

Vietnamese (continuers)

2014 Chief Assessor’s Report

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## 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, with many students demonstrating achievement at the highest level. Task design that adhered to the subject outline and allowed for achievement at the highest level of performance standards supported student learning. Moderators suggested the following to better support students:

* The word ‘reflect’ is most appropriately used for the reflective piece in the in-depth study. Consider using other words for other tasks such as ‘evaluate’, ‘responding to’, ‘summarising’, and ‘focusing on’.
* Please note that all stimulus text must be in language which gives the task authenticity and provides extended vocabulary and ideas for students to complete the task at a higher level.
* Expose students to a wide range of text types, including supporting their understanding of text conventions. This may help the students in all assessment types including the examination.

In order for students to have the opportunity to achieve at the highest level, an interaction must have a level of spontaneity rather than a rehearsed presentation. The best interactions were those with a natural flow and where the questions gave the students the opportunity to give their opinions and adjust or elaborate in response to reactions and comments. Once again, moderators express the view that teachers should look at the subject outline to clarify the requirements of the interaction task.

Assessment Type 2: In-depth Study

The majority of students submitted in-depth studies that met all subject outline requirements. Many in-depth studies were on new topics and themes relevant to Vietnamese culture and lifestyle, enhancing student learning. If one topic is chosen for the whole class, students must complete their in-depth study by investigating a different or interesting angle. Students should be encouraged to focus on one aspect of a topic in depth rather than investigating general knowledge. Current social issues such as ‘The impact of technology on youth’ are too broad, making it difficult for students to demonstrate depth of ideas. Overall, the reflective responses in English were of a very good standard. The better reflections were those in which the student described the impact of their research, including how it challenged their values, beliefs, perspectives, and opinions, rather than just presenting factual information.

## 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 regarding their schooling, interests, family, friends, and future plans. Stronger students demonstrated in‑depth knowledge and were able to maintain the interaction.. Students are reminded that during the oral examination they are encouraged to speak in Vietnamese at all times and should aim to elaborate when responding to questions. ,.

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 better responses had a narrow focus which enabled students to explore a topic in detail and communicate their ideas in depth. Students who were able to demonstrate their research through referencing to the texts studied or searched were more confident and able to express more varied information and ideas.

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. The better students could express a stronger point of view using conjunctions, such as ‘*tuy nhiên*’, ‘*vả lại’,* ‘*hơn thế nữa*’, and ‘*theo em thì …*’. A few students were unsure of the correct terms of address/title, such as ‘*con*’/‘*em*’/‘*tôi*’. It is culturally polite to use the correct term consistently.

**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, and audience before starting to write. Students should be given plenty of practice under examination conditions and be familiar with all of the required text types that are listed 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. 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. Some students wrote ‘Linh went shopping’ for part (a), which is not correct.

Question 2

Most students performed well in this question. The better responses gave detailed information from the audio track only.

Question 3

A meaningful title was challenging for some students. However, their explanation for the title given was completed very well. A suitable suggestion for the title might be ‘A Lucky/Thankful/Proud Australian-Vietnamese Refugee’.

Question 4

Most students did very well in part (a) — some students could identifly legal aspects regarding trees. Part (b) was challenging for some students, as it required a high level of analysis and interpretation. Successful responses provided several supporting examples from the text.

Question 5

For part (a), some students only wrote about one side of Tuan’s schooling, but the question required the views of both Tuan’s mother and father. Part (b) was done well; however, students are reminded to practise skills for making reference to a text. It is recommended that teachers give students plenty of practice throughout the teaching and learning program.

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): The text is about a new grandchild (*cháu*), not about nephews or nieces.

Part (b): The majority of the students answered this question very well. They were able to explain what Mr Tam said and the meaning behind it.

Part (c): Many students identified Mr and Mrs Tam’s plans to support Lan and gave two or more relevant pieces of information from the text.

Question 7

Part (a): The majority of students answered this question successfully.

Part (b): Students are reminded to give more information to questions that allocate 2 or more marks.

Part (c): This question was challenging for most students. The best responses provided a comprehensive explanation of the term ‘*lạc lõng*’in the context of the text and showed their understanding by giving evidence and an explanation from the text. This section was worth 3 marks, so students needed to give a comprehensive explanation.

Part B

Students had to respond to an email from an older sister. Most responses adhered to the Vietnamese features of the text type with appropriate salutation and closure. Successful students used a range of good vocabulary and with a very good mixture of emotions, indicating that they understood the stimulus text very well. In general, students responded with ideas that were relevant to the task. Some common errors or incorrect use of vocabulary were:

* *Thôi viết nhiều nay được rồi.*
* *Em rất hẫn viện.*
* *Hỏi thăm chị như sao.*
* *Khi mình vô những tình trạng như vậy.*

Care should be taken to avoid simple spelling mistakes. For example: *chắt chắn, tinh nhắn, ít kỷ, chán nảng, càn nhiều càn tốt, thanh niêng, tạm biệc, bậng rộn, may mắng, đọc song, sắp xửa, em mông rằng, việt làm, lang tang, tốn thiếu.*

Section 3: Writing In Vietnamese

The majority of students chose Question 9 in this section, and the second most popular was Question 11. Students are reminded to read questions both in Vietnamese and English carefully so that they understand what is required in their response. Some students did not follow the appropriate conventions of text type requirements. 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. Similar spelling mistakes were made to those in Reading and Responding, Part B.

## 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 this year. Teachers are asked to submit an addendum if changes to the approved learning and assessment plan are made for any assessment tasks. Please note that if a folio task is described as consisting of two parts, then both parts must be submitted for moderation.

## General Comments

The overall standard of student responses to assessment tasks was high this year. Teachers are encouraged to ensure that tasks meet all learning requirements, and focus on appropriate themes and topics from the subject outline. Considerable care needs to be taken when teaching Vietnamese (continuers) and Vietnamese (background speakers) students in the same class. Teachers must be aware of the differences, including choice of topics. Common spelling mistakes can be avoided by providing students with a spelling list throughout the teaching and learning program.

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