

# Vietnamese

## 2018 Senior External Examination: Assessment report

### Statistics

Year	Number of candidates	Level of achievement				
		VHA	HA	SA	LA	VLA
2018	89	44	36	9	0	0
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

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.

#### Conversation

The majority of candidates demonstrated this component very well. Candidates had acceptable pronunciation (using a northern, central or southern accent); and appropriate intonation, rhythm and emphasis when describing their everyday lives, schooling, and tertiary pathways and pursuits. Most candidates were able to initiate and sustain the conversation in Vietnamese.

Candidates explored a wide range of topics, including cultural, social, academic and extracurricular activities, hobbies and interests and their family's migration experience. They used interesting visual aids such as pictures and photographs. Candidates engaged with the examiner confidently and in an appropriate manner, and gave direct, relevant and spontaneous responses. However, candidates could extend their vocabulary and lengthen their responses to allow further discussion and sustain the conversation in a more natural fashion. A rehearsed speech on its own will not score highly.

## Discussion

Most candidates were very well prepared for the detailed study and performed this task in a well-structured and coherent manner. The topic choice was wide and included Vietnamese tradition and community, global and social matters, scientific advancements and the environment. Many candidates presented their chosen topic effectively and provided responses fluently, using an adequate range of vocabulary and grammar to communicate their knowledge and express opinions and ideas. Most candidates also used appropriate pause filters. Candidates 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). Many candidates prepared interesting slide shows or brought along popular publications.

However, some candidates came to the examination unprepared for this task. Some were quite fluent and confident using the Vietnamese language during their conversation but performed poorly in their discussion. They couldn't explore the topic widely and/or profoundly enough to achieve the best possible outcome.

Overall, most candidates were proficient in speaking Vietnamese and were well prepared and confident with the Vietnamese oral examination. They used a good range of vocabulary 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 demonstrated the correct use of grammar, used specialised terminology correctly and gave rational and unprompted responses.

To achieve a better result, prospective candidates should use a wider range of complex language to comprehensively explain and extend their answers. They should 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 English)

##### Question 1

*Where does this text take place? Use relevant information from the text to support your response.*

##### Answer

This text takes place at a Vietnamese Tet festival.

Words in the text indicate the place, e.g. 'Ban Tổ Chức hội chợ Tết' and/or 'gian hàng Cộng Đồng'.

## Task 2 (Responses in English)

### Question 1

*Who is the audience of this text? Use relevant information from the text to support your response.*

### Answer

The audience of this text is primary school students.

The relevant information in the text is that the storyteller addressed herself as 'cô' and the listeners as 'các em'. This is typically how a female teacher would address her students. Also, the characters in the story are about eight years old, making it suitable for primary school students.

### Question 2

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

### Answer

The purpose of the text is to:

- let the reader know that there are children in the world who have to work to support their parents and siblings
- or
- improve global mindfulness and appreciation of what children in Australia have
- or
- have a positive outlook/hope.

Information to support the response:

- living a poor life
- starting the day at dawn
- walking a long way from home
- having lunch under a tree
- having little lunch
- not being discouraged.

## Task 3 (Responses in Vietnamese)

### Question 1

Xác định mối quan hệ giữa hai người đang trò chuyện. Hãy chứng minh bằng cách sử dụng thông tin trong bài đối thoại.

*Identify the relationship between the two speakers. Justify your response using information from the text.*

### Answer

Họ là bạn cùng trường, bởi vì họ gọi nhau là 'bạn' hoặc bằng tên, người Việt gọi thường gọi bạn như vậy. Họ cũng thảo luận về các chuyến du ngoạn của trường và về những khía cạnh tự nhiên và văn hóa của các địa điểm để họ có thể quyết định nơi để đi du ngoạn.

## Question 2

Em có đề nghị người nữ trong cuộc nói chuyện tham gia sự kiện này không? Giải thích lý do tại sao có hay tại sao không. Sử dụng thông tin thích hợp từ trong bài để hỗ trợ câu trả lời của em.

*Would you recommend the female speaker to participate in the event? Explain why or why not. Use information from the text to support your response.*

## Answer

Tôi đề nghị bạn nữ trong cuộc đối thoại này nên tham gia đi du ngoạn, vì:

- Nhật Bản là một quốc gia muốn thăm viếng trong danh sách của cô
- Cô ấy có một người bạn tốt trong chuyến đi đó
- Đó là một chuyến du ngoạn của trường, cô ấy nên tham gia
- Có nhiều cảnh đẹp ...
- Có nhiều món ăn ...

