

# Vietnamese SEE marking guide and response

External assessment 2022

## SEE 2: Combination response (67 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.

## 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: Short response in Vietnamese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	<p>Trong Stimulus 1, người nói thể hiện cảm xúc rất hạnh phúc. Cụ thể, cô ấy kể lại rằng trên chuyến đi bằng xe buýt, cô ấy và các bạn đã chụp nhiều ảnh và hát nhiều bài hát họ yêu thích. Họ còn được ở cùng phòng với nhau và đã có một thời gian vui vẻ. Ngoài ra, họ đã được tham gia nhiều hoạt động lý thú khi đi du lịch cùng nhau.</p>	<ul style="list-style-type: none"> <li>provides a valid description of the speaker's feelings <b>[1 mark]</b></li> <li>provides a piece of evidence that justifies the description <b>[1 mark]</b></li> <li>provides a second piece of evidence that justifies the description <b>[1 mark]</b></li> <li>provides a third piece of evidence that justifies the description <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
2	Người nói trong Stimulus 1 chọn kể về chuyến đi du lịch cuối năm lớp 12 vì đó là kỷ niệm khó quên nhất đối với cô ấy. Thêm vào đó, cô ấy cũng chắc chắn rằng chuyến du lịch là khoảng thời gian hạnh phúc mà cô ấy và các bạn của cô sẽ không bao giờ quên.	<ul style="list-style-type: none"> <li>• provides a valid explanation <b>[1 mark]</b></li> <li>• provides an example from the stimulus that justifies the explanation <b>[1 mark]</b></li> <li>• provides a second example from the stimulus that justifies the explanation <b>[1 mark]</b></li> </ul>	• 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
3	Em có thể được nghe Stimulus 1 trong một cuộc thi thuyết trình bởi vì trong phần mở đầu, người nói đã chào ban giám khảo và khán giả. Cô ấy còn cảm ơn mọi người đã lắng nghe bài trình bày của cô ấy ở phần kết thúc.	<ul style="list-style-type: none"> <li>identifies a valid context <b>[1 mark]</b></li> <li>provides an example from the stimulus that justifies the conclusion <b>[1 mark]</b></li> <li>provides a second example from the stimulus that justifies the conclusion <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

## Short response in English

Q	Sample response	The response:
4	<p>The writer chose Huy Nguyen as their subject because of Huy’s creativity in using 3D printing technology to make decorations and toys that help families abroad stay connected to their cultural heritage. Huy’s work not only helps his children know more about Vietnamese traditional culture, but also contributes to Vietnamese cultural preservation. It was also because of Huy’s passion in pursuing what he wants to do and loves to do.</p>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about why Huy was chosen <b>[1 mark]</b></li> <li>• provides an example from the stimulus that justifies the conclusion <b>[1 mark]</b></li> <li>• provides a second example from the stimulus that justifies the conclusion <b>[1 mark]</b></li> <li>• provides a third example from the stimulus that justifies the conclusion <b>[1 mark]</b></li> </ul>
5	<p>Vietnamese people living overseas from Vietnam, especially those who live in Australia, who want to preserve Vietnamese culture would find this information useful. This is evident since the products that Huy designs using 3D printing help Vietnamese people living abroad pass on their heritage to their descendants. Also, decorations and toys themed around Vietnamese ceremonies and festivals would help foreigners get to know Vietnamese traditional culture.</p>	<ul style="list-style-type: none"> <li>• identifies a likely audience <b>[1 mark]</b></li> <li>• provides an example from the stimulus that justifies the conclusion <b>[1 mark]</b></li> <li>• provides a second example from the stimulus that justifies the conclusion <b>[1 mark]</b></li> </ul>

Q	Sample response	The response:
6	<p>Huy's attitude towards his life has changed in a positive way. It is evident from the stimulus that to Huy, the designing job that he's doing is just a 9-to-5 job. However, since he started using 3D printing to design culturally themed products, his passion for creating 3D models resembling Vietnamese ceremonies and festivals grew stronger.</p>	<ul style="list-style-type: none"> <li>• identifies a valid attitude Huy has towards his work <b>[1 mark]</b></li> <li>• identifies a change of attitude Huy has towards his work <b>[1 mark]</b></li> <li>• provides an example from the stimulus that justifies the conclusion <b>[1 mark]</b></li> <li>• provides a second example from the stimulus that justifies the conclusion <b>[1 mark]</b></li> </ul>
7	<p>The purpose of Stimulus 3 is to inform Grade 12 students about a competition. The notice mentions when and where the competition will take place. It also reminds the potential participants of what to bring to the competition, including some hints of broad subjects. Finally, the notice mentions how to sign up for the competition and the deadline for doing so.</p>	<ul style="list-style-type: none"> <li>• identifies a valid purpose <b>[1 mark]</b></li> <li>• provides an example from the stimulus that supports the conclusion <b>[1 mark]</b></li> <li>• provides a second example from the stimulus that supports the conclusion <b>[1 mark]</b></li> <li>• provides a third example from the stimulus that supports the conclusion <b>[1 mark]</b></li> </ul>

