**STAGE 2 VIETNAMESE CONTINUERS ASSESSMENT TYPE 2: In-depth Study**

**TOPIC: Traditions and Values**

**Tasks**

Oral Presentation

Writing in Japanese

English Reflection

**This In-depth Study example is illustrative of a B grade.**

**A holistic decision of a B was arrived at by considering evidence from the 3 In-depth study tasks.**

**STAGE 2 VIETNAMESE CONTINUERS ASSESSMENT TYPE 2: In-depth Study ORAL PRESENTATION**

**Purpose**

To produce a text in Vietnamese expressing ideas, information, feelings, and opinions

**Description of Assessment**

You are invited as a guest speaker to address the topic of ‘The changing roles and values of the Vietnamese Family’, to a class of Year 12 students. In your talk, you will discuss the traditional structure and the changing roles in the Vietnamese family which are present in Australia. Use both Vietnamese (at least 3 texts) and English resources to undertake research into this topic. You must demonstrate your ability to organise your ideas logically, and to use a range of language to express your ideas, creating interest in your talk.

**Context/Purpose/Audience:**

Context: the presentation of your findings after researching the topic ‘The changing roles and values of the Vietnamese Family’ to a Year 12 class

Purpose: to share information and engage the audience

Audience: a class of Year 12 students

**Assessment Conditions**

Length of Presentation: 3 – 5 minutes

Task completion: to be completed over a two-week period with some class and homework time allocated. Props, cue cards, PowerPoint, images etc. permitted

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| --- | --- |
| ***Learning Requirements*** | ***Assessment Design Criteria for this task*** |
| 1. interact with others to exchange information, ideas, opinions, and experiences in Vietnamese 2. create texts in Vietnamese to express information, feelings, ideas, and opinions 3. analyse texts that are in Vietnamese to interpret meaning 4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | Ideas The specific features addressed in this task are:  I1 Relevance   * relevance to context, purpose, audience, and topic * conveying appropriate detail, ideas, information, or opinions * creating interest and engaging the audience   I2 Depth of treatment of ideas, information, or opinions   * depth and breadth of content * elaboration of ideas and support of opinions * planning and preparation   Expression The specific features addressed in this task are:  E1 Capacity to convey information accurately and appropriately   * range of expression (e.g. linguistic structures and features) * accuracy of expression (e.g. linguistic structures and features, grammar) * use of cohesive devices * appropriateness of expression, including cultural appropriateness * clarity of expression including fluency, pronunciation, and intonation   E2 Coherence in structure and sequence   * organisation of information and ideas * use of the conventions of text types |

**Assessment Comments**

This response is illustrative of a B grade.

**Ideas**

***I1 Relevance***

* Relevance to context, purpose, audience, and topic

Responses are mostly relevant to context, purpose, audience and topic.

* *The topic is introduced clearly at the start (Hôm nay tôi rất hân hạnh đựoc mời đến đây để nói về sự thay đổi trong cấu trúc và các vai trò quan trọng giá định ở Viết Nam thời xưa và số sánh với giá định Viết Năm ở Úc hiện nay.) and various points are clearly discussed.*
* Conveying appropriate detail, ideas, information, or opinions

Responses mostly convey the appropriate detail, ideas, information and opinions.

For example:

* *Gia định được chia ra thành hai lọai, tiểu gia đình và đại gia đình. Nhưng theo truyền thống, tại Việt nam*
* Creating interest and engaging the audience

Responses generally create the desired impact and interest and engage the audience.

* *Spoken in a clear, confident voice.*

***I2 Depth of treatment of ideas, information, or opinions***

* Depth and breadth of content

Breadth and some depth in the treatment of the topic.

For example:

* *giá định là một cơ cấu, trong đó người tỏ sống chung và gắn bó với nhau bởi các mối quan hệ tình cảm, hơn nhân và huyết thống.*
* Elaboration of ideas and support of opinions

Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.

* Planning and preparation

Sound planning and preparation.

**Expression**

***E1 Capacity to convey information accurately and appropriately***

* Range of expression (e.g. linguistic structures and features)

Use of a range of linguistic structures and features with good control to convey meaning.

* Accuracy of expression (e.g. linguistic structures and features, grammar)

Mostly accurate use of high-frequency vocabulary and sentence structures.

Attempts are made to use some complex language, and errors sometimes impede meaning.

* Use of cohesive devices

A range of cohesive devices are used to connect ideas.

* Appropriateness of expression, including cultural appropriateness

Expression is mostly appropriate to the cultural and social context.

* Clarity of expression including fluency, pronunciation, and intonation

Effective communication with some degree of fluency.

