

# Vietnamese

## 2017 Senior External Examination: Assessment report

### Statistics

Year	Number of candidates	Level of achievement				
		VHA	HA	SA	LA	VLA
2017	84	23	50	10	1	0
2016	56	34	17	5	0	0
2015	79	37	33	8	1	0
2014	53	25	25	3	0	0
2013	63	30	24	7	2	0

The *Vietnamese Senior External Examination* comprised two components: an oral examination and a written examination.

### Oral examination

Candidates were required to demonstrate their knowledge and skills in using spoken Vietnamese. The oral examination consisted of two sections: Conversation and Discussion. All candidates were individually assessed by a marker either in person or by telephone.

#### Conversation

Most candidates executed this component very well. They covered a wide range of topics, including academic and extracurricular activities, relatives, hobbies and interests as well as their family's migration experience. Candidates were quite natural in their pronunciation, intonation, rhythm and emphasis when describing their personal lives, schooling and subject selections, as well as tertiary pathways and pursuits. Most candidates were able to initiate and sustain the conversation in Vietnamese. They engaged with the examiner confidently and in an appropriate manner. Responses were direct and relevant and had spontaneity. However, candidates could extend their responses to allow further discussion. Candidates must ensure they can respond to conversation initiated by the examiner. A rehearsed speech on its own will not score highly.

#### Discussion

For the detailed study, the majority of candidates performed this task in a well-structured and coherent manner. The topic choice was wide, ranging from Vietnamese tradition and community to global and social matters, scientific advancements and environment. Many candidates presented their chosen topics and provided responses fluently through the use of an adequate

range of vocabulary and grammar to communicate their own knowledge and express opinions and ideas about the topic effectively. Most candidates also used appropriate pause filters. Candidates also referred to personal experiences related to the subject of the detailed study and supported their discussion with items such as photographs, diagrams and pictures (either electronic or hard copy). However, there were some candidates who came to the examination unprepared for this task.

Overall, most candidates were proficient in speaking Vietnamese. The majority of candidates were well prepared and confident with the Vietnamese oral examination. A good range of vocabulary was used with selected cohesive devices. Most candidates were able to communicate with the examiner comfortably and remained at ease using suitable sentence structures and appropriate register. Many candidates showed correct use of grammar and used specialised terminology correctly, and provided rational and unprompted responses.

To achieve a better result, prospective candidates need to use a wider range of complex language to comprehensively explain and extend their answers. They need to demonstrate flexibility in their responses, especially when asked in-depth questions about their chosen topics. They should also research thoroughly to ensure they are well prepared for the oral examination.

## Written examination

The written examination consisted of three sections: Listening, Reading and Writing. It assessed knowledge and skills demonstrated by candidates in spoken and written texts.

### Listening

#### Suggested responses

##### Task 1 (Responses in Vietnamese)

###### Question 1

*Xác định mục đích của bài nói. Sử dụng thông tin trong bài để hỗ trợ câu trả lời của em.*

*Identify the purpose of the text. Use information from the text to support your response.*

Mục đích của bài nói là để quảng cáo nhà hàng Thanh Thảo nhằm mục đích thu hút thực khách.

Các thông tin trong bài để hỗ trợ câu trả lời như:

If a candidate's answer has any three of the following, give 0.5 mark/each:

- thực đơn đa dạng
- Hương vị hấp dẫn
- không gian lịch sự, sang trọng
- có phòng cho hội nghị, tiệc cưới, sinh nhật
- giảm giá 20% vào dịp Tết

## Task 2 (Responses in English)

### Question 1

*What attitude does the author have toward the topic of the text? Justify your response using relevant information from the text.*

The author has a positive attitude toward the topic of the text (or supports the significant role of women in today's society or equivalent meaning).

Candidates can use any two pieces of information from the text to justify their response. They can be:

- talking more about the new changing role of women at home and in society
- being less strict on women at home; having more women work outside home settings; women becoming famous in different fields such as politics, science, business and other industries
- encouraging young women to pursue what they like and not restrict themselves to certain things.

### Question 2

*Evaluate the argument presented in the text. Has the speaker justified their argument based on the information they present?*

- The argument is presented effectively.
- Arguments should be logical and use information from the text.

## Task 3 (Responses in English)

### Question 1

*What does 'quy định' mean? Justify your answer.*

Quy định means regulation (policy, restriction, etc.)

The candidate should justify using any two of the following:

- to avoid people abusing the internet
- not bullying someone
- to avoid or minimise the uglier sides (racist, sexist, abusive comments) under the cover of anonymity, which might lead to discrimination, hostility and violence
- to stop empowering hate speeches.

### Question 2

*What are Anna's and Bill's positions on this topic?*

- Bill's position is totally supportive of the internet and its freedom of use.
- Anna's position is also supportive of the internet, but she is more cautious and wants to have some government input on regulating its usage to avoid/minimise the uglier sides of the internet.

### Question 3

*Whose argument is stronger? Justify your response with information from the text.*

- Anna's argument is stronger.
  - The candidate should justify using any two of the following:
    - Anna wants to have some regulation of internet use
    - misuse of internet (cyberbullying, violence, hate speech)
    - gender or racial discrimination
    - power of internet or that the internet brings awareness to social movement but no real change has happened.
- Bill's argument is stronger.
  - The candidate should justify using any two of the following:
    - Bill does not need regulation of internet
    - internet allows global competition
    - freedom of speech on internet
    - innovation and freedom to create
    - breaks down social class barriers (everyone can access education), physical distance (talk to a friend overseas) and could end poverty
    - internet brings awareness to social movement.

