

Vietnamese SEE marking guide and response

External assessment 2021

SEE 1: Extended response (35 marks)

SEE 2: Combination response (55 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, and/or 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 and a sample response.

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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

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.

Where no response to a question has been made, a mark of 'N' will be recorded.

Marking guide

Section 1: Analysing Vietnamese texts in Vietnamese

SEE 1: Extended response (35 marks)

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
The response:							
<ul style="list-style-type: none"> examines relevant perspectives in 2 or more stimuli provides a discerning interpretation of these stimuli provides a discerning personal response, including their own perspectives, on 2 or more stimuli 	5	<ul style="list-style-type: none"> shows discerning inference of meaning, values or attitudes in 2 or more stimuli provides a valid judgment on these stimuli 	5	<ul style="list-style-type: none"> establishes an insightful focus provides a well-considered selection of evidence from the stimuli to explicitly support the focus demonstrates coherent sequencing of information and ideas provides clear conclusions 	5	<ul style="list-style-type: none"> identifies the text type of 2 or more stimuli provides 2 examples of language elements used that support the conclusion provides 2 examples of textual conventions used that support the conclusion 	5
<ul style="list-style-type: none"> examines relevant perspectives in 2 or more stimuli provides an appropriate interpretation of these stimuli provides a clear personal response including their own perspectives on 2 or more stimuli 	4	<ul style="list-style-type: none"> shows appropriate inference of meaning, values or attitudes in 2 or more stimuli provides an opinion on these stimuli 	4	<ul style="list-style-type: none"> establishes a focus provides an effective selection of evidence from the stimuli to support the focus demonstrates mostly coherent sequencing of information and ideas provides conclusions 	4	<ul style="list-style-type: none"> identifies the text type of 2 or more stimuli provides 1 example of a language element used that support the conclusion provides 1 example of a textual convention used that supports the conclusion 	4

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
<ul style="list-style-type: none"> examines relevant perspectives in 1 stimulus provides a summary of this stimulus includes personal opinion on 1 stimulus 	3	<ul style="list-style-type: none"> shows inference of meaning, values or attitudes in 1 stimulus provides an opinion on this stimulus 	3	<ul style="list-style-type: none"> establishes a focus includes evidence from 1 stimulus to support the focus provides conclusions 	3	<ul style="list-style-type: none"> identifies the text type of 1 stimulus provides 1 example of a language element used that support the conclusion provides 1 example of a textual conventions used that support the conclusion 	3
<ul style="list-style-type: none"> identifies a relevant perspective in 1 stimulus includes personal opinions 	2	<ul style="list-style-type: none"> provides an opinion on 1 stimulus 	2	<ul style="list-style-type: none"> includes some statements on 1 stimulus uses evidence from 1 stimulus 	2	<ul style="list-style-type: none"> identifies the text type of 1 stimulus provides 1 example of a language element or textual convention used that support the conclusion 	2
<ul style="list-style-type: none"> identifies an idea in 1 stimulus 	1	identifies some meaning, values or attitudes in 1 stimulus	1	<ul style="list-style-type: none"> includes fragmented information and ideas from 1 stimulus 	1	<ul style="list-style-type: none"> identifies the text type of 1 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	Responsiveness	M	Fluency	M	Notes
The response:						
<ul style="list-style-type: none"> effectively conveys information, ideas, opinions and experiences to questions asked uses a wide range of vocabulary and grammar 	5	<ul style="list-style-type: none"> perceptively sustains the exchange demonstrates spontaneity using appropriate register 	5	<ul style="list-style-type: none"> uses the language fluently and proficiently effectively uses pause fillers and non-verbal features 	5	<i>Perceptive:</i> having or showing insight, or the ability to perceive or understand
<ul style="list-style-type: none"> clearly conveys information, ideas, opinions and experiences to questions asked uses a range of vocabulary and grammar 	4	<ul style="list-style-type: none"> effectively sustains the exchange demonstrates spontaneity 	4	<ul style="list-style-type: none"> uses the language clearly appropriately uses pause fillers and non-verbal features 	4	
<ul style="list-style-type: none"> conveys information, ideas, opinions and experiences to questions asked uses a range of familiar vocabulary and grammar 	3	<ul style="list-style-type: none"> provides an exchange with lapses, though meaning is discernible demonstrates hesitance 	3	<ul style="list-style-type: none"> uses language acceptable to a sympathetic speaker of the language uses pause fillers and non-verbal features 	3	
<ul style="list-style-type: none"> conveys some simple meaning to 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 understood by a sympathetic speaker of language uses pause fillers or non-verbal features 	2	
<ul style="list-style-type: none"> conveys fragmented information uses limited vocabulary and grammar 	1	<ul style="list-style-type: none"> requires significant eliciting 	1	<ul style="list-style-type: none"> uses language that requires clarification 	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	

