2019 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. Students 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 5–7 minutes in length. The choice of topic is determined by the teacher.

The more successful responses commonly:

* demonstrated a clear idea of the purpose, audience, and context of the interaction, and this understanding influenced the way the interaction was structured and the language that was used
* demonstrated competence in the ideas and expression
* expressed opinions in response to questions without using a script or over relying on rehearsed answers
* used a variety of communication strategies to maintain the conversation.

The less successful responses commonly:

* occurred between students and the individual students were not clearly identified
* lacked sufficient detail and depth in the responses
* used simple ideas or opinions
* included many pauses and hesitations
* demonstrated a lack of preparation.

Text Analysis

Students analyse a text or texts in Vietnamese. This could be written, spoken or multimodal texts. Questions relating to interpretation as well as language analysis must be included.

The more successful responses commonly:

* included responses to language analysis questions where students were able to discuss text types, purpose of the text, style of language used in the text etc.
* used language examples to support their findings
* demonstrated depth and breadth in their interpretation of meaning in texts

The less successful responses commonly:

* did not include analysis of language in texts (questions to address this assessment design criteria may not have been included)
* used evidence from the text as examples to support their findings
* included only responses to questions from past examinations papers ( 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
* did not adhere to the correct text type conventions e.g. for an article the title was omitted etc.

Teachers need to ensure that resources that are used allow students to highlight contemporary issues, which they can relate to and discuss from a 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:

* Vietnamese cuisine
* water pollution in Phu Quoc
* organs trafficking
* domestic violence
* drug and alcohol among 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
* relied heavily on notes and not relevant interpretation of the research
* presented an oral presentation that was almost identical to their written piece
* chose a topic that limited opportunities for depth of reflection and analysis.

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
* were not written with accuracy
* did not show organisation of information and ideas
* completed the written response as a creative writing piece without evidence of research.

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 variety of topics for the in-depth study in 2019, 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
* needed to ask for clarification I order to maintain the flow of conversation.

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 fluently and at length
* provided 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 books/websites used
* 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
* discussed topics that were not about Vietnam and Vietnamese culture
* relied heavily on help from examiners indicating a lack of preparation.

Written Examination

Section 1: Listening and Responding

In 2019, 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 — to give information about the job, job requirements and application deadline

The less successful responses commonly:

* did not provide all of the information from the text required
* identified information incorrectly or did not provide all of the information required to fully answer the question.

Text 2

The more successful responses commonly:

* displayed comprehensive understanding of the main purpose of the radio announcement
* identified when and where the event will be held.

The less successful responses commonly:

* demonstrated partial understanding of the text
* did not correctly identify some or all of the relevant information.

Text 3

The more successful responses commonly:

* comprehensively explained the reason why Mai is talking to the student counsellor
* demonstrated a comprehensive understanding of how the counsellor helps Mai

The less successful responses commonly:

* demonstrated partial understanding of why Mai is talking the student counsellor and how the counsellor helps Mai
* provided minimal relevant information from the text to support the explanations.

Text 4

The more successful responses commonly:

* demonstrated a good understanding of the text
* fully identified the main achievements of Vietnamese agriculture according to the speaker
* comprehensively explained the challenges faced by Vietnamese farmers according to the speaker.

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:

* identified and provided comprehensive justification of Linh’s feelings about Ha Long Bay
* fully identified that pollution will ruin the beauty and reputation of Ha Long Bay.

The less successful responses commonly:

* displayed partial understanding of the text
* provided some or no relevant information

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 what happened during the Ngày Hòa Hợp festival this year, according to the writer
* provided comprehensive evidence from the text to support answers on how the writer feels about the festival.

The less successful responses commonly:

* displayed partial or limited understanding of what happened during the Ngày Hòa Hợp festival
* provided limited evidence from the text to support answers.

Text 7

The more successful responses commonly:

* demonstrated a good understanding of the text
* displayed comprehensive understanding of the expression ‘Nhưng tiền không phải là tất cả’ in the context of the text
* correctly identified 4 techniques that the author uses to persuade the readers, with evidence from the text.

The less successful responses commonly:

* displayed partial understanding of the text
* identified some relevant information
* provided limited evidence form the text to support answers.

Part B

This question required a response in Vietnamese. Students were asked to write a formal letter, as a resident, to the Chair of the Council in which they evaluate the impact that the development would have on their local community

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 and engage the reader.

The more successful responses commonly:

* referred to the criteria outlined for the program
* were consistently relevant to context, purpose, audience, and topic
* adhered to the text type conventions of formal letter writing; persuasive tone
* effectively used a range of complex and sophisticated expressions.

The less successful responses commonly:

* provided limited relevant information
* included many errors with language expressions and grammatical structures
* used an informal tone for a formal letter, e.g. gửi ông instead of kính gửi ông.

Section 3: Writing in Vietnamese

Three questions were provided in 2019 and students were required to write 250 to 300 words Vietnamese on one of the questions. Each question required a different text type and style of writing. Students were required to write a film review (Question 9), a letter (Question 10), or a short-story (Question 11).

Question 9

(Write a review for your local Vietnamese newspaper, evaluating a Vietnamese film that you have seen recently.)

This question was chosen least frequently (by only two students).

They were able to write using language and structures appropriate to the text type, explained and evaluated the film and justified their opinions.

Question 10

(You are a Vietnamese student visiting Australia. Write a letter to your grandparents in Vietnam, describing one or two of your experiences in Australia.)

Most students chose this question.

The majority of students were comfortably able to produce a letter to their grandparents in Vietnam, describing one or two of their experiences in Australia.

*The more successful responses commonly:*

* were able to explain what was so special or interesting about the experience
* used correct text type conventions

*The less successful responses commonly:*

* only had a few basic, single sentence ideas
* provided short prose that lacked depth, interest and cohesion

Question 11

(Write a short story for a Vietnamese youth magazine beginning with: ‘Ngày ba mẹ mua cho tôi một chiếc xe’.)

*The more successful responses commonly:*

* structured their creative story with the appropriate conventions
* used sequencing words to ensure the story flowed well
* weaved emotions throughout their story, describing how they felt and what happened on the day.

*The less successful responses commonly:*

* veered off task and did not adequately address the key point of the question which was to discuss ‘the day my parents bought me a car’.