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Introduction

The VCE Vietnamese First Language *Advice for teachers* provides curriculum and assessment advice for Units 1 to 4. It contains advice for developing a course with examples of teaching and learning activities and resources for each unit.

Assessment information is provided for school-based assessment in Units 3 and 4 and advice for teachers on how to construct assessment tasks with suggested performance descriptors and rubrics.

The course developed and delivered to students must be in accordance with the [VCE Vietnamese First Language Study Design Units 1 and 2: 2016–2021; Units 3 and 4: 2017–2021.](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/vietnamesefirstlanguage/Pages/Index.aspx)

Administration

Advice on matters related to the administration of Victorian Certificate of Education (VCE) assessment is published annually in the [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx)*.* Updates to matters related to the administration of VCE assessment are published in the [*VCAA Bulletin*](https://www.vcaa.vic.edu.au/news-and-events/bulletins-and-updates/bulletin/Pages/index.aspx)*.*

Teachers must refer to these publications for current advice.

VCE Vietnamese First Language examination specifications, past examination papers and corresponding examination reports can be accessed at: [vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Vietnamese-First-Language.aspx](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Vietnamese-First-Language.aspx)

Graded Distributions for Graded Assessment can be accessed at: [vcaa.vic.edu.au/administration/research-and-statistics/Pages/SeniorSecondaryCompletion.aspx](https://www.vcaa.vic.edu.au/administration/research-and-statistics/Pages/SeniorSecondaryCompletion.aspx)

Developing a teaching and learning course

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The common areas of study across all units describe the learning context. Teachers should use the study design and this advice to develop a teaching and learning program that includes appropriate learning activities to enable students to develop the knowledge and skills identified in the outcomes in each unit.

Study specific design features

The skills of listening, reading, writing and speaking are elements of teaching and learning that generally operate in an integrated way. Nevertheless, it is possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and key skills associated with them.

Teachers should develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit.

VCE Vietnamese First Language consists of a sequence of four units that develop the student’s language skills and cultural understandings. Common areas of study provide opportunities for students to build upon what is familiar as well as develop knowledge and skills in new and more challenging areas.

There is a focus on communication throughout the study, so teachers should ensure that students are provided with receptive experiences in the language as well as activities which encourage purposeful language production and use across listening, reading, writing and speaking. A focus on vocabulary, grammatical structures and other elements of language is also necessary for effective student learning. The main characteristics of common text types and different kinds of writing are provided on pages 6 of this Advice.

Detailed study

Students are required to undertake a detailed study during Units 3 and 4. Approximately 15 hours of scheduled class time should be devoted to the detailed study across Unit 3 and 4. The detailed study provides learning which is assessed through one or both assessment tasks required to assess achievement of School-assessed Coursework for Outcome 2 Unit 4, and forms the basis for the presentation and discussion in the end-of-year oral examination.

Suggested subtopics for detailed study

The table of themes and topics on page 9 of the Vietnamese First Language Study Design lists subtopics that suggest areas that may form the focus of a detailed study. Teachers may wish to focus on one of these subtopics or expand the focus to include further areas.

Main characteristics of common text types

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the text types identified in the Vietnamese First Language Study Design.

|  |  |
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| **Text type**  | **Identifiable features**  |
| **Advertisement**  | Sponsored, non-personal message to promote or sell a product, service or idea; topic or product name, persuasive content, persuasive register, style, layout  |
| **Announcement** | Oral media message to public; greeting, topic, essential information, repetition of important points, farewell; formal or semi-formal style  |
| **Article(magazine)** | Topic of interest; headline, by-line, informative and interpretive content, author; register, style and layout suited to audience; may include illustrations |
| **Article(newspaper)**  | News item on specific or general interest topic; headline, place, date, informative and other content, author; register, style and layout suited to audience; may include illustrations |

