# Government of South Australia LogoSACE Board Logo2023 Vietnamese (background speakers) 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

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in schools online are correct
* ensuring the uploaded tasks are legible, all facing up (and all the same way), and remove blank pages
* ensuring the uploaded responses have pages the same size so teacher marking and comments are clear
* ensuring interactions and oral presentation are clear and audible.

Assessment Type 1: Folio

The folio must contain three to five tasks and must include one of each of the following: interaction, text analysis, and 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
* were able to sustain a real conversation through an exchange of relevant information.

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 as role playing rather than having an authentic conversation.

Text production

The text production is a written text in Vietnamese. The teacher chooses the text type, topic, and length of the text production.

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 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. Questions relating to interpretation as well as language features must be included. When designing a task, text analysis does not require students to produce a writing of 300 words.

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 question(s)
* demonstrated limited evidence of analysis of language and culture
* answered simple 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.

When choosing topics, students need to select different challenging topics that are not based on common knowledge but require research and development of new learnings.

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
* included clearly a stated task for the Vietnamese written responses
* had a different context, purpose, and audience for the oral presentation and written response
* provided relevant evidence from the research.

The less successful responses commonly:

* were based on a topic of common knowledge which did not allow for in-depth or appropriately reflective responses
* demonstrated a superficial investigation and understanding of the issue, and thus could not provide evidence of insightful learning
* deviated from the subject outline requirements
* focused heavily on evaluating the resources, or how to look for sources of information
* provided limited evidence of research in the Vietnamese written responses.

External Assessment

Assessment Type 3: Examination

Oral Examination

Discussion

Most students were well prepared for the discussion and used sophisticated Vietnamese language structures. A few students used photographs to support their discussions.

The more successful responses commonly:

* were clearly and confidently spoken, and eye contact was maintained
* 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 deep understanding of a variety of sources studied during the year
* provided an insightful reflection on values, beliefs, ideas, and experiences
* conveyed appropriate details, ideas, and opinions throughout the discussion.

The less successful responses commonly:

* showed a lack of understanding of the research process
* could only discuss the issue at a surface level rather than discuss the issue in depth
* relied on general knowledge of the issue rather than providing evidence of research
* provided a recount of memorised information without evidence of analysis
* responded to questions in a short, abrupt manner and were unable to expand on their responses.

Written Examination

Section 1: Listening and Responding

Responses in Vietnamese

The more successful responses commonly:

* used the correct format of a speech
* clearly showed the intention of arguing for or against a statement
* wrote coherent, logical paragraphs
* covered all the main ideas from the texts
* utilised an appropriate tone to persuade the listeners.

The less successful responses commonly:

* showed limited understanding of speech preparation
* had only one long paragraph
* did not address the audience appropriately
* repeated exactly the spoken information of both sides of the argument
* did not effectively persuade the audience.

Section 2: Reading and Responding

Part A Responses in Vietnamese

The more successful responses commonly:

* identified the main ideas of the text
* demonstrated an ability to clearly explain the Vietnamese expression ‘đi một ngày đàng, học một sàng khôn’
* identified the linguistic features (e.g. rhetorical question, emotive language, descriptive language).

The less successful responses commonly:

* did not justify the answers with evidence from the text
* did not identify any linguistic features
* answered the questions in English.

Part B Responses in English

*The more successful responses commonly:*

* demonstrated a thorough understanding of the text
* presented ideas in their own words
* provided clear, logical, and cohesive expression
* expressed clearly ideas related to:
* drinking coffee being a special experience in Vietnam
* production of coffee as beneficial to Vietnam’s economy.

The less successful responses commonly:

* used prior knowledge or own information (not from the text provided)
* provided limited information in relation to the question
* showed lack of consistency in expressing their ideas (e.g. using dot points instead of full sentences or noting down key words only).

Section 3: Writing in Vietnamese

The majority of the students responded well to the questions. The most popular was Option 4.

Option 1

Write an article for a local Vietnamese newspaper, evaluating the impact of technology on Vietnamese cultural practices and values.

The more successful responses commonly:

* adhered to the conventions of an article
* made reference to the materials and texts studied during the year
* provided examples of the influence of technology on family traditions.

The less successful responses commonly:

* did not observe the conventions of the text type
* did not give any references to the materials studied during the year.

Option 2

‘While modern music is very popular, Vietnamese pre-war music is still the most loved.’ Write an essay for a Vietnamese cultural magazine, agreeing or disagreeing with this statement.

The more successful responses commonly:

* clearly identified their position of either *for* or *agains*t in the introduction of the essay
* provided some examples of pre-war music.

The less successful responses commonly:

* did not provide reasons why modern music is much more popular than the pre-war music
* had insufficient evidence to persuade the intended audience.

Option 3

Write a report for a Vietnamese website on the shortage of adequately trained workers in the hospitality industry in Vietnam, making recommendations on how to best address this issue.

The more successful responses commonly:

* gave examples of the current situations in Vietnam
* made recommendations on how to address the issue of the shortage of adequately trained workers
* made reference to the texts and materials studied during the year.

The less successful responses commonly:

* did not observe the conventions of the text type
* did not demonstrate how to address the problem.

Option 4

You have recently become an Australian citizen. Write a letter to the editor of a local Vietnamese newspaper, sharing your experience and advice with new arrivals on how to successfully integrate into the local community while maintaining your own cultural identity.

The more successful responses commonly:

* used the correct format of a letter to the editor
* gave concrete examples of how to overcome challenges and adapt to a new living environment
* shared real experiences of how to maintain a sense of identity in Australia
* made reference to the texts and materials studied during the year
* expressed ideas with a tone to persuade the newspaper readers.

The less successful responses commonly:

* did not observe the conventions of the text type
* expressed personal experiences but did not provide advice to the readers.