

# **Vietnamese (continuers)**

2011 Assessment Report



Government  
of South Australia

**SACE**  
Board of SA

# VIETNAMESE (CONTINUERS)

## 2011 ASSESSMENT REPORT

### OVERVIEW

Assessment 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

Most folios submitted for moderation were of a high standard. Students responded well to the range of tasks. However, teachers are encouraged to consider task design, to maximise opportunities for achievement at the highest level. For example, a diary response should be personal rather than about a general theme discussion, and may include evidence of reflection.

Moderators also noticed that past examination material was used for some school assessment tasks. Teachers should consider how suitable these materials are as stand-alone tasks, whether questions need to be adapted to challenge students further, and the current assessment design criteria and performance standards.

Oral interaction tasks demonstrated evidence of learning mostly at the A and B grades. The length of the tasks was appropriate. Teachers are reminded that in this section the focus is on interaction rather than presentation.

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

The in-depth study tasks presented for moderation were mostly well organised, with appropriate tasks. The content of the reflective response in English tasks was of some concern. Some reflections tended only to report information and gave little reflection on learning or insight into the student's journey with his/her in-depth study.

The oral presentation tasks were mostly of good standard. Students who had prepared well with their research seemed to present more confidently.

Most of the tasks for writing in Vietnamese were the right length, although some were slightly too long. Students are reminded that it is important to adhere to the word-limits stated in the subject outline.

### EXTERNAL ASSESSMENT

#### Assessment Type 3: Examination

##### Oral Examination

##### *Section 1: Conversation*

In general students coped well in the conversation part of the oral examination. They showed their abilities in maintaining an interaction and providing detailed answers to questions. Most students maintained their composure throughout the oral

examination and only a few required time and encouragement before settling into the conversation.

Generally students were calm and confident in this part of the examination and demonstrated a high standard of oral communication in the conversation. Students showed a sound understanding of the questions and, in most cases, provided extended responses in a conversational style without using rehearsed material. Examiners noted that some students sought appropriate clarification to questions, and teachers are encouraged to help students to develop this skill.

Students sometimes used English words or straight English-to-Vietnamese translations in supporting their responses. These should be avoided where possible. Some common misuse of prepositions and articles are *đi vượt biển*  $\neq$  *đi qua biển*, *chán*  $\neq$  *làm buồn*, *lúc 5 giờ*  $\neq$  *ở 5 giờ*. Students should be aware of more specialised words like these, as well as everyday words that are taught in class.

Teachers should encourage students to use more adjectives, particularly when talking about their feelings and about people.

### *Section 2: Discussion*

The discussion part of the oral examination brought out some noticeable differences in student performance from the conversation part. Students who had prepared well for their chosen topics had appropriate vocabulary to discuss them confidently and in depth. Teachers are advised to ensure that students prepare adequately for both parts of the oral examination. Students are also encouraged to develop their specialised vocabulary and take all opportunities to discuss their topic.

Examiners indicated that the overall standard of the discussions was very good. The highest-achieving students had prepared well and were able to address unexpected questions. Less successful discussions featured only basic information, without in-depth conclusions or ideas. It is best when students choose a variety of topics. This year some common topics included Vietnamese celebrations, migration, and environment and there were also many topics based in social issues.

Examiners noted that some students chose topics that seemed more closely aligned to the background speakers level subject outline than to the continuers level one. Teachers should ensure that topics are drawn from one of the prescribed themes for this subject.

Some students brought pictures to support their ideas and, in the most successful discussions, students used these resources to engage the examiners throughout the assessment.

Students generally used a range of vocabulary to express opinions and demonstrated good pronunciation. There was good use of conjunctions, such as 'tuy nhiên', 'và lại', and 'hơn thế nữa', to get students' points across.

The overall level of accuracy and degree of fluency were lower in the discussion than the conversation.

## **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 what they need to do.

### *Section 1: Listening and Responding*

The most successful students had good note-taking skills, which allowed them to go beyond recording what they heard to produce appropriate and detailed answers. Students are reminded to answer questions only according to the information given,

as drawing on their own knowledge may lead to incorrect or irrelevant responses. Students may develop stronger listening and comprehension skills if they are exposed to a range of text types, and teachers should also provide them with opportunities to develop good note-taking skills.

#### Question 1

Students performed very well in this question.

