

Vietnamese (background speakers)

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

Students should undertake between three and five assessment tasks to make up the folio. Each assessment within the folio (interaction, text production, and text analysis) must be done at least once. If schools are combined into one assessment group, teachers are advised to work collaboratively to ensure a common interpretation of the standards.

Interaction

Natural conversation is expected for this task. It should not be role play between two people, as this does not allow students to demonstrate their learning in relation to spontaneous response. Reading scripts should also be avoided, as there is no evidence of opinion exchange or mutual interaction between the interlocutor (usually the teacher) and the student.

Text Production

This task gives students a chance to create their own texts in written Vietnamese. Students must demonstrate their understanding of purposes, audiences, and the required format. It is very important that teachers provide feedback and consistency in the application of the performance standards.

Text Analysis

It was pleasing to see a range of stimulus texts for text analysis in the Folio — some meaningful texts were prepared by teachers and others came from past examination papers. Some texts are better suited to Reading and Responding while others are better suited to Listening and Responding.

Task Design Advice

1. Interaction: teachers should design a specific task that enables students to initiate and maintain a genuine natural spontaneous conversation.
2. Text production: students should be given opportunities to practise with the various text types specified in the subject outline.
3. Text analysis: besides the smooth moving between the English and Vietnamese languages, students require multiple opportunities to develop their familiarity with Vietnamese language features and to explain in English the profound significance of the language.

Assessment Type 2: In-depth Study

The process of choosing a topic for research involves proposal, negotiation, and approval. With teacher guidance, it is important for students to fully understand the prescribed themes, contemporary issues, and required assessments specified in the subject outline.

Students should be aware that researching topics of common knowledge will not lead them to explore an issue in sufficient depth that enables them to demonstrate performance at the highest level of achievement. Students are advised to consider their current knowledge and understanding of the issue before commencing research on the topic. Is there sufficient scope in the topic to allow for further development of their knowledge and understanding?

Teachers and students then discuss the relevance of the topic to the contemporary issues. For example, can ‘friendship’ or ‘New Year Festival’ be mapped to any contemporary issues in the subject outline?

Students need time to search for interesting relevant information; if sufficient materials cannot be obtained, students should select another topic as early as possible.

Teachers and students are advised to familiarise themselves with the assessment requirements for each part of the in-depth study as per the subject outline.

## External Assessment

Assessment Type 3: Examination

Oral Examination

In general, most of the students coped well with the discussion and their apparent level of preparedness for the discussion was quite high. Interaction on issues was handled well. Most of the students’ ideas and personal opinions were relevant to the task, but a few did not treat ideas, information, or reflection at an appropriate depth.

The majority of students were able to demonstrate ‘Expression’ to a high standard through structured responses using sophisticated linguistic features. Most students interacted and were able to maintain a discussion with the examiners very well. Although students do not have to use visual supports for their discussion, they must have the pro forma completed in English with their key points for discussion. A variety of topics were chosen, including the impact of social media, human trafficking, unemployment among university graduates in Vietnam, inflation in Vietnam, animal trafficking, and plastic surgery in Vietnam.

The most successful students were those who demonstrated good interactive conversation with good eye contact and effective use of tone and voice. They also showed an ability to deal with the follow-up questions and to make use of the opportunity to reflect perceptively on their chosen topic.

Teachers are advised to prepare students for their oral examination by providing opportunities for practise, time to complete the pro forma, and advice on appropriate conduct.

Written Examination

Section 1: Listening and Responding Part A

Students are required to use the information from the text to answer the questions. Under the pressure of time, the students should use the notes section to write key ideas relating the questions.

**Question 1**

(a) Those who made notes well could respond correctly to the question.

(b) Generally speaking, this question was completed very well.

(c) This question required more than one reason why children should be encouraged to participate in social activities.

