

Vietnamese (continuers)

2015 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

Folios submitted for moderation were of a high standard, with many students demonstrating achievement at the highest level. Task design that adhered to the subject outline and allowed for achievement at the highest level of the performance standards supported student learning. Moderators suggested the following to better support students:

* The best stimulus texts use language that gives the task depth, providing extended vocabulary and ideas for students to complete the task at a higher level.
* Expose students to a wide range of text types, including supporting their understanding of text conventions. This may help the students in all assessment types including the examination.
* As it may be very hard to fairly assess interactions between students, even with two students, teachers are advised to carefully consider the design of the interaction task. For fairness and consistency of assessment judgments, teachers must ensure that all students have the opportunity to speak for the required time.
* For students to have the opportunity to achieve at the highest level, an interaction must have a degree of spontaneity as opposed to simply being a rehearsed presentation. The best interactions were those with a natural flow and in which the questions gave students the opportunity to give their opinions and adjust or elaborate in response to reactions and comments. Once again moderators express the view that teachers should look at the subject outline to clarify the requirements of the interaction task.

Assessment Type 2: In-depth Study

The majority of students submitted in-depth studies that met all subject outline requirements. Many in-depth studies were on new topics and themes relevant to Vietnamese culture and lifestyle, enhancing student learning. If one topic is chosen for the whole class, each student must investigate a different aspect of the topic. Students should be encouraged to focus on one aspect of a topic in depth, rather than investigating general knowledge. Current social issues such as ‘The impact of technology on youth’ are too broad, making it difficult for students to demonstrate depth of ideas. Overall the reflective responses in English were of a very good standard. The better reflections were those in which the student described the impact of their research, including how it challenged their values, beliefs, perspectives, and opinions, rather than just presenting factual information.

## External Assessment

Assessment Type 3: Examination

Oral Examination

Students are reminded that during the oral examination they should speak in Vietnamese at all times and should aim to elaborate when responding to questions. They should know Vietnamese words that are common in daily life and through the topics studied, for example, *system, creative, experience, club, source, restriction, search, relax, responsibilities, situation, monitor, control, I guess, support* and *part-time.* The discussion, which focuses on Assessment Type 2: In-depth Study, is an opportunity for students to enrich their vocabulary in their chosen topics.

Section 1: Conversation

Once again most students demonstrated a sound understanding of the questions and in most cases provided extended responses in a conversational style on topics such as their schooling, interests, family, friends, and future plans. Stronger responses demonstrated in-depth knowledge, and the students were able to maintain the interaction, in particular by using eye contact and appropriate body language.

Section 2: Discussion

Generally students demonstrated a high level of accuracy in pronunciation and excellent overall speaking skills. Most students performed well by explaining and reflecting on their research with clarity and insight. Markers noted that a bonus of the study of Vietnamese culture and community is that it raises awareness of other people’s lifestyles and institutions and students apply this knowledge to their chosen topic.

Students followed the structure of their topic well and expressed their information with sufficient detail. Successful students used pictures/photographs to support their oral. The better responses showed good presentation skills by making effective use of supporting materials.

Teachers are reminded to support the students in choosing their topics. Topics that are too broad or have little relation to Vietnam or the Vietnamese-speaking community do not allow for depth of research. Therefore they can only discuss their topic in superficial and basic ways. Similarly topics without a clear focus make it difficult for students to achieve in the A grade band. To encourage depth of research and understanding, topics must be specific. There is a strong correlation between the depth of ideas in the chosen topics and the capacity to effectively interact and maintain a discussion.

Examiners were pleased that students were very polite and used the correct form of address. Weaker oral interactions were those that overly relied on rehearsed responses, rather than on spontaneous conversation. Learning by heart is a good method of learning; however, it might not be the best method to apply in a conversational assessment.

Written Examination

Students generally performed very well in this section of the examination. Students are reminded to read all questions carefully and ensure that they fully understand the requirements of the task. It is also important to plan the response by looking at aspects such as who, when, why, what, text type, and audience before starting to write. Students should be given plenty of practice under examination conditions and be familiar with all of the required text types that are listed in the subject outline.

Section 1: Listening and Responding

The most successful responses showed evidence of good note-taking skills, which enabled students to pay attention to details. Students demonstrated a very good ability to understand the meaning of the texts. The good responses expressed clearly the purpose of the texts.

Students should read the questions carefully. Students may develop stronger listening and comprehension skills if they are exposed to a range of text types, and teachers should provide students with opportunities to develop good note-taking skills.

Question 1

Students performed very well in this question. Every student correctly identified the game of rock-paper-scissors. The majority of students identified that the reason for playing the game was to decide who will take out the rubbish.

Question 2

Most students correctly identified that the purpose of the announcement was to give information to travellers about catching the buses. There were a few misspellings of *Đà Lạt* (for example, *Đà Lật*, *Đà Lạc*). The majority of students completed the bus information details correctly and identified that the travellers must give their luggage to the assistants and sit in the correct allocated seat.

