

Vietnamese SEE marking guide

External assessment 2025

SEE 1: Extended response (35 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Vietnamese to understand information, ideas, opinions and experiences related to relationships, roles in society, socialising and societal issues and ideas, and/or future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
4. apply knowledge of Vietnamese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
6. use strategies to maintain communication and exchange meaning in Vietnamese to discuss relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities with peers and Vietnamese-speaking community members.

Purpose

This document consists of a marking guide.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Marking guide

Section 1: Analysing Vietnamese texts in Vietnamese

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
The response:							
<ul style="list-style-type: none"> examines relevant understanding of purpose, audience, context and tone in two or more stimulus texts provides a discerning interpretation of these stimulus texts provides a discerning personal response, including their own perspectives, on two or more stimulus texts 	5	<ul style="list-style-type: none"> shows discerning inference of meaning, values or attitudes in two or more stimulus texts provides a valid judgment on these stimulus texts 	5	<ul style="list-style-type: none"> establishes an insightful focus provides a well-considered selection of evidence from the stimulus texts to explicitly support the focus demonstrates coherent sequencing of information and ideas provides valid conclusions 	5	<ul style="list-style-type: none"> identifies the text type of two or more stimulus texts provides two examples of language elements with a high level of accuracy provides two examples of textual conventions across the response 	5
<ul style="list-style-type: none"> examines relevant understanding of three of purpose, audience, context and tone in two or more stimulus texts provides an appropriate interpretation of these stimulus texts provides an effective personal response, including their own perspectives, on two or more stimulus texts 	4	<ul style="list-style-type: none"> shows appropriate inference of meaning, values or attitudes in two or more stimulus texts provides an opinion on these stimulus texts 	4	<ul style="list-style-type: none"> establishes a valid focus provides an effective selection of evidence from the stimulus texts to support the focus demonstrates mostly coherent sequencing of information and ideas provides clear conclusions 	4	<ul style="list-style-type: none"> identifies the text type of two or more stimulus texts provides one example of a language element with accuracy provides one example of a textual convention across the response 	4

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
<ul style="list-style-type: none"> examines relevant understanding of two of purpose, audience, context, tone in one stimulus provides a summary of this stimulus provides a personal response, including some personal perspectives on one stimulus 	3	<ul style="list-style-type: none"> shows inference of meaning, values or attitudes in one stimulus provides an opinion on this stimulus 	3	<ul style="list-style-type: none"> establishes a valid focus includes evidence from one stimulus to support the focus provides conclusions 	3	<ul style="list-style-type: none"> identifies the text type of one stimulus provides one example of a language element with a few errors provides one example of a textual convention across the response 	3
<ul style="list-style-type: none"> identifies a relevant purpose, audience, context or tone in one stimulus includes fragmented perspectives 	2	<ul style="list-style-type: none"> provides an opinion on one stimulus 	2	<ul style="list-style-type: none"> includes some statements on one stimulus uses evidence from one stimulus 	2	<ul style="list-style-type: none"> identifies the text type of one stimulus provides one example of a language element or textual convention across the response 	2
<ul style="list-style-type: none"> identifies an idea in one stimulus 	1	<ul style="list-style-type: none"> identifies some meaning, values or attitudes in one stimulus 	1	<ul style="list-style-type: none"> includes fragmented information from one stimulus 	1	<ul style="list-style-type: none"> identifies the text type of one stimulus 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Section 2: Exchanging information and ideas in Vietnamese