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| **Text type**  | **Identifiable features**  |
| **Biography** | Description of a person’s life and experiences, non-fiction; title (of person), formal or semi-formal style; usually in chronological order; may include reflections or commendation |
| **Blog** | Single topic item; informal style, brief content; may be informative, personal or reflective writing; posts in reverse chronological order |
| **Cartoon** | Non-realistic image or series of images; title, author, content (story telling), captions (often humorous); may use stylised language and onomatopoeia |
| **Conversation****Debate** | Interactive oral communication between two or more people; greetings, focus or content; sharing of views, verbal and non-verbal cues, maintenance of interaction, farewells; formality reflects relationships of participants |
| **Discussion** | Oral formal or semi-formal persuasive discussion of an issue; participants present opposing positions; topic, statement of position on issue, content that supports position, using evidence or data, logical arguments, turn taking, conclusion |
| **Documentary** | Non-fiction visual and aural presentation (usually film); title, credits, introduction to topic, content that educates, instructs or is a record of events, final comments, end credits; presentation style  |
| **Editorial** | Article or letter format, expresses an opinion on an issue by an individual representing an organisation (newspaper, magazine); title, includes opinions and persuasive content, author; register, style, layout suited to audience |
| **Email** | Personal written communication, may be brief; date, salutation, body (content), farewell, sign off; informal register, style and layout; may include stylised language, pictures, emoji |
| **Essay** | Writing giving author’s position on a topic; topic, structure (introduction, body, conclusion), content (including author’s views), author; formal or semi-formal register, style and layout suited to audience |
| **Film** | Recorded visual and audio presentation, usually fictional; title, credits, structure (storyline, logical ordering), content including cultural elements, end credits; register and style reflects character roles or story elements |
| **Folk tale** | Oral (speech or song) or written story telling form; title, introductory expressions, structure (beginning, body, end), content includes message conveying values, knowledge, ideas and/or cultural elements, conclusion; simple language style, uses formulaic expressions and language  |
| **Formal correspondence (business letter)(letter to the editor)**  | Written text such as letter, email or post; purpose (to provide complaint, comment, opinion, information), address, date, reference number or equivalent, salutation, greeting, body (content), farewell, sign off; register and style suited to persuasive or informative writing and audience |
| **Informal correspondence(personal letter)**  | Written text such as letter, email, post; personal style and content (sharing opinions, experiences, values, information, arrangements); address, date, salutation, greeting, body (content), farewell, sign off; resister, style and layout informal, may include some stylised language, pictures or emoji |
| **Memo** | Short written message or note; name of recipient, informative content, sign off; informal and abbreviated language and style |

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| **Text type**  | **Identifiable features**  |
| **Personal profile** | Description of a person or group; title (name of person or group), content (factual information), headings/sub-headings; lists items in brief language snippets, register suited to audience; may be presented in point form or table  |
| **Plan** | Written order of actions to achieve an outcome; title, date, subheadings, content usually chronologically structured and factual, may include allocation of roles; may be presented in point form, chart or table; abbreviated style  |
| **Play** | Group oral, kinesthetic and visual performance, based on a storyline and script, one or more acts; style and register varies with roles; entertains, suited to audience |
| **Poem** | Spoken or written literary form; may use rhythmic qualities of language, conveys meaning or emotion; culturally specific forms, structures, styles, conventions and devices; may use literary style or specialised vocabulary and expression  |
| **Proverb** | Popular and familiar statement, repeated in specific contexts, usually expressing popular wisdom or advice; culturally specific imagery, may use stylised language or draw on cultural knowledge for meaning |
| **Report (newspaper)** | News item on current topic; heading, sub-heading or by-line, place, date, author, content, conclusion; content logically structured and informative, uses evidence, may include illustrations; register and style suited to audience |
| **Report (factual)**  | Evidence-based written text, presents a range of views on a topic; topic, structure (introduction, content, conclusion), author; may include charts, tables, illustrations to support text; evaluative style and register suited to the specified audience  |
| **Report(supporting a position)** | Written text presenting a preferred view on a topic; topic, structure (introduction, content, conclusion), author; use of evidence, may include charts, tables, illustrations to support position; persuasive style and register suited to the specified audience |
| **Review** | Analysis of a text (movie, opinion piece, novel) on a topic; topic, reference to specific text being reviewed, content, conclusion, may include a rating to show relative merit, author; content includes analysis of how the text addresses issues, identifying strong and weak arguments; evaluative writing, register suited to audience |
| **Script for a speech** | Written preparation for oral presentation (speech, act, play, performance, narration); title, topic, introduction, content, salutation; structure, register and style to suit oral text, may require development of roles or recorded direct speech  |
| **Short story**  | Written or spoken text representing real and/or imagined sequences of events; title, structure (beginning, body, end); content includes message conveying values, knowledge, ideas and/or cultural elements, conclusion; language style and format suited to the audience (adults, children), may use formulaic expressions and language, may include illustrations |
| **Song** | Lyrics set to music; title, artist, structure (verse and chorus, traditional or modern forms, as appropriate); culturally specific forms, styles, conventions and devices; may use stylised language |