Marking guide

Short response in Vietnamese

SEE 2: Combination response (55 marks)

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	Tuấn rất thất vọng về bản thân. Anh ấy muốn thi đỗ bằng lái ngay hôm nay nhưng lại thi rớt. Rốt cuộc, anh ấy chưa lấy được bằng lái. Anh ấy chỉ có thể thi lại tuần sau nhưng anh ấy phải đi làm trong hai tháng tới, vì vậy anh ấy không có thời gian thi lại. Giờ thì anh ấy không thể chờ bạn đi formal và phải nhờ anh trai anh ấy chờ đi.	<ul style="list-style-type: none">· identifies a valid mood of the male speaker [1 mark]· provides a piece of evidence to justify this conclusion [1 mark]· provides a second piece of evidence to justify this conclusion [1 mark]· provides a third piece of evidence to justify this conclusion [1 mark]	· conveys meaning relevant to the question with few errors	4
			· conveys meaning relevant to the question with some errors	3
			· conveys meaning relevant to the question using some words and isolated phrases	2
			· conveys fragmented meaning	1
			· 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>Tâm đã cho bạn lời khuyên đúng đắn. Cô ấy đã đưa ra những lời khuyên hữu ích để giúp Tuấn tự tin hơn trong lần thi lấy bằng lái sắp tới. Cô ấy nhắc Tuấn là anh ấy có thể thi lại tuần sau. Cô ấy chỉ Tuấn cách viết chữ T và P lên hai tay để mỗi khi mất bình tĩnh không biết quẹo hướng nào cho đúng, anh ấy chỉ cần nhìn xuống hai tay. Cô ấy cũng khuyên Tuấn lái xe đi học với ba mẹ cho quen để có thêm kinh nghiệm và tự tin khi đi thi lái.</p>	<ul style="list-style-type: none"> · states a conclusion about to what extent the advice was helpful [1 mark] · provides a piece of evidence to justify this conclusion [1 mark] · provides a second piece of evidence to justify this conclusion [1 mark] · provides a third piece of evidence to justify this conclusion [1 mark] 	· conveys meaning relevant to the question with few errors	4
			· conveys meaning relevant to the question with some errors	3
			· conveys meaning relevant to the question using some words and isolated phrases	2
			· conveys fragmented meaning	1
			· does not satisfy any of the descriptors above.	0

Short response in English

Q	Sample response	The response:	Notes
3	The likely audience is foreign school leavers who want to experience unique graduation activities. The advertisement states that students receive a 10% discount if they book with their student card before September. Travel dates of December to January suit school leavers due to it being Australian school holidays. Both of the activities are aimed at people who do not know Vietnamese culture or are young as the activities are fully escorted. It is aimed at foreigners because it advertises that the homestay families speak English.	<ul style="list-style-type: none"> identifies a likely audience [1 mark] provides a piece of evidence to justify this conclusion [1 mark] provides a second piece of evidence to justify this conclusion [1 mark] provides a third piece of evidence to justify this conclusion [1 mark] 	<p>Likely audiences may include:</p> <ul style="list-style-type: none"> parents of foreign school leavers school groups or other suitable responses consistent with a reasonable understanding. <p>Examples may include:</p> <ul style="list-style-type: none"> interact with local people get to know the locals or other suitable responses consistent with a reasonable understanding. <p>A maximum of one mark is awarded if a complete and accurate response in Vietnamese is provided.</p>
4	The purpose of Stimulus 2 is to advertise unique experiences in Vietnam for school leavers. It offers participants a glimpse into traditional Vietnamese life by enabling them to join traditional cooking classes. Participants are able to visit markets and learn the methods of traditional Vietnamese cooking. People are encouraged to spend a night in a homestay, so that they will have the chance to interact with local people and visit a meditation centre. It offers a private room during homestay.	<ul style="list-style-type: none"> identifies a reasonable purpose [1 mark] provides a piece of evidence to justify this conclusion [1 mark] provides a second piece of evidence to justify this conclusion [1 mark] provides a third piece of evidence to justify this conclusion [1 mark] 	<p>Reasonable purposes may be:</p> <ul style="list-style-type: none"> have people to participate in a cooking classes sell homestay experience or other suitable responses consistent with a reasonable understanding. <p>Examples may include:</p> <ul style="list-style-type: none"> will teach you how to marinate the meat and how to decorate the dishes to make friends with local people participate in activities such as cycling around the local sites with your host family or other suitable responses consistent with a reasonable understanding. <p>A maximum of one mark is awarded if a complete and accurate response in Vietnamese is provided.</p>

