

**Vietnamese
(continuers)**

2010 ASSESSMENT REPORT

Languages Learning Area



Government
of South Australia

SACE
Board of SA

VIETNAMESE (CONTINUERS)

2010 ASSESSMENT REPORT

ASSESSMENT COMPONENT 3: ORAL EXAMINATION

General Comments

In general, students coped well in the conversation section of the oral examination. They showed their abilities in maintaining an interaction and providing detailed answers to questions. Most students maintained composure throughout the oral exam, and only a few required time and encouragement before settling into the conversation. There were noticeable differences in student performance in the discussion part of the oral examination. Those 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.

Section 1: Conversation

The average mark for this section was approximately 85%. 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.

Sometimes, students used some English words to support their responses, for example, 'park' instead of 'công viên'; 'term 1' instead of 'học kỳ một'; 'stress' instead of 'căng thẳng'; and 'okay' instead of 'ô-kê' (được, tốt). Students need to be aware of more specialised words like these, as well as day-to-day words that are taught in class.

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

Section 2: Discussion

The average mark for this section was approximately 80%. Examiners indicated that the overall standard of the discussions was very good. The most successful students had prepared well and were able to address unexpected questions. Less successful discussions featured only basic information, without in-depth conclusions or ideas. The most popular topics were Vietnamese celebrations, environment, and migration. Teachers are encouraged to ensure that topics are drawn from one of the appropriate prescribed themes.

A number of students brought pictures to support their ideas in the discussion, and the most successful used these resources to good effect, engaging the examiners throughout the discussion.

When expressing opinions, students generally used a range of vocabulary and demonstrated good pronunciation. Overall, the level of accuracy and degree of fluency was lower in the discussion than the conversation.

ASSESSMENT COMPONENT 4: WRITTEN EXAMINATION

General Comments

Generally, students did very well in this section of the examination, with an average mark of approximately 86%. Students are reminded to read the questions carefully to ensure they have a clear understanding of what is required. The most successful students were those with good note-taking skills which allowed them to go beyond merely recording what they heard to produce appropriate and detailed answers. Students may develop stronger listening and comprehension skills if they are exposed to various types of texts, and should also be provided with opportunities to develop their note-taking skills.

Section 1: Listening and Responding

Text 1

Most students performed well in this question. The less successful responses simply listed the instructions, provided irrelevant information, and did not address the second part of the question, which was to identify the purpose of the announcement.

Text 2

Most students performed well in this question.

Text 3

The mean mark for this question was approximately 80%.

In question 3 (a) some students indicated that the characters meet at a train station and on a flight, and not at the airport.

Most students gained full marks for question 3 (b), successfully indicating the current changes to Da-nang.

Question 3 (c) was the least successfully answered for this text, as students gave a list of information from the text regarding the temple, rather than stating its name and its history. Additionally, students misinterpreted the word 'diện tích' (area) for 'dài' (height, long).

Text 4

For question 4 (a) some students only gave one of the contact details, but should also have given the name of the owner and phone number. The question focused on the effectiveness of the advertisement and some students gave insufficiently detailed answers in dot point form. Students are encouraged to think carefully about the purpose of such texts.

Text 5

This was the most challenging question in the section. Some students gave answers regarding the actual world cup and did not refer to what was said in the text. There was also a misinterpretation of the word 'vòng mười sáu' (round of sixteen) to be 'trung kết' ([grand] final).

Students found question 5 (b) the most difficult to answer, giving the prediction of the results without providing sufficient depth in their responses. Teachers are encouraged to provide ample opportunities to practice questions which require analysis during the school year.

Section 2: Reading and Responding, Part A

The mean mark for Part A was 84% and for Part B, 88%. The more successful responses provided analysis and went beyond the information provided in the text to answer informatively and comprehensively.

Text 6

Eleven students achieved full marks, and thirty-one students only missed out by one mark. Other students provided only a translation of the text and did not fully answer the question, while some wrote very short answers. The more successful students were able to highlight both the achievements and desirable qualities of a role model.

Text 7

Sixteen students received full marks, and twenty-one students missed out by one mark. Students are encouraged to read the questions and the text carefully, and to analyse the text properly before answering, remembering that a response needs to be detailed and comprehensive, rather than translating the text.

Section 2: Reading and Responding, Part B

The mean mark for this section was approximately 80%, with most students achieving between 11 and 13 marks out of a total of 15 marks.

Most students understood and responded to the email in detail, and were able to express their unhappiness about the idea of the principal banning the use of mobile phones in schools. The emails were organised and coherent and used the correct format. The majority of responses included a date, a salutation, and a signature.

Students are advised to read the text and question very carefully. Some students wrote a reply to the principal rather than to the class captain (Xuan) as the question required.

Examiners expressed concern about students translating directly from English to Vietnamese, for example, 'lây xe buýt', derived from 'took the bus'. Students are encouraged to develop skills and confidence in the use of their dictionaries to understand and use specialised vocabulary, and check and correct their own work when needed. Some examples are outlined below:

- tay nạn \neq tai nạn
- giám dũ \neq giam giữ
- ngẫu nhiên \neq ngẫu nhiên
- giới ăn \neq giờ ăn
- múng \neq muồn
- cảnh sắc \neq cảnh sát
- Sao khi \neq sau khi
- mộc chúc \neq một chút
- văn phòng \neq văn phòng.

Section 3: Writing In Vietnamese

The mean mark for this section was approximately 70%. The majority of students chose question 11 and responses to this question were most successful. Question 9 was the second most popular choice, followed by question 10.

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. and teachers should 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 the questions carefully so that they understand how to respond to the question, for example, how to identify who the main subject is.

Examiners noted that grammar and sentence structures were generally of a high standard, but that inappropriate vocabulary selection detracted from otherwise successful responses. Specialised words and words of Chinese origin were frequently written incorrectly, with some common words misspelt, for example, 'sẻ' (sẻ), 'củng' (củng), 'nhiều' (nếu), 'thư viện' (thư viện), and 'mai mán' (may mắn). Teachers are encouraged to help students to develop skills in dictionary use by using bilingual dictionaries during the year.

Chief Assessor
Vietnamese (continuers)