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| **Text type**  | **Identifiable features**  |
| **Summary** | Rewritten information in a brief form (message, notes), retains meaning of original text, often for personal reference; title, sub-headings; may be presented in point form, chart or table; informal style |
| **Table**  | Written information presented in table layout; often in abbreviated form, shows qualities, quantities or relationships between items; title, sub-title (indicating scope or purpose of content), headings, sub-headings, content; register suited to audience |

Main characteristics of different kinds of writing

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

* Creates a sense of person/personality for the writer in the reader’s mind.
* Establishes a relationship/intimacy/empathy between the writer and the reader.
* Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
* Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
* Uses, in reflective writing, the act of writing to help the author understand and unravel their own feelings or ideas.
* May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

* Manipulates the reader’s response to the piece to create the desired impression or response; visual and/or emotional appeal.
* Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
* Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
* Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
* May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

* Manipulates the reader’s emotions and opinions to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
* Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
* Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
* Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
* Sometimes uses exaggeration, extravagant language and humour to create a conspiratorial relationship between the writer and the reader.
* Often uses the second person for direct address and appeal.
* Sometimes employs direct speech and questions to intensify the relationship with the audience.
* May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

* Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
* Generally uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
* Generally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (it aims to convert the reader to a particular point of view or attitude to convince them to act or respond in a certain way) or evaluative (it aims to weigh two or more items/ideas to convince the reader rationally and objectively that a particular point of view is correct).
* Generally uses facts, examples, explanations and analogies and sometimes uses statistical information, quotations and references as evidence.
* Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
* Generally uses few adjectives, adverbs and images, except as examples or analogies as part of an explanation.

Evaluative writing:

* Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
* Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
* Uses objective style; appeals to reason not emotion; creates an impression of balance and impartiality.
* Often includes expressions of cause, consequence, opposition and concession.

Organising the learning and assessment

Activities can be organised in a range of ways, for example by focusing on a theme and topic, a particular text type, skill or text. However, across the learning for Units 1–4 students must access a range of themes, topics and subtopics; experience a wide range of texts, text types and kinds of writing; and be provided with assessment tasks that assess their learning and reflect the assessment required for each outcome.

Use of information and communications technology

In designing courses and developing learning activities for Vietnamese First Language, teachers should make use of applications of information and communications technology where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

Language learning applications

Students access:

* the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, sample tasks, web links, sample examinations
* online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs
* email discussion groups or supervised chat rooms with targeted groups of young people
* commercially available products that offer language exercises, practice or reading materials
* video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students develop their own:

* vocabulary database
* word-processing skills in the language.

Information gathering

Students research:

* statistics on a specific topic in relation to different age groups and gender
* information related to a specific lifestyle issue, public opinion, theme or topic in countries where Vietnamese is spoken
* biographical data relating to famous singers, bands, historical figures and sportspeople;
* features of fairy tales, legends, common characters and themes, terminology and special language used
* speakers of Vietnamese in Australia, their life and contribution to society
* websites from countries where Vietnamese is spoken; for example, Webcams, school websites, venues, services
* newspapers and journals in Vietnamese
* online dictionaries.

Students also:

* check spelling and grammar for written tasks
* use instructions in Vietnamese to install, construct or use a product.

Presentation applications

Students use information and communications technology to:

* create animations and multimedia presentations
* develop presentations and visual materials
* take notes in class or word process in Vietnamese
* use communication media
* email tasks to the teacher from home or the classroom.

Employability skills

The VCE Vietnamese First Language study provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

The [table](#EmploySkills) links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment commonly undertaken within VCE Languages.

Resources

A resource list has been compiled specifically to assist with the teaching of Vietnamese First Language. A list of resources is published online on the VCAA website and is updated annually.

Assessment

Assessment is an integral part of teaching and learning. At the senior secondary level it:

* identifies opportunities for further learning
* describes student achievement
* articulates and maintains standards
* provides the basis for the award of a certificate.

As part of VCE studies, assessment tasks enable:

* the demonstration of the achievement of an outcome or set of outcomes for satisfactory completion of a unit
* judgment and reporting of a level of achievement for school-based assessments at Units 3 and 4.