## Overall comments for Listening

Most candidates responded very well to the listening task. Many candidates showed understanding of the gist, but some responded incorrectly to detailed questions, such as Question 1 Task 1. There were also a number of candidates who did not evaluate the argument in Question 2 Task 2.

To achieve a better result, candidates should show their understanding of the main ideas and relevant details presented in the spoken text. Even though spelling and grammar are not assessed in the Listening section, candidates' responses or opinions might not be conveyed or understood correctly because of the large amount of mistakes in spelling and sentence structure. Candidates should also spend time analysing the information and reading the questions carefully.

## Reading

### Suggested responses

#### Task 1 (Responses in English)

##### Question 1

*What is the purpose of the text?*

The purpose of the text is to help people understand more (or to give more information) about recycling so that they can actively participate in recycling.

## Question 2

- a. *How effective is the argument?*
- The candidate identifies the argument, e.g. the positive impact of recycling **or** the importance of recycling.
  - Accept any levels of effectiveness depending on how the candidate responds.
- b. *Justify your response to question 2a.*
- Consider how well, reasonable and logical the candidate justifies their response. Candidates must use at least two pieces of information from the text, e.g. reduce cost of production, reduce waste management cost, reduce product price, reduce pollution, create good source of microorganism fertiliser, gather free plastic, paper and metal material.

## Task 2 (Responses in Vietnamese)

### Question 1

*Bài này thuộc thể loại văn gì? Hãy giải thích câu trả lời của em.*

*What kind of text type is this text? Justify your response.*

- Bài này thuộc thể loại bài hướng dẫn nấu ăn (hoặc bài dạy cách làm bánh).
- Bài này có nguyên liệu và các bước thực hiện.

### Question 2

*Tại sao Bước 4 quan trọng? Sử dụng thông tin trong bài để biện minh cho câu trả lời của em.*

*Why is Step 4 important? Use information from the text to justify your answer.*

- Bước 4 quan trọng vì mỗi miền có làm nhân bánh xèo khác nhau.
- Mỗi miền có những nguyên liệu khác nhau thí dụ có nơi có thịt, nơi thì có hải sản.
- tạo nên những hương vị đặc trưng của mỗi miền.

### Question 3

*Làm thế nào để được một chiếc bánh xèo giòn?*

*How can you make bánh xèo crispy?*

Muốn có được một chiếc bánh xèo giòn phải.

- Tráng bột đều thành 1 lớp mỏng.
- Sau khi bánh chín, phải dỡ nắp ra để 1-2 phút cho bánh giòn.

## Overall comments for Reading

Most candidates responded reasonably well to Reading tasks, particularly to Task 1. However, many candidates did not use the information presented in the text when responding to Task 2. Many candidates showed a lack of understanding of text types and a lack of ability to analyse and collate information in their response, especially for Task 2 Questions 1 and 2.

To achieve better results, candidates need to use information from the text to support their answer. They should also improve their ability to comprehend the text and provide detailed analysis and evaluation of the information presented in the text.

They can do this by analysing and collating information found only in the text. Some information may be conveyed indirectly or implied, but candidates cannot use or add completely new information or details to support their answer. Candidates should also read the text with the questions in mind, so that they can effectively identify specific information from different places in the text that they will need for their response.

## Writing

Many candidates responded extremely well to the Writing task. They demonstrated a high level of understanding of both general and specific aspects of writing and an ability to convey information and ideas accurately. However, there were some responses that didn't match the Syllabus Standard C for this component.

To achieve highly, candidates should be able to:

- apply their knowledge of text types and structures, as well as audience. For example, they need to divide their essays into several paragraphs including introduction, body and conclusion to allow the examiner to distinguish their points
- use complex language when necessary (avoid using everyday spoken language in written work)
- use cohesive devices to link aspects of the text
- convey meaning clearly and effectively through the use of a wide range of vocabulary, correct grammar, spelling and punctuation, and display a high degree of accuracy of word order
- demonstrate appropriate register
- be concise and stay within the word limit.

## Recommendations

Prospective candidates should:

- be familiar with the themes and topics outlined in the syllabus for the oral examination
- practise discussions and conversations, rather than speeches, to perform well in the oral examination
- be familiar with the criteria to understand how their work will be marked
- improve their knowledge of vocabulary and grammar to better understand the texts in Listening and Reading sections and to better express their ideas in all sections
- carefully read the task instructions in each section of the examination paper
- be able to identify key words in the questions of each task and respond accordingly
- know how to draw conclusions from given information in the Listening and Reading sections
- know how to use information from a given text to effectively justify their opinions or conclusions in responses to the Listening and Reading sections
- learn and/or improve techniques to express themselves clearly and effectively both in English and in Vietnamese for the Listening and Reading sections. Minor spelling or grammatical errors will not affect the overall grade awarded for the Reading and Listening sections, although candidate results will be affected if responses cannot be fully understood

- have a good knowledge of text types
- write in paragraphs using appropriate terminology, grammar, coherence and register.