



**2012**

**Languages: Vietnamese GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

The majority of students performed very well in the 2012 Vietnamese oral examination, which assessed students' competence and skills in using spoken Vietnamese. The oral examination has two sections: the Conversation and the Discussion.

Section 1, the Conversation, lasts for approximately seven minutes and consists of a general conversation about students' school and home lives, family, friends, interests and future aspirations.

Section 2, the Discussion, lasts for approximately eight minutes. The focus of the Discussion is on exploring aspects of the language and culture of the Vietnamese-speaking community. It is linked to the sub-topic selected by the student for the Detailed Study and it is assumed that students will have used 15 hours of scheduled class time to research the Detailed Study. The Discussion is not a presentation – it is an exchange or discussion between the student and assessors. Students should demonstrate facts, opinions and reasons, and converse on aspects of the Detailed Study in a broad sense. They are encouraged to not rely on just one aspect of the Detailed Study or just one text. Students are expected to refer to the texts that were studied as part of their Detailed Study. They may support the Discussion with photographs, diagrams and/or maps, and they are not allowed to use dictionaries or notes. Students must remember not to mention the name of their school or the names of their teachers during the oral examination.

### **SPECIFIC INFORMATION**

#### **Section 1 – Conversation**

In general, students did well in this section. More marks were awarded to students who successfully maintained and advanced the exchange appropriately and effectively. These students gave their answers in full sentences rather than just one-word responses such as *co* or *khong* (yes or no). Students who were not able to display clarity of expression and accuracy of vocabulary and grammar or use relevant information did not score highly.

During the oral examination, students should use expressions such as the following in order to display traditional and cultural manners.

- *Chao thay, chao co* (good morning/afternoon teacher)
- *Thua thay, thua co* (sir/miss)
- *Da-Vang* (yes)
- *Em xin trình bay* (I would like to display/present)
- *Xin thay/co lap lai* (sir/miss, please repeat)
- *Em xin phep duoc noi lai* (I would like to adjust/say/correct)

#### **Section 2 – Discussion**

Students have one minute to introduce their sub-topic at the beginning of the Discussion. Assessors do not know before the exam begins what sub-topic has been selected for the Detailed Study or the texts that the students have studied. The sub-topic may relate to any of the topics listed in the study design under the theme 'Vietnamese-speaking Community'. As students are expected to spend 15 hours of class time on the Detailed Study, they should be able to discuss more than just one aspect of the sub-topic. Most students were very well prepared for this section of the examination. Students were not penalised if they failed to mention the texts studied in the introductory first minute. These can be asked about during the ensuing discussion.

Some successful sub-topics were

- *Gia Dinh Viet Nam* ('Vietnamese family')
- *Tet Nguyen Dan va mot Vai tuc le ngay Tet* ('New Year Festival and some New Year customs')
- *Phu nu Viet Nam* ('Vietnamese women')
- *Kinh nghiem di dan* ('Migrants' experiences')
- *Ca dao Tuc ngu va Truyen co tich* ('Folk songs and folk tales').

# **2012 Assessment Report**



Students and teachers are reminded that the above-mentioned sub-topics are examples and should not be regarded as the only possible sub-topics.

In several cases, it seemed that students had left their selection of a sub-topic until the last minute, resulting in poor preparation and a poor performance. There is no need to choose a complex sub-topic; students should choose a sub-topic that is appropriate to their language ability.

The crucial issue for the selection of a sub-topic lies in the student's ability to support a stance with reference to the texts that were studied. The emphasis is not on assessing how much detail the student can recall about the texts, but on how well they can use this information to support the stance that is presented. The student had to present their stance clearly and be prepared to elaborate on and explain aspects of their sub-topic in relation to wider, related issues.

Students who excelled were those who impressed assessors with original thoughts or a depth of traditional and cultural responses in the Discussion. Students with weaker responses tended to concentrate on relating facts or information and had difficulty sustaining the Discussion.

The majority of students brought pictures, maps or diagrams to support the Discussion. Students are reminded that if they bring objects, such as pictures, maps or diagrams, into the examination, the objects must contain only minimal Vietnamese.