# Government of South Australia LogoSACE Board Logo2023 Vietnamese (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 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 is to be 5 to 7 minutes long.

The more successful responses commonly:

* were able to maintain and advance the exchange appropriately and effectively
* used appropriate language to link with the teacher.

The less successful responses commonly:

* had difficulty self-correcting and needed significant prompts from the teacher
* consisted of an interaction between multiple students and the individual students were not clearly identified
* lacked spontaneous interaction, detail, and depth in the responses.

Text Analysis

Students analyse a text in Vietnamese. Questions relating to interpretation as well as language analysis must be included.

The more successful responses commonly:

* were supported by effective 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 and 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 did not provide examples from the text to support findings
* did not accurately interpret the information from the text.

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 well-structured text types containing effective expression
* 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.

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:

* school bullying
* funeral customs
* impact of peer pressure
* impact of drug abuse
* the widening gap between the rich and the poor.

Oral Presentation in Vietnamese

The oral presentation is 3 to 5 minutes long.

The more successful responses commonly:

* discussed in depth the chosen topic, using current statistics and information related to 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 with limited relevant interpretation of the research
* presented an oral presentation that was too similar to their written piece in content, context, and purpose
* 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
* demonstrated effective control of language
* used appropriate expressions and were culturally appropriate.

The less successful responses commonly:

* included minimal information that was relevant to the chosen topic
* had limited organisation of information and ideas
* read as an example of a creative writing task with no evidence of research
* lacked depth and accuracy in their expression.

English Reflection

The English reflection is a maximum of 600 words in written form, or an oral presentation of 5 to 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 through what they had explored through texts
* reflected on their own learning
* included relevant sources.

The less successful responses commonly:

* described their own values, without making connections with those represented in texts
* recounted or reported the content of texts rather than reflecting on their learning.

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 2023, but some topic choices did not allow for meaningful discussion.

Teachers can 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

Many students were confident in their conversation. Most students used a range of accurate vocabulary and grammar, and consistently utilised an appropriate style and register.

The more successful responses commonly:

* used a broad range of appropriate vocabulary and grammatically correct sentence structures
* demonstrated good control of the language and clear expression
* showed effective knowledge of linguistic elements
* contained sentences that were logical, clear, and accurate.

The less successful responses commonly:

* demonstrated limited knowledge of appropriate Vietnamese words and tended to use English words
* lacked detail and depth in their responses
* pronounced words incorrectly, particularly those involving double words, or guttural sounds.

Students need to pay greater attention to intonation and stress and should avoid pauses in the wrong places., While many students made good use of effective body language (for example, eye-contact and hand motions) to make a point, some of the responses were limited in expression.

Section 2: Discussion

Most students were able to keep their discussion relevant, provided a good range of ideas/information on the topic under discussion, and supported their opinions with good examples. Their discussions demonstrated effective breadth and depth. Some students had some difficulty in keeping within the confines of the chosen topic.

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 rehearsed language and struggled to respond to follow-up questions
* relied heavily on prompts from the examiners.

Written Examination

Section 1: Listening and Responding

Responses in English

In 2023, 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
* correctly identified what Tung and Kim appreciate about Vietnamese ceramic products
* displayed comprehensive evidence to show how well Tung and Kim know each other.

The less successful responses commonly:

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

Text 2

The more successful responses commonly:

* identified that the text type was a podcast or similar and provided evidence in support
* identified and provided comprehensive understanding of what the speaker did to celebrate Tet in Vietnam and how the speaker was intending to adapt to celebrate Tet in Australia.

The less successful responses commonly:

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

Section 2: Reading and Responding

Part A Responses in English

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

Text 3

Question (a)

The more successful responses commonly:

* demonstrated a good overall understanding of the text
* demonstrated a comprehensive understanding of how bamboo and palm leaves were utilised in the making of a conical hat as outlined in the text.

The less successful responses commonly:

* did not identify or only partially identified relevant information relating to how bamboo and palm leaves were utilised in making of a conical hat as outlined in the text
* displayed only partial understanding of the text.

Question (b)

The more successful responses commonly:

* demonstrated a good understanding of the text
* identified and provided justification for the hardest step of making a conical hat.

The less successful responses commonly:

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

Question (c)

The more successful responses commonly:

* demonstrated a good understanding of the text
* identified three stylistic features that the author uses to engage reader, e.g. rhetorical question, procedural language, descriptive vocabulary.

The less successful responses commonly:

* displayed partial understanding of the text
* identified partial or non-stylistic features that the author used to engage reader.

Section 2: Reading and Responding

Part B Responses in Vietnamese

This question required a response in Vietnamese. Students were asked to write a review to be posted on the travel service website, commenting on their return from a trip that did not go as they expected.

Students generally understood and coped quite well with this question. Most responses were relevant, and students were able to create a level of interest to engage the reader.

The more successful responses commonly:

* understood the details of the text and were able to evaluate the travel service
* adhered to the text type conventions of a review
* were able to provide comments based on personal experiences
* provided personal opinions to potential readers
* effectively used a range of complex and sophisticated expressions.

The less successful responses commonly:

* provided limited relevant information
* did not logically connect their ideas together
* did not share any travel experiences
* did not provide suggestions for the travel service to improve.

Section 3: Writing in Vietnamese

Three questions were provided in 2023 and students were required to write 250 to 300 words in Vietnamese in response to one of the questions. Each question required a different text type and style of writing. Students were required to write a journal entry (Option1), a short story for a competition (Option 2), or a speech (Option 3).

Option 3 was the most popular.

The more successful responses were able to meet the requirement of the task quite well, adhering competently to the conventions of the text types.

The less successful responses had basic, single sentence ideas, or short prose that lacked depth, interest, and cohesion.