Reasonably accurate pronunciation and intonation.

***E2 Coherence in structures and sequence***

* Organisation of information and ideas

Mostly coherent organisation of information and ideas.

* Use of the conventions of text types

Most conventions of the text type are observed.

* *The presentation has an appropriate introduction and conclusion (Kình chào Sơ Niên và các bạn/Một lần nữa xin chân thành cản ơn Sơ và các bạn).*

|  | **Ideas** | **Expression** | | **Interpretation and Reflection** |
| --- | --- | --- | --- | --- |
| **A** | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content is very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest, enthusiasm, and passion for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| **B** | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features with good control to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices are used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Thoughtful reflection on own learning. |
| **C** | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Short simple sentences usually containing one idea are used to convey meaning with some effectiveness and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in texts are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in texts (e.g. idioms, rhetoric, expressions).  *Reflection*  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, ideas, and practices in relation to those represented in texts.  Some reflection on own learning. |
| **D** | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Short and generally incomplete sentences are used with partial effectiveness to convey an idea or opinion.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of the student’s own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| **E** | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Limited appropriateness of expression.  Attempted use of a cohesive device, with limited effectiveness.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  Coherence in Structure *and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in short texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic feature of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of the student’s own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |

**STAGE 2 VIETNAMESE CONTINUERS ASSESSMENT TYPE 2: In-depth Study WRITING IN VIETNAMESE**

**Purpose**

To produce a text in Vietnamese expressing ideas, information, feelings, and opinions

**Description of Assessment**

Imagine that you are on a family trip to visit your Vietnamese relatives in Vietnam. You have just received a letter from a friend in Australia asking you about your experiences living with a Vietnamese family. Write a letter in response in which you also compare the traditional lifestyle and family values of the Vietnamese family with a modern-day family in Vietnam

**Context/Purpose/Audience:**

Context: you are staying with relatives in Vietnam and are responding to a letter from a friend

Purpose: to talk about family life in Vietnam and compare modern and traditional lifestyle and values

Audience: your friend in Australia

**Assessment Conditions**

Length: 500 words

Task completion: To be completed over a two-week period with some class and homework time allocated.

Evidence of planning, preparation and research is required e.g. notes, drafts, etc.

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| ***Learning Requirements*** | ***Assessment Design Criteria for this task*** |
| 1. interact with others to exchange information, ideas, opinions, and experiences in Vietnamese 2. create texts in Vietnamese to express information, feelings, ideas, and opinions 3. analyse texts that are in Vietnamese to interpret meaning 4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | Ideas The specific features addressed in this task are:  I1 Relevance   * relevance to context, purpose, audience, and topic * conveying appropriate detail, ideas, information, or opinions * creating interest and engaging the audience   I2 Depth of treatment of ideas, information, or opinions   * depth and breadth of content * elaboration of ideas and support of opinions * planning and preparation.   Expression The specific features addressed in this task are:  E1 Capacity to convey information accurately and appropriately   * range of expression (e.g. linguistic structures and features) * accuracy of expression (e.g. linguistic structures and features, grammar) * use of cohesive devices * appropriateness of expression, including cultural appropriateness   E2 Coherence in structure and sequence   * organisation of information and ideas * use of the conventions of text types |

Vũng Tàu 14/6/16

Thu Thân Mến,

**Relevance**

Responses are mostly relevant to context, purpose, audience, and topic and mostly convey the appropriate ideas, information and opinions.

**Depth of Treatment**

Breadth and some depth in the treatment of the topic.

Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.

Mình vừa nhân được thư của bạn, lâu quá rồi chúng mình không có dịp tâm sự với nhau ,

bạn có khỏe không? Còn Ngân thì vẩn mạnh khòe, tính đến nay mình đã về Viết Nam

được ba tuấn rồi. Thời gian sao qua nhanh quá Thu nhi! Gia đình bạn bên Úc thế nào,

có khỏe không?

Sống ờ đây với giá đình Ngân cảm thấy rất là hạnh phúc. Ngân đã được gặp tất cả

những thành viên trong đại gia đình lên tới 52 ngươì. Ở đây, Ngân đã thấy được bổn

thế hệ trong đại giá đình mình. Ngân không thể tưởng tượng trong căn nhà nhò này có

bốn thế hệ tụ tập cùng nhau sống chung; ông bà, chú bác cô, dì và cháu chắt. [[1]](#footnote-1)

Trong khoảng thời gian ở đây Ngân được nghe ông nội kể về cuộc sống gia đình. Ông

nội nói rằng chi vì nển kinh tế nghèo mà đa số người Việt Nam phải sống theo đại gia