The following are the principles that underpin all VCE assessment practices. These are extracted from the [VCAA *Principles and procedures for the development and review of VCE Studies*](https://www.vcaa.vic.edu.au/curriculum/vce/Pages/VCEPoliciesandGuidelines.aspx) published on the VCAA website.

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| **VCE assessment will be valid** | This means that it will enable judgments to be made about demonstration of the outcomes and levels of achievement on assessment tasks fairly, in a balanced way and without adverse effects on the curriculum or for the education system. The overarching concept of validity is elaborated as follows. |
| **VCE assessment should be fair and reasonable** | Assessment should be acceptable to stakeholders including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent.The curriculum content to be assessed must be explicitly described to teachers in each study design and related VCAA documents. Assessment instruments should not assess learning that is outside the scope of a study design.Each assessment instrument (for example, examination, assignment, test, project, practical, oral, performance, portfolio, presentation or observational schedule) should give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment results are fair and comparable across the student cohort for that study. |
| **VCE assessment should be equitable** | Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, linguistic background, physical disability, socioeconomic status and geographical location.Assessment instruments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student’s absence. |
| **VCE assessment will be balanced** | The set of assessment instruments used in a VCE study will be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment will also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies. |
| **VCE assessment will be efficient** | The minimum number of assessments for teachers and assessors to make a robust judgment about each student’s progress and learning will be set out in the study design. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminish the performance of students under fair and reasonable circumstances. |

Scope of tasks

For Units 1–4 in all VCE studies assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Points to consider in developing an assessment task:

1. List the key knowledge and key skills.
2. Where there is a range of options listed in the study design, it is possible for students in the same class to undertake different options; however, teachers must ensure that the tasks are comparable in scope and demand.
3. Identify the qualities and characteristics that you are looking for in a student response and design the criteria and a marking scheme.
4. Identify the nature and sequence of teaching and learning activities to cover the key knowledge and key skills outlined in the study design and provide for different learning styles.
5. Decide the most appropriate time to set the task. This decision is the result of several considerations including:
* the estimated time it will take to cover the key knowledge and key skills for the outcome
* the possible need to provide a practice, indicative task
* the likely length of time required for students to complete the task
* when tasks are being conducted in other studies and the workload implications for students.

Units 1 and 2

The student’s level of achievement in Units 1 and 2 is a matter for school decision. Assessments of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

In each VCE study at Units 1 and 2, teachers determine the assessment tasks to be used for each outcome in accordance with the study design.

Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and key skills being assessed and to provide for different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

A number of options are provided in each study design to encourage use of a broad range of assessment activities. Teachers can exercise great flexibility when devising assessment tasks at this level, within the parameters of the study design.

There is no requirement to teach the areas of study in the order in which they appear in the units in the study design.

Units 3 and 4

The VCAA supervises the assessment for levels of achievement of all students undertaking Units 3 and 4.

The school-based assessment for Vietnamese First Language is in the form of School-assessed Coursework (SAC).

|  |  |
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| School–assessed Coursework | A SAC is selected from the prescribed list of assessment tasks designated for that outcome in the study design. A mark allocation is prescribed for each SAC. Teachers may develop their own marking schemes and rubrics or may use the [performance descriptors](#PerfDescript).The [*VCE and VCAL Administrative Handbook*](https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx) provides more detailed information about School-assessed Coursework. |

In VCE Vietnamese First Language the student’s level of achievement will be determined by School-assessed Coursework and two end-of-year examinations. The VCAA will report the student’s level of performance as a grade from A+ to E or UG (ungraded) for each of three Graded Assessment components:

* Unit 3 School-assessed Coursework
* Unit 4 School-assessed Coursework
* end-of-year examinations – oral and written

In Units 3 and 4 school-based assessment provides the VCAA with two judgments:

S (satisfactory) or N (not satisfactory) for each outcome and for the unit; and levels of achievement determined through specified assessment tasks prescribed for each outcome.

School-assessed Coursework provides teachers with the opportunity to:

* select from the designated assessment task/s in the study design
* develop and administer their own assessment program for their students
* monitor the progress and work of their students
* provide important feedback to the student
* gather information about the teaching program.