## Comments

Candidates were able to demonstrate their comprehension skills by identifying the required information from the three spoken texts. Most candidates were able to follow the instructions each question required, such as explaining and providing supporting evidence. However, some candidates failed to display a thorough understanding by providing detailed evidence (e.g. for Task 2, Questions 1 and 2), and therefore did not demonstrate all standard descriptors

To achieve a better result, candidates should show their thorough understanding of the main ideas, use relevant details presented in the spoken texts and synthesise their responses using the information from the text (not from outside knowledge). 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 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

*Identify three (3) characteristics of Dong Ho paintings.*

#### Answer

Three characteristics of Dong Ho paintings include (any three of the following):

- simplicity of appearance (they depict the simplicity of lifestyle)
- use of bright colours to depict happiness
- five basic colours — black, blue, red, yellow and white
- folk painting on engraved wood (plate/cut/block)
- printing paper made from the bark of the 'Do' tree.

## Question 2

Identify two (2) values of Dong Ho paintings presented in the text including justification from the text.

### Answer

The two values depicted in the text are:

- simple lifestyle of people living in the north of Vietnam
- spiritual life (happiness, harmony, family tradition).

## Task 2 (Responses in Vietnamese)

### Question 1

Xác định mục đích bài này. Dùng ít nhất hai (2) chi tiết trong bài để chứng minh câu trả lời của em.

Identify the purpose of the text. Justify your response using at least two (2) pieces of relevant information from the text.

### Answer

Mục đích của nó là để khuyến khích / thuyết phục ăn chay trong khi duy trì một chế độ ăn uống lành mạnh và cân bằng. (hoặc nói về lợi ích của việc ăn chay)

Và 2 trong các chi tiết dưới đây để chứng minh:

- Kim nói rằng việc giảm tiêu thụ thịt giúp giảm béo phì,
- giảm các vấn đề về sức khỏe bằng cách sử dụng các chất chưa biết trong ngành công nghiệp thịt
- giảm lượng khí thải carbon, tốt cho môi trường.

### Question 2

Trong bài này, Kim đạt được mục đích của mình một cách hiệu quả như thế nào? Dùng chi tiết trong bài để chứng minh câu trả lời của em.

How effectively does Kim achieve her purpose? Justify your response using relevant information from the text.

### Answer

Trong bài này, Kim đã nói chuyện rất thuyết phục và rất có hiệu quả trong việc đạt được mục đích của mình.

Chi tiết (any 3):

- Lúc đầu Linh cho thấy không thể không ăn thịt và sản phẩm từ sữa, nhưng sau đó kết thúc cuộc trò chuyện, Linh muốn thử.
- Ít tốn kém khi nấu tại nhà
- Thường thức các món ăn của riêng mình
- có thể ăn chay 1 ngày mỗi tuần nghe rất dễ dàng

- tốt cho môi trường
- tốt cho sức khỏe vì giảm tiêu thụ các chất hóa học sử dụng trong các sản phẩm từ động vật.

## Comments

Most candidates showed their understanding of the passages and responded adequately to most of the questions. High-scoring candidates were able to give clear, accurate and logical answers. They paid particular attention to the key aspects of the questions and responded accordingly. Their responses were exclusively based on the texts provided and showed an understanding of both the explicit and implicit information given.

To achieve a high mark, candidates needed to give correct and relevant supporting evidence in response to each question, especially for Task 1 Question 2 and Task 2 Question 2. They could do this by analysing and collating information found only in the text. Some information may be conveyed indirectly or implied. 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

Candidates were required to respond to one of five questions. Each question represented a different kind of writing: narrative, personal, informative, evaluative and imaginative. Most candidates produced satisfactory or better pieces of writing. Their responses were an appropriate length and demonstrated a reasonable understanding of the text types, which included email, report (factual), article, review and story. Some candidates were able to produce a very high standard of writing and adhere to the given word limit. There were some outstanding responses that showed a high level of competence in terms of content, grammar and structure. In those responses, ideas were clearly demonstrated and each paragraph was well linked.

To achieve a high standard, candidates should be able to:

- apply their knowledge of text types and structures, as well as audience, e.g. structuring their essays to include an introduction, body and conclusion to allow the markers to distinguish the main points
- develop a mind map so that each paragraph contains relevant and linked details
- ensure that the whole piece of writing flows
- use written language and/or complex, technical language when necessary, i.e. avoiding the use of informal, everyday spoken language in written work
- use cohesive devices to link aspects of the text
- convey meaning clearly and effectively by using 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 and written examinations
- practise discussions and conversations, rather than speeches, to perform well in the oral examination
- only use relevant information from the given texts to justify their responses
- be familiar with the criteria to understand how their work will be marked
- improve their vocabulary and grammar to better understand the texts in the 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.