2019 Vietnamese (background speakers) 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 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.

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
* read exactly as prepared in the scripts.

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 of the 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 are to 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.

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 the 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 expressed 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

The less successful responses commonly:

* were based on a topic of common knowledge which did not allow for in-depth or appropriately reflective responses e.g. tourist attractions in Vietnam
* demonstrated a superficial investigation and understanding of the issue and thus could not provide evidence of profound insights
* deviated far from the subject outline
* focused heavily on evaluating the resources
* 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.

The more successful responses commonly:

* were spoken clearly, confidently and eye contact was maintained
* demonstrated a high level of communication at length on a chosen topic
* responded appropriately to all questions from the examiners with an excellent degree of interest, enthusiasm and highly appropriate information
* demonstrated an understanding and use of a variety of sources
* provided an insightful reflection on values, beliefs, ideas and experiences
* conveyed appropriate details, ideas, and opinions.

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

Text 1

Most students generally understood the spoken text quite well. However, a large number of students did not provide enough detail in their answers or support their responses with evidence from the text. Students are encouraged to critically read the questions so that they are clear about what is expected in the answers.

Question 1(c) required students not only to understand the meaning of the Vietnamese expression ‘liệu cơm gắp mắm’ (literally ‘measuring amount of rice then pick up anchovy’) but also to explain it in the context of the text.

Texts 2 and 3

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 an article.

The more successful responses commonly:

* provided analysis and contrast of the opinions presented
* provided own opinions on early study abroad or late study abroad
* justified opinions based on the information provided in the texts.

Section 2: Reading and Responding

Part A

Text 4

The more successful responses commonly:

* indicated a clear understanding of the questions
* reflected deep understandings of the whole text, including the tone and purpose
* justified answers with evidence from the text
* demonstrated comprehensive understanding of the types of techniques that the author used to support the arguments (e.g. refers to consequences of economic development and rapid urbanisation, provides examples, uses facts to give validity, speaks directly to the readers etc.)
* explained clearly the title in the context of the article.

The less successful responses commonly:

* only identified a few techniques that the author of the article used to support the arguments presented
* did not provide enough detail when explaining the use of the different techniques
* lacked evidence from the text to justify responses.

Part B

Text 5

The more successful responses commonly:

* demonstrated a thorough understanding of the text
* presented own views on social media networks
* provided a clear, logical and cohesive expression of ideas and opinions
* expressed ideas related to:
* convincing the readers (using information from the text).
* discussing the advantages or the disadvantages of social media networks as outlined in the text.

The less successful responses commonly:

* used prior knowledge or own information (not from the text provided)
* did not respond using the correct text type of a formal letter
* completed the writing as one block of text, with no paragraphing
* did not provide sufficient information to convince the readers
* showed lack of consistency in addressing the Editor: at the beginning of the letter ‘kính gởi’ [formal addressing] and then at the end ‘thân chào’ [informal addressing].

Section 3: Writing in Vietnamese

Question 5

(As a well-respected member of your community, you are invited to speak at an annual general meeting of a Vietnamese parent group to present your opinions on the saying, ‘Tiếng ta còn, nước ta còn’, by Phạm Quỳnh. Write the text of your speech.)

The more successful responses commonly:

* chose one side of the argument and presented examples to justify it
* used emotive and descriptive language to convince the audience
* used the text type conventions of a speech
* displayed adequate referencing of texts studied.

Question 6

(You are a food critic. Write an article for the food section of a Vietnamese newspaper, explaining the reasons for the success of Vietnamese cuisine outside Vietnam.)

This was the most popular choice for Section 3.

The more successful responses commonly:

* adhered to the requirements of the text type: an article
* presented a variety of reasons for the popularity of Vietnamese cuisine and supported arguments with examples
* displayed adequate referencing of texts studied.

The less successful responses commonly:

* did not explain in enough detail the reasons for the success of Vietnamese cuisine outside of Vietnam
* did not refer to texts studied during the year
* did not use the conventions of the text type.

Question 7

(Vietnam is famous for its traditional craft villages. Write an essay for a Vietnamese website, analysing the strategies of how to maintain and expand Vietnamese traditional craft villages.)

The more successful responses commonly:

* used correct text type conventions of an essay
* analysed the evaluated the pros and cons of two or three strategies of how to maintain and expand Vietnamese traditional craft villages (e.g. government support (loans), actions abroad, mass education on the matter)
* support the arguments with examples
* displayed adequate referencing to texts studied.

Question 8

(You were employed by a Vietnamese consultancy group to research how Vietnamese-Australian business people can work effectively in Vietnam. Write a report on your findings.)

This was the least popular choice for section 3.

The more successful responses commonly:

* used correct text type conventions of a report.
* Referred to the type of research undertaken (e.g. market research at local levels, real contact with customers etc.)
* responded in detail about practical ways for the business people can work effectively in Vietnam
* referred to issues that might need to be considered ( e.g. legal issues, the local context etc.)
* displayed adequate referencing of texts studied.