



2011

Languages: Vietnamese GA 3: Examination

Written component

GENERAL COMMENTS

The written examination assesses students' knowledge and skills in dealing with spoken and written texts, and in expressing ideas through the creation of original text in Vietnamese.

- Section 1 – Listening and responding covered topics such as how to set up a business, Vietnamese dishes and a successful Vietnamese person.
- Section 2 – Reading and responding dealt with making a Vietnamese leaf hat and friendships.
- Section 3 – Writing in Vietnamese required students to express their ideas by writing an original text in Vietnamese.

The length and kind of writing for this task were taken into account. Students should be familiar with the five kinds of writing required: informative, imaginative, personal, persuasive and evaluative. The students are expected to be able to demonstrate their writing skills in Vietnamese.

Most students understood the task and performed well. However, others gave their responses in note form when **full-sentence** explanations were required. Providing accurate information was another serious problem. No students responded in the incorrect language this year; however, some did not answer a question in Section 3, which was disappointing as this section carries many marks.

Students who achieved good results responded in English or Vietnamese in a logical sequence, and expressed themselves with a solid structure of sentence building and with correct tone, grammar and syntactical rules.

SPECIFIC INFORMATION

There were 27 questions that needed to be answered within the three separate sections.

Section 1: Listening and responding was divided into Parts A and B. Part A comprised eight questions that had to be answered in English. Part B comprised four questions based on a conversation about a successful Vietnamese person and the students were required to answer in Vietnamese. They needed to refer to the text to answer successfully.

Section 2: Reading and responding was also divided into Parts A and B. Seven questions about a Vietnamese leaf hat had to be answered in English. Part B comprised two questions from a text about friendships, and the students were required to answer in Vietnamese.

Section 3: Writing in Vietnamese. Students had to choose one topic from five options and write their response in Vietnamese.

Section 1 – Listening and responding Part A – Answer in English

Text 1

Question 1a.

A business that sells appliances that use solar energy

Question 1b.

- money (or capital)
- a suitable (or appropriate) location
- distributors who will be able to supply solar energy products
- a business permit (or licence)

Question 1c.

Teamwork and/or effort

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Text 2

Question 2a.

By providing a suitable environment for food to be produced/developed/grown all year round

Question 2b.

Any one of:

- they incorporate vegetables and spices to create a balanced taste of sour, salty, bitter and spicy
- interesting combinations and a contrast between soft, crunchy, smooth and coarse.

Question 2c.

- Steamed, grilled or stewed dishes are commonly eaten every day instead of fried dishes.
- Salad dishes are freshly made using fresh lemon juice or vinegar instead of an oil-based dressing.

Question 2d.

Breakfast

- beef noodle soup/crushed rice/rice flour rolls/congee or porridge/meat, salad, bread rolls and coffee

Lunch or dinner

- rice/savoury dishes, stir-fried/soup with fish or meat and vegetables

Snacks

- rice paper rolls/prawn cakes/green papaya salad/sweets

Question 2e.

- provide vitamins; for example, Vitamins A, C and E
- prevent the process of ageing
- improve the digestive system

Part B – Answer in Vietnamese

Text 3

Question 3a.

- *Chủ đề là đoán tên của người khách được phỏng vấn* (The topic is ‘Who is the mystery guest?’)
- *Đoán đúng tên của vị khách này sẽ trúng 2 giải thưởng đi dự chương trình đố vui lần tới.* (If listeners can guess the name of the mystery guest, they have a chance to win two tickets to the mystery guest’s next show.)

Question 3b.

Vì anh ta thích hợp với việc diễn hài kịch hơn là công việc của một luật sư (The mystery guest worked as a lawyer for some time, but then he realised that he was more suited to working as a comedian than he was suited to working as a lawyer. [He followed his interest in being a comedian.])

Question 3c.

- *Anh ấy đã diễn hài miễn phí rất nhiều lần và chăm chỉ làm việc có khi diễn 7 ngày một tuần và thường xuất hiện giữa chợ để diễn cho mọi người cười* (He worked very hard. [He did many free shows, worked 7 nights per week and worked in the market.])
- *Anh ấy có cái nhìn lạc quan trong công việc* (He always maintained [kept] a very positive attitude.)
Anh ấy có sự kết nối với mọi người nói chung và sự liên hệ với khán giả của anh nói riêng (He connected [interacted] well with people in general and with his audience, in particular.)
- *Anh ấy luôn để hết tâm huyết vào suất diễn của mình.* (He always put his whole heart and soul into his shows/his work.)

Question 3d.

- *Anh ấy là người khách đặc biệt của chương trình đố vui trên đài radio* (He is the mystery guest on a radio show.)
- *Anh ấy là người diễn hài xuất sắc nhất trong năm* (He won ‘Comedian of the Year’.)
- *Anh ấy góp mặt vào chương trình giải trí* (He has participated in many entertainment shows.)
- *Anh ấy góp mặt vào nền điện ảnh Úc và Tân Tây-Lan.* (He has participated in the film industry in both Australia and New Zealand.)



Section 2 – Reading and responding
Part A – Answer in English

Text 4

Question 4a.

Leaf hats are necessary because they complement the lifestyle in a tropical country through all seasons.

Question 4b.

- pick out some young and tender palm leaves
- clean the palm leaves with sand
- dry the palm leaves in the sun
- smooth (flatten) the palm leaves with a hot metal iron to prevent the palm leaves from becoming brittle
- prepare long, whittled bamboo splints
- hang and smoke the bamboo splints to make them termite-proof
- sew the leaves onto the conical rings

Question 4c.