Meaning	M	Communication	M	Fluency	M
The response:					
<ul style="list-style-type: none"> purposefully conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked uses a wide range of vocabulary and grammar with a high level of accuracy 	5	<ul style="list-style-type: none"> comprehends thoroughly to sustain the exchange communicates skilfully with contextually appropriate register 	5	<ul style="list-style-type: none"> manipulates language elements and structures fluently and proficiently uses pause fillers and self-correction strategies purposefully 	5
<ul style="list-style-type: none"> effectively conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked uses a range of vocabulary and grammar with accuracy 	4	<ul style="list-style-type: none"> comprehends effectively to sustain the exchange communicates effectively with contextually appropriate register 	4	<ul style="list-style-type: none"> manipulates language elements and structures effectively uses pause fillers and self-correction strategies effectively 	4
<ul style="list-style-type: none"> conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked uses a range of familiar vocabulary and grammar with some accuracy 	3	<ul style="list-style-type: none"> provides an exchange with lapses, though some comprehension is discernible demonstrates some hesitance 	3	<ul style="list-style-type: none"> uses language elements and structures appropriately uses pause fillers and some self-correction strategies 	3
<ul style="list-style-type: none"> conveys some simple meaning related to their multimodal presentation and questions asked uses familiar vocabulary and grammar 	2	<ul style="list-style-type: none"> provides an exchange with lapses demonstrates hesitance 	2	<ul style="list-style-type: none"> uses fragmented language elements uses pause fillers 	2
<ul style="list-style-type: none"> conveys fragmented information uses limited vocabulary and grammar 	1	<ul style="list-style-type: none"> requires significant prompting 	1	<ul style="list-style-type: none"> uses disjointed language 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

SEE 2: Combination response (63 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Vietnamese to understand information, ideas, opinions and experiences related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
4. apply knowledge of Vietnamese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities
5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities.

Note: Objective 6 is not assessed in this instrument.

Marking guide

Section 1: Short response in Vietnamese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	<p>Người nói chia sẻ với tông giọng hào hứng khi được đến Úc để trải nghiệm một quốc gia và văn hóa mới trong một năm tạm nghỉ.</p> <p>1. Người nói cho rằng Úc là một quốc gia đa văn hóa mà người nói rất muốn được khám phá;</p> <p>2. Người nói định sẽ đi thăm Uluru và trải nghiệm âm nhạc cũng như nghệ thuật của cộng đồng thổ dân;</p> <p>3. Người nói cũng mong được nếm thử những món ăn ngon từ khắp nơi trên thế giới.</p>	<ul style="list-style-type: none"> identifies a valid tone [1 mark] provides a relevant example to justify the response [1 mark] provides a second relevant example to justify the response [1 mark] provides a third relevant example to justify the response [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
2	<p>Đây là một bài đăng trên Vlog chia sẻ về kế hoạch tương lai của người sở hữu kênh.</p> <p>1. Người nói bắt đầu bằng lời chào mừng người nghe đến với kênh của họ.</p> <p>2. Người nói trả lời một trong những câu hỏi của người nghe và chia sẻ về kế hoạch tương lai của họ.</p>	<ul style="list-style-type: none"> identifies a valid context [1 mark] provides a relevant example to justify the response [1 mark] provides a second relevant example to justify the response [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
3	<p>Người nói quyết định tạm nghỉ một năm để suy nghĩ về kế hoạch tương lai và trải nghiệm một quốc gia mới.</p> <p>1. Người nói cho rằng việc đến một đất nước khác sẽ giúp mở mang sự hiểu biết của người nói về thế giới bên ngoài.</p> <p>2. Người nói muốn nghỉ ngơi sau 12 năm học nghiêm túc.</p> <p>3. Một năm tạm nghỉ sẽ cho người nói đủ thời gian để suy nghĩ đúng đắn và chuẩn bị cho cuộc sống trưởng thành sau này khi đi làm.</p>	<ul style="list-style-type: none"> draws a valid conclusion about the speaker's decision [1 mark] provides a relevant example to justify the conclusion [1 mark] provides a second relevant example to justify the conclusion [1 mark] provides a third relevant example to justify the conclusion [1 mark] 	<ul style="list-style-type: none"> conveys meaning relevant to the question with few errors 	4
			<ul style="list-style-type: none"> conveys meaning relevant to the question with some errors 	3
			<ul style="list-style-type: none"> conveys meaning relevant to the question using some words and isolated phrases 	2
			<ul style="list-style-type: none"> conveys fragmented meaning 	1
			<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Section 2: Short response in English

