2020 Vietnamese (background speakers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2020 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 from a prepared script.

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 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 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 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 expressing 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 from the subject outline requirements
* 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 over Zoom
* demonstrated a high level of communication at length on a chosen topic
* responded appropriately to all questions from the examiners with a high degree of interest and enthusiasm
* demonstrated use and understanding 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

Responses in English

Text 1

Most students generally understood the spoken text quite well. However, many 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 to not only understand the meaning of the Vietnamese expression ‘Thật là tuyệt vời’ literally ‘so wonderful’ but also to explain it in the context of the text.

Texts 2 and 3

This question required a response in Vietnamese. Students were asked to write an article to evaluate, compare and contrast the information, opinions and ideas from the spoken texts.

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 evaluation, comparison and contrast of the opinions presented
* provided own opinions on fashion
* justified opinions based on the information provided in the texts.

The less successful responses commonly:

* misinterpreted the question, and consequently did not address the requirements of the task
* did not use paragraphs to provide coherence to their arguments
* included common spelling mistakes, e.g., mặc [to wear]/mặt [face].

Section 2: Reading and Responding

Part A

Text 4

The more successful responses commonly:

* demonstrated a clear understanding of the questions
* reflected deep understandings of the whole text, including the tone and purpose
* supported answers with evidence from the text
* demonstrated comprehensive understanding of the types of techniques that the author used to support the arguments (e.g., referred to the use of facts and figures, emotive language, and exclamation marks for emphasis)
* clearly explained the problems on the road in the major cities of Vietnam, according to the text.

The less successful responses commonly:

* only identified a few of the techniques that the author 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

(Your friend’s parents are considering home schooling for your friend. Using the information from the text, write a letter to your friend in which you evaluate the advantages and disadvantages of this type of education, with specific reference to your friend’s situation)

The more successful responses commonly:

* demonstrated a thorough understanding of the text
* presented ideas in own words
* provided a clear, logical and cohesive expression of opinions
* expressed ideas related to:
* convincing the readers (using information from the text).
* discussing the advantages or the disadvantages of the home-schooling issue 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 an informal 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 letter recipient

Section 3: Writing in Vietnamese

Question 5

(You are invited to give a speech to a group of farmers in a Vietnamese rural area to encourage them to apply modern technology to farming. Write your speech.)

The more successful responses commonly:

* presented appropriate reasons to apply modern technology to farming
* gave examples to justify reasons
* used emotive and descriptive language to convince the audience
* used the text type conventions of a speech
* displayed adequate and appropriate referencing of texts studied.

The less successful responses commonly:

* did not formally address the audience
* did not arrange ideas into well-structured paragraphs.

Question 6

(‘Du khách vào Việt Nam càng nhiều thì càng làm phát sinh thêm tinh thần sính ngoại’. Write an essay for a Vietnamese newspaper to agree or disagree with this statement.)

The more successful responses commonly:

* adhered to the requirements of the text type: an essay
* presented a variety of reasons ‘for’ or ‘against’ the statement
* displayed adequate and appropriate referencing of texts studied
* gave a convincing conclusion.

The less successful responses commonly:

* did not clearly outline own position in relation to the statement
* did not refer to texts studied during the year
* did not use the conventions of the text type
* did not give specific examples to support own views.

Question 7

(You are researching the traditional dance of Vietnamese ethnic minority groups. Write a report of your findings for an arts funding organisation and suggest ways to maintain and develop these dances for today’s mainstream audiences.)

This was the least popular choice for Section 3.

The more successful responses commonly:

* used correct text type conventions of a report
* presented different ways to maintain and develop the dances
* supported the suggestions with examples
* displayed adequate and appropriate referencing to texts studied.

The less successful responses commonly:

* did not identify specific dances discussed in the report
* gave no reference to the texts studied.

Question 8

(Write a letter to the editor of a Vietnamese newspaper in Australia, comparing the advantages of an extended family with the advantages of a nuclear family. Explain your own preference.)

This was the most popular choice for Section 3.

The more successful responses commonly:

* used correct text type conventions of a formal letter
* referred to the type of research undertaken (e.g., comments on Vietnamese family values)
* responded in detail about own preference
* displayed adequate and appropriate referencing of texts studied.

The less successful responses commonly:

* used informal letter format
* discussed general information and gave no reference to texts studied.