

# **Vietnamese (background speakers)**

2013 Chief Assessor's Report



Government  
of South Australia

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# **VIETNAMESE (BACKGROUND SPEAKERS)**

## **2013 CHIEF ASSESSOR'S REPORT**

### **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**

In principle, all tasks presented in the folio should differ in audiences, context, and purposes and should relate to different topics. For 2013, a large variety of topics were covered and the majority of students performed quite well in the folio tasks.

#### **Interaction**

Interaction tasks ranged from conversations to speeches followed by questions and answers. These were presented in an appropriate and accessible format for moderation, along with supporting documentation such as marking schemes. Teachers should ensure that each student in the moderation sample is clearly identifiable, as outlined in the subject operational information for this language. Interactions between two students should be avoided if possible because it is very difficult to identify the speaker by only listening to an audio recording. If a student gives a presentation as part of the interaction task, the teacher should ensure that there is enough time for the student to respond to questions. This is to allow a sufficient opportunity for the student to achieve at the highest level by initiating and sustaining a conversation and interacting spontaneously in Vietnamese. Reading from a prepared script does not demonstrate interaction skills.

#### **Text Production**

A range of text types (e.g. diary entry, article, and transcript of a speech) were used for the text production tasks, with students showing a good understanding of the context, purpose, and audience of each task.

Most tasks were completed under direct teacher supervision. Teachers are encouraged to consider using the flexibility of the assessment scope to design tasks with varying word lengths and assessment conditions to cater for student needs. Teachers are reminded to please fill in the addendum if there are any changes to the learning and assessment plan (LAP) during the year.

## **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.

Text analysis tasks provide the opportunity for students to demonstrate not only their bilingual skills in moving between Vietnamese and English, but also their ability to analyse and reflect on how authors use language for different purposes. The assessment scope and conditions are flexible to allow tasks to be designed to focus on particular specific features of the assessment criteria, and teachers are advised to make use of this flexibility.

## **Task Design Advice**

Tasks and test conditions should be specific and clear; tasks should have easy-to-understand instructions to enable students to achieve to their maximum potential. During the year students should be given the opportunity to familiarise themselves with the different text types specified in the subject outline. Students should be provided with opportunities to practise analysing and evaluating the language and content of texts and to develop their ability to reflect.

## **Assessment Type 2: In-depth Study**

The most capable students demonstrated their thorough understanding of the in-depth study procedures, and chose to research an appropriate topic based on a contemporary issue from one of the prescribed themes. Teachers have an important role in guiding students to choose an appropriate, interesting topic for their in-depth study, and to use a range of resources in Vietnamese and English. Students should be prepared not only to give general information about their topic but also to anticipate what might be asked about their topic in particular. They should be able to give opinions and to say why their topic is significant, as well as give facts and a personal perspective and to show enthusiasm for the topic.

It is important that students choose a topic that they are interested in for their in-depth study so that they have the drive to research the topic in sufficient detail. Students can use a variety of sources for their research such as books, encyclopaedias, audiovisual materials, newspapers, and story books. The best students were able to make meaningful observations and comments on the key ideas of each text and to elaborate on what they learnt. An English reflective piece — where students are required to reflect upon the impact of their research on their own values and beliefs, as well as their understanding of, and perspectives on, the contemporary issues — is the final assessment piece for the in-depth study.

## **EXTERNAL ASSESSMENT**

### **Assessment Type 3: Examination**

#### **Oral Examination**

The majority of students coped well with the discussion. Those who researched well could maintain a very good discussion of their chosen topic. They could hold a 15-

minute discussion with ease. A range of topics were selected which included air pollution, water pollution, gender quality, Vietnamese refugees, the impact of tourism in Vietnam, the impact of technology/internet on Vietnamese teens, human trafficking in Vietnam, the integration of Vietnamese families in Australia, calligraphy in Vietnamese culture, women — now and then, and settlement of Vietnamese people in Australia.

Students demonstrated good interaction skills through good eye contact and an appropriate use of tones. A few students brought in materials which they used as a focus for their oral discussion.

The basic principle is that students must have something meaningful to say. Therefore, students should concentrate on the ideas and terminology they know best. Sino-Vietnamese terms like *tòng phu*; *tòng phụ* (*follow the husband*; *follow the father*) should be used only when students understand them very well.