Q	Sample response	The response:
5a)	<p>The writer's intention is to provide information about a start-up contest to encourage the rural youth of aspiring businesses by offering loans totalling VND 5 billion. Specific details are provided for interested people who are aged between 18 and 30 years old. Applicants must be setting up businesses in agricultural areas like animal husbandry. Applications must be received by October 4th.</p>	<ul style="list-style-type: none"> • states a conclusion about the writer's intention [1 mark] • provides a piece of evidence to justify this conclusion [1 mark] • provides a second piece of evidence to justify this conclusion [1 mark] • provides a third piece of evidence to justify this conclusion [1 mark]
5b)	<p>The stimulus is written with a formal tone found in media articles. The language used in the article is informative and reports facts about the contest. The article states that a reporter attended the launch which shows it was written for a media outlet.</p>	<ul style="list-style-type: none"> • identifies a valid tone [1 mark] • provides a piece of evidence of tone to justify this conclusion [1 mark]

Q	Sample response	The response:
6	<p>The contest is beneficial. The start-up loans give opportunities to young people that they would not ordinarily have had access to. The money from the loans enables people to start businesses they would have not been able to do. This may lead to increase food production or employment opportunities for more local people as start-up ventures expand. The second round of applicants will receive training to build business projects. This new knowledge will be invaluable for their futures.</p>	<ul style="list-style-type: none"> • states a conclusion about whether the contest is beneficial [1 mark] • provides a piece of evidence to justify this conclusion [1 mark] • provides a second piece of evidence to justify this conclusion [1 mark] • provides a third piece of evidence to justify this conclusion [1 mark]

Extended response in Vietnamese — Question 7

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses and elaborates on all of the following <ul style="list-style-type: none"> the most important thing they have learnt at school how learning a foreign language will help them in their future how they will continue to be a lifelong learner 	6	<ul style="list-style-type: none"> conveys meaning 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 and characters purposefully uses a wide range of grammar purposefully uses a wide range of tenses purposefully uses consistent register for context 	8	<ul style="list-style-type: none"> uses all of the following <ul style="list-style-type: none"> title/introduction statement of conclusion 	2
<ul style="list-style-type: none"> addresses all of the following <ul style="list-style-type: none"> the most important thing they have learnt at school how learning a foreign language will help them in their future how they will continue to be a lifelong learner elaborates on 2 of these 	5	<ul style="list-style-type: none"> conveys meaning 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 and characters accurately uses a wide range of grammar accurately uses a wide range of tenses accurately uses consistent register for context 	7	<ul style="list-style-type: none"> uses 1 of the following <ul style="list-style-type: none"> title/introduction statement of conclusion 	1
<ul style="list-style-type: none"> addresses and elaborates on 2 of the following <ul style="list-style-type: none"> the most important thing they have learnt at school how learning a foreign language will help them in their future how they will continue to be a lifelong learner 	4	<ul style="list-style-type: none"> conveys meaning 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 few errors uses a wide range of grammar with few errors uses a wide range of tenses with few 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

Information	M	Meaning	M	Language elements	M	Textual conventions	M
The response:							
<ul style="list-style-type: none"> addresses 2 of the following <ul style="list-style-type: none"> the most important thing they have learnt at school how learning a foreign language will help them in their future how they will continue to be a lifelong learner elaborates on 1 of these 	3	<ul style="list-style-type: none"> conveys some meaning relevant 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 few errors uses a range of grammar with few errors attempts to use a range of tenses mostly uses consistent register for context 	5		
<ul style="list-style-type: none"> addresses and elaborates on 1 of the following <ul style="list-style-type: none"> the most important thing they have learnt at school how learning a foreign language will help them in their future how they will continue to be a lifelong learner 	2	<ul style="list-style-type: none"> attempts to convey meaning 	1	<ul style="list-style-type: none"> uses a range of vocabulary, grammar and characters with some errors 	4		
<ul style="list-style-type: none"> mentions characters that could be used in a relevant response 	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 repetitive vocabulary, grammar and characters with some 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 repetitive vocabulary, grammar and characters with frequent errors 	2		
				<ul style="list-style-type: none"> uses isolated characters 	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		



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