Teachers should design an assessment task that is representative of the content (key knowledge and key skills underpinning the outcome) and allows students the opportunity to demonstrate the highest level of performance. It is important that students know what is expected of them in an assessment task. This means providing students with advice about the outcome’s key knowledge and key skills to be assessed. Students should know in advance how and when they are going to be assessed and the conditions under which they will be assessed.

Assessment tasks should be part of the teaching and learning program. For each assessment task students should be provided with the:

* type of assessment task as listed in the study design and approximate date for completion
* time allowed for the task
* allocation of marks
* nature of any materials they can utilise when completing the task
* information about the relationship between the task and learning activities as appropriate.

Following an assessment task:

* teachers can use the performance of their students to evaluate the teaching and learning program
* a topic may need to be carefully revised prior to the end of the unit to ensure students fully understand the key knowledge and key skills required in preparation for the examination
* feedback provides students with important advice about which aspect or aspects of the key knowledge they need to learn and in which key skills they need more practice.

Authentication

Teachers should have in place strategies for ensuring that work submitted for assessment is the student’s own. Where aspects of tasks for school-based assessment are completed outside class time teachers must monitor and record each student’s progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records. The teacher may consider it appropriate to ask the student to demonstrate their understanding of the task at the time of submission of the work.

If any part of the work cannot be authenticated, then the matter should be dealt with as a breach of rules. To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies are useful:

* Ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising the assessment. They should not be sent by mail or electronically without due care.
* Ensure that a significant amount of classroom time is spent on the task so that the teacher is familiar with each student’s work and can regularly monitor and discuss aspects of the work with the student.
* Ensure that students document the specific development stages of work, starting with an early part of the task such as topic choice, list of resources and/or preliminary research.
* Filing of copies of each student’s work at given stages in its development.
* Regular rotation of topics from year to year to ensure that students are unable to use student work from the previous year.
* Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation/cross-marking procedures to ensure consistency of assessment between teachers. Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. Early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.
* Encourage students to acknowledge tutors, if they have them, and to discuss and show the work done with tutors. Ideally, liaison between the class teacher and the tutor can provide the maximum benefit for the student and ensure that the tutor is aware of the authentication requirements. Similar advice applies if students receive regular help from a family member.

Learning activities

Unit 1

This unit should focus on a range of themes, topics and subtopics from the Common Areas of Study. Refer to pages 8–9 of the Vietnamese First Language Study Design for details. Teachers may choose themes, topics and subtopics for each area of study that meet the needs of their students and the requirements of the study, and that can be appropriately resourced.

It is expected that the student responds in Vietnamese to all assessment tasks. Therefore the teaching and learning activities should include both oral and written skills in Vietnamese.

**Area of Study 1**

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| **Outcome 1** | **Examples of learning activities** |
| Establish and maintain a spoken or written exchange related to an issue of interest or concern.**Theme**Self and others**Topic**Personal beliefs and ideals**Subtopic**Personal priorities**Example text types in this area of study**broadcastconversationdebatediscussionemailpassagespeechsummaryweb page | *Listening** listen to a conversation between two students on their career pathways or future employment opportunities
* listen to a radio broadcast about the importance of lifelong learning and further education

*Speaking** participate in a discussion on ‘Parental expectations of children’s future careers in our modern society’
* in pairs discuss personal plans for the future and contrasting views on future pathways that other students may have
* participate in a discussion with a friend on personal priorities and beliefs related to career choice

*Reading** read a passage related to career choices and summarise the content and the values portrayed in the passage
* undertake research related to a career of interest and write an email to a friend in Vietnam about choices and aspirations for the future

*Writing** summarise the personal values and qualities you believe lead to success
* write a speech providing career advice and employment opportunities for students learning Vietnamese
* write an email responding to a friend who has asked you about your personal priorities and plans related to career choice
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| **Detailed example** |
| **PERSONAL PRIORITIES**Students develop language and cultural understanding to participate effectively in a discussion on career choices, and to express personal views on the topic. Learning activities are introduced in an order that builds on current knowledge and builds new knowledge and skills. Emphasis is placed on developing language use, in particular:* vocabulary and expressions related to the topic
* oral skills to engage in and extend conversation
* oral fluency and accuracy
* written accuracy.