Students should also be reminded about good attire and refrain from chewing gum during a discussion with examiners.

### **Written Examination**

#### *Section 1: Listening and Responding*

##### Part A

Students generally answered questions satisfactorily in this section. Students found the questions that required them to interpret information and analyse language more challenging than those requiring them to extract information.

Question 1 (a): most students did very well. However, some students only gave half of the information, missing the 'information technology' aspect.

Question 1 (b): most students answered the question correctly.

Question 1 (c): the majority of students answered this question satisfactorily.

Question 1 (d): most students could pick out two examples from the text.

Question 1 (e): a few students provided general knowledge information that was not found in the text. Students must be reminded that marks can only be allocated for information that is sourced from the texts.

##### Part B

In this section, students were required to use information from the two texts to write a formal letter to a provincial business authority. The most successful responses demonstrated an understanding of the texts by using information accurately and expressing this information appropriately for the task.

The majority of students adhered to the conventions of the text type. However, a few did not include the date or an address and some responses had no closing remarks or salutations. Some did not use capital letters for the countries e.g. *Mã-lai*, *In-đô*. Some common spelling errors included *Mỹ kiêm* instead of *Mỹ kim*; *thay mac* instead of *thay mặt*, and *thông tinh* instead of *thông tin*.

The more successful students demonstrated the ability to produce an original text in Vietnamese. Their ideas were relevant and well-developed, and fluency was not hampered by errors in grammar and structure. The better responses addressed the requirements of context, purpose, and audience and followed the appropriate conventions of the text type.

## *Section 2: Reading and Responding*

### Part A

Most students responded to this question well. However, a few students misinterpreted the main ideas in their English answers. Students are advised to read the text and the questions carefully. Students should also pay more attention to detail.

It is advised that students be given the opportunity in class to practice taking notes from texts and then use these notes to answer questions in simple and correct English. All responses should be based only on information from the texts. Effective use of dictionaries is also an important skill to teach students, and it was clear that a few students were not able to use dictionaries to correctly interpret words in the given contexts.

### Part B

In general, students coped well with the task. Some students had problems with word spellings, for example *ích ôi* instead of *ít ôi*, *bài tổ* instead of *bày tổ*, and *nghệ sĩ góp Việt* instead of *nghệ sĩ gốc Việt*.

Most of the students' ideas were relevant to the text. Some students presented a limited range of information relating to the text. Quite a lot of students only presented one aspect or one key point from the text which meant that their responses lacked depth. Some students demonstrated a limited ability to manipulate language and clarify the meaning, such as *Sóng gió là điều đáng tự hào* (*Chaos is a thing to be proud of*).

Markers felt that it was inappropriate to include in the letter to editor *Cám ơn vì đã lắng nghe!* (*Thank you for listening!*). The least successful students did not go into enough depth when discussing the issues or did not read the task carefully. The most impressive letters picked up and included many aspects from the provided text. Responses in part B were generally of the required length, and the better responses adhered to the features of the text type, with an appropriate salutation and conclusion.

## **Section 3: Writing in Vietnamese**

Most students planned their use of time well enough to write a response of an appropriate length in this section.

Question 6 was the most popular question, chosen by more than half of the students, followed by Question 7 (chosen by approximately a quarter of the students) and Question 5 (chosen by one-tenth of the students). Question 8 was the least popular choice.

Most students responded appropriately to the question they chose. The most successful students read the task carefully and responded meaningfully to the focus. However, a few students did express their ideas in a very long paragraph without commas or full stops. Some students had problems with selecting appropriate vocabulary. A small number of students did not demonstrate the conventions of the text types, and only a few referred to the texts they studied during the year to support their response. Across the questions in this section, some students made incorrect use of *t/ch*, *c/t*, *ch/tr*, or *iu/iêu*.

Writing in Vietnamese is a complex and demanding text that requires creativity and familiarity with a range of text types, as well as linguistic competence. Students should also check that their responses include the appropriate context, purpose, and audience and incorporate the features of the text type.

## **GENERAL COMMENTS**

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.

In regards to the submission of school materials for central moderation, it is recommended that schools use one CD for all interactions and one CD for the in-depth studies. The white bag should include an approved LAP with an addendum if there have been any changes. The name of the school should be written clearly on the bag.

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Chief Assessor