đình như thế này. Nhưng ngày nay cũng đã thấy ngày nay cũng đã thay đổi rất nhiều đồ bị ảnh hưởng của Tây Phương[[2]](#footnote-2) và kế họach hóa gia đình là "Mỗi gia đình chi nên có hai con"[[3]](#footnote-3) Vi thế mà ngày nay đa số người Việt Nam sống ở thị thành đa sống theo kiểu

tiểu gia đình[[4]](#footnote-4). Tuy nhiên vẫn còn những nơi như vùng quê hẻo lánh họ vẫn còn giữ

những phong tục sống theo đại gia đình. Khác với những gia đình Việt Nam sống bên

Úc phải không Thu? Chúng ta bị ảnh hưởng rất lớn bởi văn hóa của Úc. Có những gia

đình khi con cái họ trưởng thành, những người trẻ này đã dọn ra ngoài và sống tự lập.

Vì Úc là một nước giàu mạnh có nề kình tế phát triển cao,đa số người Việt Nam sống

ở Úc đều có cơ hội sống theo kiểu tiểu gia đình, trong một ngôi nhà riêng chỉ có cha

mẹ con cái thoải mái chứ không phải sống chật chội trong một mhà nhu ở Việt Nam.[[5]](#footnote-5)

**Capacity to Convey Information**

Use of a range of linguistic structures and features, with good control to convey meaning

A range of cohesive devices is used to connect ideas.

Conventions of the text type are observed.

Nói chung, mình thấy một sự khác biệt rõ ràng giữa nếp sống của một đại gia đình ở

Việt Nam và một tiểu gia đình ở Úc. Đó là mối liên hệ mọi người trong gia đình.

Trong một đại gia đình họ sống dưới một mái nhà, vì vậy mà kết nối và chia

sẻ cuộc sống của họ với các thành viên khác trong gia đình để dàng hơn.[[6]](#footnote-6)

Trong nếp sống của một tiểu gia đình của người Việt chúng

ta tại Úc, chúng không có dịp gặp người anh chị em khác thường xuên như ở Việt Năm.

Mình mong ước mỗi năm được về Việt Nam sống trong đại gia

đình của mình và có cơ hội để nói tiếng Việt với mọi người trong đại gia đình và đặc biệt

là ông bà nội.

Thôi mình ngưng tại đây nhé, hẹn khi nào về tới Úc mình sẻ kể cho Thu nghe nhiều hơn,

hẹn gặp lại bạn nhé.

Bạn của Thu

**Additional Comments**

This example is illustrative of a B grade.

**Ideas**

Responses generally create the desired impact and interest, and engage the audience.

**Expression**

Expression consistently appropriate to the cultural and social context.

Information and ideas are organised logically and coherently.

|  | **Ideas** | **Expression** | | **Interpretation and Reflection** |
| --- | --- | --- | --- | --- |
| **A** | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content is very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest, enthusiasm, and passion for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| **B** | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features with good control to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices are used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Thoughtful reflection on own learning. |
| **C** | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Short simple sentences usually containing one idea are used to convey meaning with some effectiveness and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in texts are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in texts (e.g. idioms, rhetoric, expressions).  *Reflection*  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, ideas, and practices in relation to those represented in texts.  Some reflection on own learning. |
| **D** | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Short and generally incomplete sentences are used with partial effectiveness to convey an idea or opinion.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of the student’s own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| **E** | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Limited appropriateness of expression.  Attempted use of a cohesive device, with limited effectiveness.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  Coherence in Structure *and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in short texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic feature of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of the student’s own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |

**STAGE 2 VIETNAMESE CONTINUERS ASSESSMENT TYPE 2: In-depth Study ENGLISH REFLECTION**

**Purpose**

To reflect on your experience in undertaking the In-depth Study.

**Description of Assessment**

Prepare either a written or oral response which is personal and reflective in nature. Share your insight on the research process and how your findings have affected you, e.g. influenced you understanding of the topic, changed your thinking, increased your self-awareness etc. In your response you may consider the following:

* How your research has increased your understanding of the topic
* How the research experience was similar to or different from your preconceptions
* How cultures, values and beliefs are represented in texts studied
* How your learning may have changed your thinking
* How you may use this experience in the future

**Assessment Conditions**

Task Length: maximum of 600 words or 5-7 minutes in English

Task completion: To be completed over a three-week period with some class and homework time allocated.

