraged to support students in developing the appropriate techniques for both referencing and paraphrasing texts in Vietnamese.

## Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators. Teacher grades/marks should be evident on all student school assessment work.

The packaging and presentation of materials was highly accessible to moderators. The use of USB drives to submit electronic files was greatly appreciated. Teachers are reminded to submit an addendum to the approved learning and assessment plan if changes are made for any assessment tasks.

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Chief Assessor