Q	Sample response	The response:
8	<p>This stimulus will have a positive effect on the students. The students are reassured that their performance in History and Geography has improved a lot this year, so they have the potential to win the competition. The teacher also confirms that the students are now more confident in Science and they can dominate this year's competition. Finally, the teacher is quite sure that the students' knowledge of pop music will come in handy to help them win.</p>	<ul style="list-style-type: none"> <li>• states a valid effect <b>[1 mark]</b></li> <li>• provides an example from the stimulus that supports the statement <b>[1 mark]</b></li> <li>• provides a second example from the stimulus that supports the statement <b>[1 mark]</b></li> <li>• provides a third example from the stimulus that supports the statement <b>[1 mark]</b></li> </ul>
9	<p>The significance of 'We can reach the peak together' used at the end of Stimulus 3 means that Class 12A can win the competition as a team. It can be also inferred that as the students have done their best in the nominated subjects, they have sufficient knowledge and confidence to be successful. Furthermore, it means that after 12 years of study, the students are now ready to reach the final milestone of their school journey.</p>	<ul style="list-style-type: none"> <li>• provides an accurate translation of the quote <b>[1 mark]</b></li> <li>• provides a valid explanation of the quote's significance <b>[1 mark]</b></li> <li>• provides an example from the stimulus that supports the conclusion <b>[1 mark]</b></li> <li>• provides a second example from the stimulus that supports the conclusion <b>[1 mark]</b></li> <li>• provides a third example from the stimulus that supports the conclusion <b>[1 mark]</b></li> </ul>



## Section 3: Extended response in Vietnamese — Question 10

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"> <li>addresses and elaborates on all of the following               <ul style="list-style-type: none"> <li>what it means to be a teenager in 2022</li> <li>their opinion on teenager portrayal in the media</li> <li>who has influenced their life for the better</li> </ul> </li> </ul>	6	<ul style="list-style-type: none"> <li>develops an astute response relevant to the task</li> <li>proficiently communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>logical sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	5	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully and with a high level of accuracy</li> <li>uses a wide range of grammar purposefully and with a high level of accuracy</li> <li>uses a wide range of tenses purposefully and with a high level of accuracy</li> <li>uses consistent register for context</li> </ul>	8	<ul style="list-style-type: none"> <li>uses all of the following               <ul style="list-style-type: none"> <li>a title</li> <li>a statement of introduction/ conclusion</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following               <ul style="list-style-type: none"> <li>what it means to be a teenager in 2022</li> <li>their opinion on teenager portrayal in the media</li> <li>who has influenced their life for the better</li> </ul> </li> <li>elaborates on 2 of these</li> </ul>	5	<ul style="list-style-type: none"> <li>develops an effective response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully with few errors</li> <li>uses a wide range of grammar purposefully with few errors</li> <li>uses a wide range of tenses purposefully with few errors</li> <li>uses consistent register for context</li> </ul>	7	<ul style="list-style-type: none"> <li>uses 1 of the following               <ul style="list-style-type: none"> <li>a title</li> <li>a statement of introduction/ conclusion</li> </ul> </li> </ul>	1
<ul style="list-style-type: none"> <li>addresses and elaborates on 2 of the following               <ul style="list-style-type: none"> <li>what it means to be a teenager in 2022</li> <li>their opinion on teenager portrayal in the media</li> <li>who has influenced their life for the better</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>develops some parts of the response relevant to the task</li> <li>communicates through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with some errors</li> <li>uses a wide range of grammar with some errors</li> <li>uses a wide range of tenses with some errors</li> <li>uses consistent register for context</li> </ul>	6	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0
<ul style="list-style-type: none"> <li>addresses 2 of the following               <ul style="list-style-type: none"> <li>what it means to be a teenager in 2022</li> <li>their opinion on teenager portrayal in the media</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>demonstrates some relevance to the task through:               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>uses a range of vocabulary with some errors</li> <li>uses a range of grammar with some errors</li> <li>attempts to use a range of tenses</li> </ul>	5		

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"> <li>- who has influenced their life for the better</li> <li>• elaborates on 1 of these</li> </ul>				<ul style="list-style-type: none"> <li>• mostly uses consistent register for context</li> </ul>			
<ul style="list-style-type: none"> <li>• addresses 1 of the following               <ul style="list-style-type: none"> <li>- what it means to be a teenager in 2022</li> <li>- their opinion on teenager portrayal in the media</li> <li>- who has influenced their life for the better</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>• attempts to convey relevance to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>• uses a range of vocabulary and grammar with errors</li> </ul>	4		
<ul style="list-style-type: none"> <li>• uses words and/or phrases relevant to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• is in English.</li> </ul>	0	<ul style="list-style-type: none"> <li>• uses cohesive, simple sentences with frequent errors</li> </ul>	3		
<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0			<ul style="list-style-type: none"> <li>• uses fragmented sentences with frequent errors</li> </ul>	2		
				<ul style="list-style-type: none"> <li>• uses isolated words and phrases with accuracy</li> </ul>	1		
				<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• is in English.</li> </ul>	0		



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