|  |  |
| --- | --- |
| ***Learning Requirements*** | ***Assessment Design Criteria for this task*** |
| 1. interact with others to exchange information, ideas, opinions, and experiences in Vietnamese 2. create texts in Vietnamese to express information, feelings, ideas, and opinions 3. analyse texts that are in Vietnamese to interpret meaning 4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | **Expression**  The specific features addressed in this task are:  E2 Coherence in structure and sequence   * organisation of information and ideas   **Interpretation and Reflection**  The specific features addressed in this task are:  IR3 Reflection   * reflection on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts * recognition and explanation of connections between own values, beliefs, practices and ideas and those expressed in texts * reflection on own learning |

For my In-Depth Study, I chose to extend my knowledge on the lifestyle of the traditional Vietnamese family. As an Australian-Vietnamese citizen that has not yet gained enough understanding of her country’s traditions, I was overly curious on the aspects of family within Vietnamese society. As my extended family currently resides in Vietnam and I had previously visited the country, I found that I was frequently asking myself questions regarding the traditions of a Vietnamese family. Because of this, I was determined to investigate the roles and values that are portrayed within a Vietnamese family living in Vietnam and compare their values with a Vietnamese family residing in Australia.

I was surprised to discover that each individual with in a traditional Vietnamese family followed different roles to sustain a healthy and respectful family. The father was the provider of the family. He would spend most of the day out in the farming field, making him the family’s primary sources of income. The mother was not required to work however, and was forced to stay at home to cook and clean and look after the children. This is certainly not something that I would like to do. The role of the children in the family was to attend school, from morning to afternoon and when they got home they were also required to complete household chores. I think that this is quite similar to the role of many Vietnamese families living in Australia however in a traditional Vietnamese family these roles were (and probably still are today) much more defined.

What I found fascinating was the fact that although each member was separated by their different roles, they still shared one thing in common which was the values they cherished. Through my research I learnt that, certain values that a traditional Vietnamese family portray include respect, generosity, communication, and traditions. Within an extended family consisting of three or four generations living under one roof these values would be even more important than in Australia where we generally only live together with our immediate family. The extended family living together tends to make them closer as they are forced to communicate more often, respect and acknowledge each other. This creates a strong bond within the family which I believe is extremely admirable. I think that this bond is being lost by Vietnamese families in Australia who are generally separated from their extended family.

Although Vietnamese families in Vietnam are often forced to live together because of limited resources, their richness comes from this strong bond within the family. Sadly, Vietnamese families within Australia are unable to experience this unique family system and are thus unable to share sold family values. I admire the family ideology of Vietnamese people in Vietnam it allows them to formulate certain values that Vietnamese families in Australia don’t have.

Undertaking this In-Depth Study has allowed me to strengthen my knowledge and understanding on the roles and values of a Vietnamese family. This is a vital benefit for me as I now know more about my parents’ country’s traditions and culture. In my personal opinions, I believe that more Australian-Vietnamese students should undertake this research as they could possible begin to better understand and appreciate their cultural background as I have. In the future, when my peers or children question me about the traditional family lifestyle of the Vietnamese, I will be able to answer these questions in a logical and knowledgeable manner. Overall, I am extremely satisfied with my research and am confident that it will aid me in the future.

**Assessment Decision:**

This example is illustrative of a B grade.

**Expression**

Mostly coherent organisation of information and ideas.

**Reflection**

Some depth in reflection on how cultures, values, beliefs, practices, and ideas represented or expressed in texts.

Some depth in reflection on own values, beliefs, practices, and ideas in relation to those represented in texts.

Thoughtful reflection on own learning.

|  | **Ideas** | **Expression** | | **Interpretation and Reflection** |
| --- | --- | --- | --- | --- |
| **A** | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content is very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest, enthusiasm, and passion for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| **B** | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features with good control to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices are used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Thoughtful reflection on own learning. |
| **C** | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Short simple sentences usually containing one idea are used to convey meaning with some effectiveness and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in texts are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in texts (e.g. idioms, rhetoric, expressions).  *Reflection*  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, ideas, and practices in relation to those represented in texts.  Some reflection on own learning. |
| **D** | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Short and generally incomplete sentences are used with partial effectiveness to convey an idea or opinion.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of the student’s own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| **E** | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Limited appropriateness of expression.  Attempted use of a cohesive device, with limited effectiveness.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  *Coherence in Structure and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in short texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic feature of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of the student’s own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |

1. (Charm, 2010) [↑](#footnote-ref-1)
2. ibid [↑](#footnote-ref-2)
3. (Anon., 2011) [↑](#footnote-ref-3)
4. (Thu, n.d.) [↑](#footnote-ref-4)
5. ibid [↑](#footnote-ref-5)
6. (Hua, Unknown) [↑](#footnote-ref-6)