Students develop and practise the new knowledge and skills through a sequence of language learning tasks and learning activities developed by the teacher.*Language learning tasks*Selected activities and associated tasks include opportunities to practise listening, speaking, reading, writing, and to access authentic language and applications of cultural understanding. The learning activities should be complemented by language learning tasks throughout the area of study**.** * Introduce vocabulary related to expressing personal preferences, views and information through class activities and games.
* Students practise useful expressions and grammar for productive language use, such as conversation and discussion skills.
* Familiarise students with the features of personal writing.

*Learning activities* The activities are sequenced to develop cumulative language use, allowing students to successfully engage in multi-skill language activities. Teachers should prepare materials suitable for their students and the implementation of the activities. *Example learning activity sequence*This sequence of activities enables students to effectively participate in the discussion about personal priorities and beliefs related to career choice.1. Introduce vocabulary related to the topic which describes, explains and comments on personal experience related to career choices.2. Students practice useful expressions and appropriate grammatical structures for productive and receptive language use in order to participate informal and informal conversations and discussions.3. Familiarise students with features of formal and informal conversations and discussions.4. Listen to a recorded interview/conversation/discussion between two students discussing their personal priorities and career choices.5. In pairs, students prepare questions in order to participate in an interview with other students in the class, and then in pairs they prepare possible answers to those questions.6. Students are divided into two groups, one group prepares questions to interview a student from the other group about personal priorities, beliefs and career choices and then roles are swapped so each student has the opportunity to be the interviewer and interviewee. |

**Area of Study 2**

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| **Outcome 2** | **Examples of learning activities** |
| Listen to, read, and reorganise information and ideas from spoken and written texts.**Theme**Tradition and change in the Vietnamese-speaking communities**Topic**Traditions and values**Subtopic**Celebrations and ceremonies**Example text types in this area of study**articleemailinterviewleafletletternotespostersonglyricscript for a speechshort storysummaryvideo clip | *Listening** view a video clip on Vietnamese New Year celebrations and make notes
* listen to two traditional songs written about the New Year customs; comparing their meanings
* listen to two interviews on New Year celebrations in Vietnam and Australia; use this information to write a letter to a friend in a Vietnamese-speaking country, explaining the similarities and differences in the celebrations

*Speaking** give a speech to the class on ‘How Vietnamese people celebrate New Year’ in Vietnam and Australia
* take part in an interview outlining the value of keeping traditions and customs

*Reading** read a short story related to a Vietnamese celebration and analyse the significance of the story
* read a poem related to the seasons and their celebrations, discuss the differences of the Spring and New Year seasons and summarise the findings

*Writing** write an evaluative article for a school magazine about New Year celebrations
* design a computer-generated poster/leaflet to promote the New Year celebration in the local community
* write an email to a friend about how families may celebrate the New Year
* read articles arguing the importance of celebrating Vietnamese New Year traditions for those not living in Vietnam; use the information to write a brief speech supporting New Year celebrations in the community to be presented to community leaders
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| **Detailed** [**example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **CELEBRATIONS AND CEREMONIES** Students develop language and cultural understanding to effectively reorganise information and ideas from spoken and written texts related to Vietnamese celebrations and ceremonies. Learning activities are introduced in an order that builds on current knowledge and builds new knowledge and skills. Emphasis is placed on developing language use, in particular:* vocabulary and expressions related to the topic
* extracting and reorganising relevant information from one text type to another
* appreciating cultural aspects critical to understanding
* accurate language use.

Students develop and practise the new knowledge and skills through a sequence of language learning tasks and learning activities developed by the teacher.*Language learning tasks* * Introduce vocabulary related to Vietnamese celebrations, in particular the New Year celebration, through class activities.
* Introduce specific vocabulary, grammar, text types and language–culture links required for receptive understanding of language, such as lyrics and style in songs and poems.
* Students practise useful grammar for productive language use, such as making comparisons.
* Familiarise students with the features of evaluative and persuasive texts.