Section 1: Listening and Responding Part B

**Question 2**

Generally, most students responded appropriately to the text type. Students are reminded to adhere to the word limit. Some common spelling mistakes were found, including:

* *củng* instead of *cũng*
* *tàng nhanh* instead of *tàn nhẫn*
* *buông bán* instead of *buôn bán*
* *tuyệt trủng* instead of *tuyệt chủng*
* *loài vượng* instead of *loài vượn*
* *thuốc chít* instead of *thuốc chích.*

The weaker responses used ideas based on personal experiences or information from other texts. However, a key skill in this section is to use the ideas, opinions, or perspectives from the stimulus text in order to demonstrate in-depth understanding and insightful analysis.

Section 2: Reading and Responding Part A

Successful students were able to demonstrate their understanding by selecting the correct evidence to respond to the question.

**Question 3**

1. The most successful students gave responses with two or more reasons.
2. This question was responded to satisfactorily.

(c) (i) The responses were reasonably understandable.

 (ii) A few students found this a challenging question, particularly when identifying key words such as ‘social status’.

1. This question required the reason and explanation of the reason for closing down the *nón lá* industry.
2. This question expected three to four details as evidence of how the *nón lá* is valued today. The less successful students gave very short answers with partial evidence from the text.
3. The majority of the students did this question very well and were able to summarise the key points comprehensively.

Section 2: Reading and Responding Part B

In general, the students coped well with the task. Most students’ ideas were relevant with in-depth opinions. Some students did not pay attention to the text type (letter to a Vietnamese energy board). A few students could not finish the task in the time allotted.

The most successful students understood the question, used the text type correctly, and clearly expressed the ideas relevant to the task. They showed the ability to analyse and explain the context. They were able to compare and contrast the information, opinions, ideas, and perspectives presented in the text.

Some students had problems with appropriateness of vocabulary, for example, *cho ra lý do, sự nhu cầu năng lượng, để làm một phế thải, lấp đặt những của điện mặt trời*.

Most students demonstrated highly developed control of language through cohesive and fluent responses. Some students had limited ability to manipulate language to clarify the meanings of expressions. Common mistakes included ‘*nhưng ngoài đó điện gió*…’ (instead of *ngoài ra*) and ‘*có dân số cho là chỗ sinh sống*…’ (instead of *có người ở*).

Common spelling mistakes included:

* *sài điện* instead of *sài điện*
* *lắp đặc* instead of *lắp đặt*
* *huy vọng* instead of *hy vọng*
* *sử lý* instead of *xử lý*
* *nguyên cứu* instead of *nghiên cứu*
* *tiến động* instead of *tiếng động*
* *đáp ức* instead of *đáp ứng*
* *khu vựợc* instead of *khu vực*
* *thời tiếc* instead of *thời tiết*
* *kỹ căn* instead of *kỹ càng.*

Section 3: Writing in Vietnamese

Many students found this section challenging. The task required depth and variety of content, elaboration of ideas, and analysis of contemporary issues. The better responses were able to use the information, opinions, and ideas with reference to the genuine texts that students studied during the year.

The more successful students were those who considered the audience, adhered to the language features of the text type, and gave clear and accurate evidence in reference to the text. Students whose responses included details of the advantages and the disadvantages, focused on the key questions, and went into sufficient depth achieved at the highest level of achievement.

The less successful students wrote responses that lacked cohesion, did not follow text type conventions, and had little reference to the texts studied throughout the year.

Markers noticed some common mistakes, including:

* *chăn* instead of *chăng*
* *chuộn* instead of *chuộng*
* *dao tiếp* instead of *giao tiếp*
* *căng bằng* instead of *cân bằng*
* *ngằnh* instead of *ngành*
* *đắnh* instead of *đánh*
* *nghừng* instead of *ngừng*
* *tryển* instead of *chuyển*
* *giõi* instead of *giỏi*
* *đả* instead of *đã.*

## General Comments

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.

Overall, student performances in the school assessment and external assessment components reflect a sound understanding of the assessment scope and requirements described in the subject outline.

Sufficient and accurate school materials were submitted for central moderation; CDs enclosed were clearly marked. Teachers submitted learning and assessment plans, together with addendums where appropriate.

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