2021 Vietnamese Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2021 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 task for each of the assessment types 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 mins 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 their 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 interaction.

The less successful responses commonly:

* consisted of an interaction between students and the individual students were not clearly identified
* lacked detail and depth in the responses
* presented simple ideas or opinions
* included many pauses and hesitations and lacked preparation.

Text Analysis

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

The more successful responses commonly:

* were supported by good task design which included questions that allowed students to demonstrate their understanding of the text(s) by covering all aspects of the interpretation, evaluation, and reflection assessment design criteria
* 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 as well as 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.

The less successful responses commonly:

* did not include questions that provided students with the opportunity to perform at the highest level of the performance standards
* did not include explanations of reasons using evidence from the text or provide examples from the text to support findings (This was often a result of poor task design)
* were marked on a numerical system, 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 of ideas
* included only basic grammatical structures
* did not adhere to text type conventions e.g., omitted the title from an article

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:

* Food safety in Vietnam
* The impact of urban development on the environment in Vietnam
* Excessive parental pressure in Vietnam
* Vietnamese youth’s mental health.

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
* included an extensive range of complex grammatical structures
* used a range of cohesive devices to link ideas
* were written with excellent control of language
* used appropriate expressions and were culturally appropriate.

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
* read as an example of a creative writing task with no 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, most 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 2021, 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 expectations 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 clear 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 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 at length with confidence and fluency
* were able to give a detailed reflection on their own learning, values, and beliefs.

The less successful students commonly:

* had difficulty in conveying information accurately
* struggled to relay information coherently due to lack of vocabulary
* used well-rehearsed language and could not respond to follow-up questions
* discussed topics that were not about Vietnam or Vietnamese culture
* relied heavily on help from examiners, indicating a lack of preparation.

Written Examination

Section 1: Listening and Responding

In 2021, there were two texts of varying types and lengths. For all texts, the questions and answers were in *English*.

Text 1

The more successful responses commonly:

* demonstrated a good understanding of the text
* displayed comprehensive understanding of what Thanh’s father feels about her choice of university course. – he doesn’t want her to study music because he thinks it’s just for fun. He thinks she should study engineering, as it will give her better career prospects
* displays comprehensive understanding of the meaning of ‘có công mài sắt, có ngày nên kim’ in the context of the discuss between Thanh and her father – ‘practice makes perfect’ Thanh’s not good at maths, so she doesn’t want to study it, but her father thinks that if she studies hard, she will become good at maths and succeed.

The less successful responses commonly:

* did not provide all required information from the text
* gave incorrect responses to the questions.

Text 2

The more successful responses commonly:

* displayed comprehensive understanding of what the speaker thinks Vietnamese communities should do to promote their traditional dishes – cook them at home, get children used to eating them from a young age and teach the children to cook these dishes, organise traditional Vietnamese food stalls during festivals such as Tet, organise cooking competitions or quizzes
* fully identifies why there is a danger of losing Vietnamese traditional dishes in overseas communities, according to the speaker – if parents will stop making traditional Vietnamese dishes, then the dishes will die out, the children will not learn to make the dishes for themselves.

The less successful responses commonly:

* demonstrated only partial understanding of the text
* did not correctly identify the relevant information.

Section 2: Reading and Responding

Part A

This section comprised two questions. For both questions the answers were in *English*.

Text 3

Question (a)

The more successful responses commonly:

* identified six techniques used by the author to engage the audience and supported with examples from the text
* provided six techniques that the author uses to engage the audience.

The less successful responses commonly:

* identified some or no techniques that the author uses to engage the audience
* identified some relevant information.

Question (b)

The more successful responses commonly:

* demonstrated a good understanding of the text
* displayed comprehensive understanding of what people can do to address the issue, according to the author.

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 response to a friend, Kim, who lives in Vietnam.

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

The more successful responses commonly:

* were consistently relevant to context, purpose, audience, and topic
* adhered to the text type conventions of letter writing, persuasive tone
* responded to information provided in the text
* 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
* mainly copied from the text.

Section 3: Writing in Vietnamese

Three questions were provided in 2021 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 write a diary entry (Option1), a short story (Option 2), or a speech (Option 3).

Most students chose Option 1 — most students were comfortably able to produce a diary entry on why a place in Vietnam has left a significant impression. The successful responses were able to express how this place made them feel and possibly what impact it will have on their future and used the correct text type conventions. Only a few responses had basic, single sentence ideas; short prose that lacked depth, interest, and cohesion.

Option 2 — was the least popular; no student chose this question.

Option 3 — a speech. The successful responses structured their speech with the appropriate conventions, described their experience at their part time job and explain how work benefits them. The less successful responses veered off task and did not adequately address the key point of the question; focused on the events that unfold.