*Learning activities* Selected activities include opportunities to practise listening, speaking, reading, writing, and to access authentic language and applications of cultural understanding. The learning activities should be complemented by language practice tasks throughout the unit program. The activities are sequenced to develop cumulative language use, allowing students to successfully engage in multi-skill language activities. Teachers should prepare materials suitable for their students and the implementation of the activities.*Example learning activity sequence*This sequence of activities enables students to effectively analyse and use information about celebrations and ceremonies to create a speech supporting New Year celebrations to be presented to community leaders**.** 1. Introduce the ways the New Year is celebrated in Vietnam and in Australia through class activities including visual stimulus and discussions.2. Compare and contrast the similarities and differences in celebrations.3. Familiarise students with the main features of persuasive writing and in particular, script of speech text type.4. Read articles reflecting different viewpoints.5. Participate in a classroom discussion on the importance of supporting and celebrating New Year celebrations.6. Prepare a persuasive script of a speech supporting New Year celebrations in the local community to be presented to community leaders. |

**Area of Study 3**

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| **Outcome 3** | **Examples of learning activities** |
| Produce a personal response to a fictional text.**Theme**Global issues**Topic**Development**Subtopic**Advantages and disadvantages of tourism**Example text types in this area of study**advertisementannouncementarticlebrochurechartdocumentaryitinerarynewspaper articlepassagereportreviewrole-playweb page | *Listening** view a documentary on ‘Vietnam as a tourist destination’ and write a report about how tourists influence the lifestyles of local people
* listen to an announcement giving advice on train departures, jot down times, then negotiate an itinerary with a travelling companion

*Speaking** participate in a role-play with a tourist to resolve a tourist problem while travelling in Vietnam, e.g. lost luggage, lost passport
* participate in a role-play with a tourist to explain how to manage luggage pick-up at the airport

*Reading** read a text on a popular tourist destination in Vietnam, and discuss key points in the text, in a small group
* consult online travel sites, brochures and newspapers about holiday destinations, to establish the features of layout, content, key vocabulary and grammatical features of travel articles
* online, research exchange rates between Australia and Vietnam and prepare a chart for a first time traveller

*Writing** through email, exchange information with a friend about interesting and popular tourist attractions in Vietnam
* search the internet for information about tourist destinations; produce a tourist leaflet advertising one place
* write a review for a magazine about the impact of tourism in Vietnam
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| **Detailed** [**example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **DEVELOPMENT**Students develop language and cultural understanding to write a review evaluating the impact of tourism on Vietnam in response to stimulus materials. Learning activities are introduced in an order that builds on current knowledge and builds new knowledge and skills. Emphasis is placed on developing language use, in particular:* vocabulary and expressions related to the topic
* making comments and comparisons
* supporting views with evidence
* selecting and using relevant reference materials
* accurate language use.

Students develop and practise the new knowledge and skills through a sequence of learning activities and language learning tasks developed by the teacher.*Language learning tasks** Introduce vocabulary related to tourism, tourist sites and scheduling, in particular the Vietnamese tourist sites to be studied.
* Introduce specific vocabulary, grammar, and language–culture links required for receptive understanding, such as travel procedures and exchange rates.
* Extend cultural understanding of Vietnam, focusing on aspects of social and cultural behaviour that are essential for successful travel in Vietnam.
* Students practise useful grammar for productive language use, such as the resolution of a problem and negotiating outcomes.
* Familiarise students with the features of informative and evaluative texts, in particular timetables, travel brochures and magazine articles.

*Learning activities*Through the learning activities, students practise listening, speaking, reading and writing, and have access to authentic language and cultural experiences. The activities are sequenced to develop cumulative language use, allowing students to successfully engage in multi-skill language activities. Teachers should prepare materials suitable for their students and the implementation of the activities.*Example learning activity sequence*This sequence of activities enables students to effectively analyse and use information related to the advantages and disadvantages of tourism in Vietnam, so they can write a review for a magazine about the impact of tourism in Vietnam.1. Look at tourist brochures advertising holidays to Vietnam.2. Through class activities including visual stimulus and discussions, discuss popular and interesting tourist sites.3. Discuss why these places are popular and worth visiting.4. Familiarise students with the main features of evaluative writing.5. Read articles related to places of interest and the impact tourism has had on Vietnam.6. Participate in a classroom discussion related to the advantages and disadvantages of tourism in Vietnam.7. Write a review for a magazine about the impact of tourism in Vietnam. |

Unit 2

This unit should focus on a range of themes, topics and subtopics from the Common Areas of Study. Refer to pages 8–9 of the Vietnamese First Language Study Design for details. Teachers may choose themes, topics and subtopics for each area of study that meet the needs of their students and the requirements of the study, and that can be appropriately resourced.

It is expected that the texts used are in Vietnamese and that the student responds in Vietnamese to all assessment tasks selected. Therefore the teaching and learning activities should include both oral and written skills in Vietnamese.