Question 3

Most students performed well in this question. The reason for last year’s renovation was to make the back room safer for child minding, and this year’s renovation is to repair the old kitchen. Minh doesn’t like the renovations because they create dust and everything has to be cleared out, and he thinks they are pointless because the children won’t be using the house anyway, as they are moving out. Some students misspelt *đồ đạt* (*đồ đặc*) and *bụi bặm* (*buội bậm*).

Question 4

The majority of students performed well in this question. Mr Nguyễn Văn Lê was chosen for the interview because he is the president of the Regional Teachers Association. However, a few responses used ‘minister’ or ‘director’ instead of ‘president’ (*chủ tịch*).

Question 5

The majority of students performed well in this question. A few responses did not use ‘fluent’ (*thông thạo*) correctly, and a few responses used *‘tập luận’* instead of ‘*huấn luyện*’. Students responded with a range of evidence from the text, including that Được is multilingual, is prepared to take 2 weeks of training, has studied in the field of tourism, and has travel experience. Most students correctly inferred that Được would travel by train because the train station is near her house, so it is very convenient.

Section 2: Reading and Responding

Part A

The most successful responses were informative and comprehensive, and provided analysis and interpretation of the information provided in the text. It is good to see that students are interpreting and expressing the ideas in their own words. It is recommended that students aim to summarise evidence rather than translate it word for word. Students should focus on developing skills in reading and responding during the teaching and learning program. It is great to see students demonstrating a very high level of bilingual skills.

Question 6

Most students performed well in this question. A few students mistakenly interpreted the word ‘*giao lưu*’ to mean ‘to admire’ instead of ‘to share’. Children are involved in *Tết* by being given new clothes and lucky red envelopes, and also by participating in costume competitions.

Question 7

Most students responded very well to all parts of this question. A few responses only gave Khoa’s father’s view regarding the issue and not his mother’s. She understands that he does need a break from the tiring, hectic pace, and therefore having some time for entertainment is good.

Part B

Students had to respond to an online forum. The majority of responses adhered to the Vietnamese features of the text type with a lot flexibility and creativity. The language was generally fluent and easy to read. The most impressive responses understood the main focus of the stimulus text and included many aspects in their discussion. The students expressed their opinions in depth. Responses were mostly of the required length and text type.

In general students responded with ideas that were relevant to the task. Students should make sure not to misspell words that are provided in the stimulus text. Some common errors or incorrect use of vocabulary were as follows:

* Problems with punctuation and clarity of expression (incorrect use of words)
* *Khuyến khích các bạn cố gắng giám đốc giờ giải trí ...*
* *Đó là sự nở nang thông tin ...*
* *Giữ sự công bằng cả hai game và thể thao ...*
* *Tôi biết vì tôi kỷ niệm rồi.*
* *Tôi phải giám đốc thời gian của tôi.*
* Accurate information but problems with appropriateness of vocabulary
* *Mỗi thể thao đều có không khí khác nhau …*
* *Tuy thể thao có rất nhiều bổn phận …*
* *Trong cuộc đời phải có sự hòa thuận với mạng và đời …*
* *Căn thẳng, hãi tập thể thao, xuất ngày, đàng quàng, đối sử, tiềm bạn, tiếp súc, dữa chơi game, chỗ chống, tắt hại, trên mạn …*
* Simple spelling or usage mistakes, for example: *luôn / luông*, *giữa / dữa*,

*đều / điều*, *các / cách*, *ích / ít*, *khác / các*, *chơi / trơi*, *sau / sao*.

Section 3: Writing in Vietnamese

The majority of students chose Question 10, and the second most popular question was Question 11. Students who chose Question 9 achieved very good results. Students are reminded to read questions both in Vietnamese and English carefully so that they understand what is required in their response. Some responses did not follow the appropriate conventions of text type requirements. Teachers are encouraged to provide ample opportunities for students to develop their writing skills for different purposes, audiences, and contexts throughout the teaching and learning program.

## Operational Advice

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.

The packaging and presentation of materials was highly accessible to moderators this year. Teachers are asked to submit an addendum if changes to the approved learning and assessment plan are made for any assessment tasks. Please note that if a folio task is described as consisting of two parts, then both parts must be submitted for moderation (e.g., a job application letter with a CV; a comic script with the supporting pictures). When forming assessment groups, ensure good communication so that students are not disadvantaged.

## General Comments

The overall standard of student responses to assessment tasks was high this year. The written examination results are very similar to those in 2014. Teachers are encouraged to ensure that tasks meet all learning requirements, and focus on appropriate themes and topics from the subject outline. Common spelling mistakes can be avoided by providing students with a spelling list throughout the teaching and learning program. Students and teachers are encouraged to read and discuss this report and therefore avoid common errors (e.g., in-depth studies for the discussion should be specific and not too broad; interactions in the folios must have a level of spontaneity rather than be a rehearsed presentation between two or three students).

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