Q	Sample response	The response:
4	<p>The purpose of Stimulus 2 is to celebrate a Year 12 student, Jason Nguyen, who won the most prestigious poetry writing competition in Queensland.</p> <p>Jason is a Vietnamese-Australian who discovered his cultural identity through his poem. He drew inspiration from his primary school teacher Mr Costello for developing his interest in and passion for poetry. Jason believes poetry can stimulate and expand our imagination.</p>	<ul style="list-style-type: none">• identifies a valid purpose [1 mark]• provides a relevant example to justify the response [1 mark]• provides a second relevant example to justify the response [1 mark]• provides a third relevant example to justify the response [1 mark]

Q	Sample response	The response:
5	<p>Jason was inspired by his teacher to develop a passion for writing. He persevered with his writing to achieve his success of winning the Queensland poetry writing competition.</p> <p>Jason was introduced to classical poets and started to create his own writing. He writes poems about his cultural heritage. His writing is inspired by the diverse people in his daily life.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about how Jason has achieved his success [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]
6	<p>An intended audience could be readers of different cultural backgrounds, reading this article about the most prestigious poetry prize in Queensland. Jason is Vietnamese-Australian and his story may interest other Vietnamese-Australian readers. Jason's winning poem is inspired by personal experiences of growing up among many different cultures.</p>	<ul style="list-style-type: none"> • identifies a valid intended audience [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark]

Q	Sample response	The response:
7	<p>Stimulus 3 indicates that young people in Vietnam care about their environment, as they are actively involved in voluntary work to advocate for the environment.</p> <p>They volunteer their time and effort to raise awareness for animals and environmental conservation. They take positive action by taking photos of endangered monkeys. They engage in respectful discussions with locals about environmental conservation.</p>	<ul style="list-style-type: none"> • draws a valid conclusion about young people in Vietnam [1 mark] • provides a relevant example to justify the conclusion [1 mark] • provides a second relevant example to justify the conclusion [1 mark] • provides a third relevant example to justify the conclusion [1 mark]

Q	Sample response	The response:
8	<p>The tone of Stimulus 3 is admiring in describing the university students' actions when they went into the forest to take photos of endangered monkeys for awareness. Both the locals and the university students came to a positive resolution, where the locals engaged in sustainable practices, and the students were met with less resistance in their environmental protection endeavours.</p>	<ul style="list-style-type: none"> • identifies a valid tone [1 mark] • provides a relevant example to justify the response [1 mark] • provides a second relevant example to justify the response [1 mark] • provides a third relevant example to justify the response [1 mark]

Extended response in Vietnamese — Question 9

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> benefit/s gained from the 12 months of study way/s they stayed connected with friends in Vietnam how this experience could influence their future plans 	6	<ul style="list-style-type: none"> develops an astute response relevant to the task proficiently communicates through <ul style="list-style-type: none"> selection of ideas logical sequencing of ideas synthesis of ideas 	5	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> blog conventions, including salutations an introduction and concluding remarks 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> benefit/s gained from the 12 months of study way/s they stayed connected with friends in Vietnam how this experience could influence their future plans elaborates on two of these 	5	<ul style="list-style-type: none"> develops an effective response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas synthesis of ideas 	4	<ul style="list-style-type: none"> uses a wide range of vocabulary purposefully with few errors uses a wide range of grammar purposefully with few errors uses a wide range of tenses purposefully with few errors uses consistent register for context 	7	<ul style="list-style-type: none"> uses one of the following <ul style="list-style-type: none"> blog conventions, including salutations an introduction and concluding remarks 	1
<ul style="list-style-type: none"> addresses and elaborates on two of the following <ul style="list-style-type: none"> benefit/s gained from the 12 months of study way/s they stayed connected with friends in Vietnam how this experience could influence their future plans 	4	<ul style="list-style-type: none"> develops some parts of the response relevant to the task communicates through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	3	<ul style="list-style-type: none"> uses a wide range of vocabulary with some errors uses a wide range of grammar with some errors uses a wide range of tenses with some errors uses consistent register for context 	6	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> addresses two of the following <ul style="list-style-type: none"> benefit/s gained from the 12 months of study way/s they stayed connected with friends in Vietnam how this experience could influence their future plans elaborates on one of these 	3	<ul style="list-style-type: none"> demonstrates some relevance to the task through <ul style="list-style-type: none"> selection of ideas sequencing of ideas 	2	<ul style="list-style-type: none"> uses a range of vocabulary with some errors uses a range of grammar with some errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses one of the following <ul style="list-style-type: none"> benefit/s gained from the 12 months of study way/s they stayed connected with friends in Vietnam how this experience could influence their future plans 	2	<ul style="list-style-type: none"> attempts to convey relevance to the task 	1	<ul style="list-style-type: none"> uses a range of vocabulary and grammar with errors 	4		
<ul style="list-style-type: none"> uses words and/or phrases relevant to the task 	1	<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0	<ul style="list-style-type: none"> uses cohesive, simple sentences with frequent errors 	3		
<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0			<ul style="list-style-type: none"> uses fragmented sentences with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated words and phrases with accuracy 	1		
				<ul style="list-style-type: none"> does not satisfy any of the descriptors above <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> is in English. 	0		