#### Question 2

Most students performed well in this question.

To answer question 2 (b) successfully, students needed to understand what the question asked. The text was about the speaker assuring his mother that everything was under control, and the message was in conveying this to the listener.

#### Question 3

In question 3 (b) some responses lacked detailed information and others provided information that was not in the text. Students should also be able to identify common sports mentioned in a text.

#### Question 4

Students are reminded to read the question carefully and not simply translate the text.

#### Question 5

Text 5 was the most challenging question in this section. Students are reminded to read the question carefully, and it is also helpful to if they understand language that may be used in various texts.

Students are encouraged to look for the author's feelings and not merely translate the text (for example, 'she was polite and courteous because...'; 'she is optimistic because...'). Teachers are encouraged to give students opportunities to practice more questions of this nature, to build their understanding of language used in a range of text types.

#### *Section 2: Reading and Responding, Part A*

The most successful responses provided analysis and went beyond the information provided in the text to answer informatively and comprehensively.

It is recommended that students aim to summarise evidence rather than translating it word by word. Students should focus on developing skills in reading and responding to questions of this nature during the teaching and learning program. Students are reminded to respond in the language that is instructed in the examination paper and not to give personal opinions as the subject outline does not require them to do so.

#### Question 6

Many students achieved high marks for this question. Others provided only a translation of the text and did not fully answer the question, while some wrote very short answers. Part (a) and (c) were answered well. However, in part (b), some responses did not provide supporting evidence and some included supporting evidence but did not go beyond translating it.

#### Question 7

There were some highly successful responses to this text. Students are encouraged to read the questions and the text carefully and to analyse the text properly before answering, remembering that their response should be detailed and comprehensive

rather than a translation. Many students achieved almost full marks for part (a) and (c), but part (b) could have been answered in more detail.

### *Section 2: Reading and Responding, Part B*

Most students understood and responded to the letter in detail and addressed the criteria for nominating a candidate. However, some students did not adhere to the conventions of a formal letter. The letters were generally organised, coherent, and correctly formatted. Most responses included a date, a salutation, and a signature.

Students are advised to read the text and question very carefully; some candidates gave an age that was too young to meet the stated criteria. However, responses were generally expressed very well.

Examiners were concerned to see students translating directly from English to Vietnamese (for example, 'luôn đề tanh mạng người đi đầu' =/= 'always think of others'). Students are reminded to:

- ensure that they use the correct diphthongs
- take care with the use of ng/ngh, v/d, n/ng, s/x and ch/tr
- use the tone marks of 'hỏi' and 'ngã' correctly.

Students are encouraged to develop skills and confidence in using dictionaries to understand and use specialised vocabulary, and to check and correct their own work when needed.

### *Section 3: Writing In Vietnamese*

The majority of students chose question 10 in this section.

The less successful responses tended to be too long, contained irrelevant information, and lacked depth of treatment. Students should remember that quality is more important than quantity in responses.

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. Students are also reminded to read questions carefully so that they understand what is required in their responses, for example, how to identify the main subject.

Examiners noted that:

- grammar and sentence structures were generally of a high standard
- inappropriate vocabulary selection detracted from some otherwise successful responses
- a few responses did not observe the conventions of an appropriate text type
- spelling sometimes needed more work (e.g. *trong/chong, tiết/thiết, gia/da, sau/sao, nếu/niều*).

Students are reminded to write in pen (pencils are not permitted).

Teachers are encouraged to support students in developing skills in dictionary use by using bilingual dictionaries during the teaching and learning program.

## **OPERATIONAL ADVICE**

This year the learning and assessment plan addendum was used very well. Tasks were largely appropriate and teachers are reminded that good task design is important since students may be expected to respond to what is included in the task design.

Moderators noted that, at times, the grades on tasks and the overall grade did not match (for example, C + C + B  $\neq$  A). Teachers are encouraged to make their overall grade assessment decision carefully, and to double-check their clerical details.

Materials were mostly packaged appropriately for moderation. Audio files should include some identification (for example, a student's SACE registration number). It is suggested that schools could put each student's work in two folders, one labelled 'Folio' and the other 'In-depth Study' (or 'IDS'). The same recommendation would also apply to audio CDs. This would help moderators to locate individual student work more easily.

Chief Assessor  
Vietnamese (continuers)