The sewing task was the most difficult process during the making of the leaf hat because:

- the leaf hat has to be sewn by hand using silk threads
- you need to sew skilfully and meticulously
- if not sewn carefully, the leaf hat will not achieve the right balance.

Question 4d.

The finished hats were attractive because:

- pagodas, birds and flowers are inserted between the layers
- famous poems are inserted between the layers
- when the hats are held up to the light, these designs/motifs can be seen
- the designs are attractive in a subtle/subliminal/quiet/modest/restrained way.

Question 4e.

The leaf hat honours Vietnamese women as the hats help to create their charming and graceful beauty.

Question 4f.

The purpose of the text was to inform readers, tourists or Vietnamese people (living in other parts of the world) about traditional leaf hats.

Question 4g.

The text was effective for its purpose and audience because:

- it had a title and paragraphs so that its structure was very clear, making it easier to read
- the article was an informative text so the language (words) was clear and straightforward, so people could understand it easily
- the steps for making a leaf hat were set out in the correct order so that people can understand the instructions
- the audience (readers) was given further information that was culturally interesting; for example, the decorations and the link with Vietnamese women
- because this was an informative text, it did not try to persuade the readers in any way.

Part B – Answer in Vietnamese

Text 5

Question 5a.

- *Cả hai đều thích âm nhạc* (They both like music.)
- *Cả hai đều thích sinh hoạt ngoài trời* (They both like outdoor activities.)
- *Cả hai thường nghe radio* (They both listen to the radio.)



Question 5b.

Thu bị mù nên dù có mở mắt cũng chỉ thấy một màu đen tối (Her world was dark because she could not see. This was 'usual' because she was blind.)

Question 5c.

- *Nhà bị cháy* (The house was on fire.)
- *Ba mẹ của Liên nghe tiếng hét của Thu và mọi người thoát ra khỏi nhà an toàn không ai bị thương tích vì lửa cháy* (The parents heard her cries and everyone got out of the house before anyone was injured in the fire.)

Section 3 – Writing in Vietnamese

Criteria for this section included:

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar.

Question 6

The journal entry could have included the following:

- greetings (*câu chào – không bắt buộc phải có*)
- date (*ngày tháng năm*)
- introduction to the topic/opening (*Mở bài/Giới thiệu đề tài*)
- body (*thân bài*):
 - analysis of the problem (*Phân tích/nêu ra những khó khăn*)
 - details of the event in your life which influenced the way you think about having a healthy lifestyle (*Chi tiết về một sự kiện trong đời em mà nó đã làm thay đổi cách suy nghĩ của em về lối sống lành mạnh*)
 - positive points learnt from this event (*Điều lợi học hỏi được từ đó*)
- conclusion or reflection (*Kết luận*).

Question 7

The story (narrative) should have been imaginative and written in the past tense. It needed to be consistent and coherent. Suggested points include:

- description of the three wishes (*Mô tả 3 điều ước*)
- what happened in this imaginative story? (*Chuyện gì đã xảy ra?*)
- retell the dream with three wishes (*Kể lại câu chuyện với ba điều ước*)
- the feeling when being granted three wishes (*cảm tưởng khi được cho 3 điều ước*)
- interesting experiences with three wishes (*Trải nghiệm thú vị với ba điều ước*).

Question 8

The letter could have included (*Lá thư gồm có*):

- place and date (*Nơi viết thư và ngày tháng năm*)
- greetings (*Bạn thân mến...*)
- introduction (*Mở bài*):
 - introduce the topic and the reason for your advice (*Giới thiệu đề tài và lý do tại sao em muốn khuyên người đọc nên dùng phương tiện di chuyển công cộng thay vì mua xe hơi*).
- body (*Thân bài*)
 - provide at least 2 reasons for using public transport and explain why. (*Đưa ra 2 lý do tại sao dùng phương tiện di chuyển công cộng và giải thích rõ*).
 - benefits of public transport (*Lợi ích của việc sử dụng phương tiện di chuyển công cộng*).
 - disadvantages of buying a car (*nhược điểm của việc mua xe hơi*).
- conclusion (*Kết luận*)
 - brief summary of main points (*Tóm tắt những điểm chính trong bài văn*)
- salutation, signature and name (*Lời chào cuối thư, chữ ký và tên*).



Question 9

A suggested outline for the article could be:

- introduce a popular career choice (*Giới thiệu ngành nghề được các giới trẻ ưa thích*)
- introduce the training and study program (*Giới thiệu các khóa đào tạo và chương trình học*)
- identify the prospective income, job opportunities, advantages and disadvantages of this career (*Giới thiệu về mức thu nhập phỏng đoán, cơ hội tìm việc làm, điểm mạnh và yếu của nghề đó*)
- provide a brief conclusion (*Tóm tắt*).

Question 10

The evaluative speech could have included the following suggestions (*Bài phân tích bao gồm những điểm sau đây*):

- introduce the main idea in the film (*Giới thiệu ý chính của cuốn phim đã xem qua*)
- compare and contrast positive and negative points (*Phân tích và so sánh những điểm mạnh và yếu của cuốn phim này*)
- apply some good ideas for young people's modern life (*Áp dụng những tư tưởng thích hợp vào lối sống của tuổi trẻ ngày nay*)
- conclusion (*Kết luận*).