Sample response: Creating Vietnamese texts

<p>Meaning develops an astute response relevant to the task proficiently communicates through:</p> <ul style="list-style-type: none"> • selection of ideas • logical sequencing of ideas • synthesis of ideas <p>Information addresses and elaborates on all of the following:</p> <ul style="list-style-type: none"> • benefit/s gained from the 12 months of study • way/s they stayed connected with friends in Vietnam • how this experience could influence their future 	<p>Question 9</p> <p>Chào các bạn!</p> <p>Tôi muốn chia sẻ với các bạn những lợi ích mà tôi có được từ chương trình trao đổi sinh viên tại Úc và những ảnh hưởng của nó đến tương lai của tôi. Tôi cũng sẽ chia sẻ cách tôi giữ liên lạc với bạn bè ở Việt Nam trong thời gian đó.</p> <p>Mười hai tháng ở Úc đã giúp tôi có thêm nhiều bạn mới. Trong đó có một sinh viên người Úc đến từ Brisbane đã trở thành người bạn rất thân của tôi cho đến ngày hôm nay. Tôi đã đến nhiều sự kiện thể thao và biết rằng hầu hết người Úc đều thích các hoạt động ngoài trời.</p> <p>Khi ở xa nhà, tôi cố gắng giữ liên lạc với bạn bè ở Việt Nam mọi khi có thể. Những trang mạng xã hội giúp tôi có thể nhìn thấy và nói chuyện với họ hàng ngày. Chênh lệch múi giờ giữa Úc và Việt Nam chỉ có 3 tiếng, vì vậy việc liên lạc với bạn bè rất thuận tiện.</p> <p>Tôi nghĩ rằng chương trình này có ảnh hưởng tích cực đến tương lai của tôi sau này. Trong thời gian sống xa ba mẹ, tôi có thể tự lo cho bản thân và học cách tự lập. Thêm vào đó, chương trình này giúp tôi trở nên tự tin trong giao tiếp với người khác bằng tiếng Anh. Trong tương lai, tôi muốn đến Úc để học đại học.</p> <p>Tôi hy vọng rằng chia sẻ kinh nghiệm này sẽ giúp bạn đưa ra quyết định cho những kế hoạch tương lai bao gồm việc tham gia chương trình trao đổi sinh viên.</p>	<p>Textual conventions uses all of the following:</p> <ul style="list-style-type: none"> • blog conventions, including salutations • an introduction and concluding remarks <p>Language elements uses a wide range of vocabulary purposefully and with a high level of accuracy uses a wide range of grammar purposefully and with a high level of accuracy uses a wide range of tenses purposefully and with a high level of accuracy uses consistent register for context</p>
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