**Area of Study 1**

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| **Outcome 1** | **Examples of learning activities** |
| Participate in a spoken or written exchange, focusing on the resolution of an issue.**Theme**Global issues**Topic**The global environment**Subtopic**Pollution**Example text types in this area of study**articledebatelettermessagenotesnoticepassagerole-playscript for speechsurveyprogramweb postwebsite | *Listening** view a program on environmental work being carried out in Vietnam; based on the ideas in the program, write a letter to an environmental group convincing them to act
* listen to a debate on pollution between an environmentalist and an industrial developer, jotting down key issues; write an evaluative article on the two points of view for an environmental magazine

*Speaking** search appropriate websites for information on environmental education for students and prepare a speech on how to increase awareness in your school
* debate: ‘Pollution is everybody’s responsibility’
* participate in a role-play convincing someone of the need to take action for environmental conservation

*Reading** read passages about current environmental issues, e.g. pollution, recycling, wasting precious resources; produce a survey for peers to discover their level of awareness of these issues
* search appropriate websites for information about environmental problems, e.g. smog in Vietnam, and write a letter to a local newspaper to voice any concerns

*Writing** write a message to be posted on the website of an environmental group on how recycling can be incorporated into daily lives
* write a speech on the urgent need to educate people and convince every individual to make a personal effort to care for the environment
* write a school notice for the bulletin board, inviting students to join a committee to improve the school environment
* write a persuasive letter to a Vietnamese newspaper expressing the urgent need for everyone to get involved in addressing environmental issues
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| **Detailed** [**example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **THE GLOBAL ENVIRONMENT**Students develop language and cultural understanding to participate in a role-play focusing on environmental issues. Emphasis is placed on developing language use, in particular:* a range of vocabulary and expressions related to environmental issues
* informing, explaining, agreeing and disagreeing
* using examples and reasons to support arguments and conclude a case
* convincing others of a point of view
* accurate language use.

Students develop and practise the new knowledge and skills through a sequence of learning activities and language learning tasks developed by the teacher.*Language learning tasks* * Introduce vocabulary related to the environment, pollution and recycling.
* Identify and practise useful grammar for explaining information and persuading an audience of a point of view.
* Familiarise students with the features of text types, including a formal letter, role-play, documentary and debate.
* Investigate language appropriate to different audiences (vocabulary, style and register) and cultural considerations when constructing a persuasive argument for a Vietnamese-speaking audience.

*Learning activities** Through the learning activities, students practise listening, speaking, reading and writing, and have to access to authentic language and cultural experiences. The activities are sequenced to develop cumulative language use, allowing students to successfully engage in multi-skill language activities. Teachers should prepare materials suitable for their students and the implementation of the activities

*Example learning activity sequence*This sequence of activities enables students to participate in a role-play convincing someone of the need to take action for environmental conservation.1. Brainstorm issues that have been researched and presented in class and write the ideas up as a mind map.2. Divide the class up into groups and give each group one major environmental issue to research.3. Each group researches their issue and then compares their texts and findings.4. Students then analyse the content and language of each text and consider the effectiveness and impact of the texts.5. Each group prepares and presents a speech related to the importance of protecting the environment.6. Each group is then divided into pairs, each pair participating in a persuasive conversation related to environmental protection. |

**Area of Study 2**

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| **Outcome 2** | **Examples of learning activities** |
| Listen to, read, and extract and compare information and ideas from spoken and written texts.**Theme**Tradition and change in Vietnamese-speaking communities**Topic**Arts and entertainment**Subtopic**Traditional arts**Example text types in this area of study**articlebroadcastdebatediary entrydiscussiondocumentaryemailinterviewletterlyricnotespoemrecount reportreport role-playsummary | *Listening** view a documentary on traditional music, take notes and list the points of view
* listen to a radio interview on the impact of opera on the changing nature of Vietnamese culture and the importance of maintaining this traditional performing art
* listen to an interview with a Vietnamese performer and a broadcast discussion with an academic presenting their views on how the arts in Vietnam have changed; write a summary, comparing their views

*Speaking** debate the importance of maintaining traditional performing arts and entertainment
* discuss the unique value of traditional Vietnamese music for the modern world
* participate in a role-play to convince a friend about the importance of supporting the traditional arts

*Reading** search appropriate websites about the influence of traditional performing arts and entertainment in the life of Vietnamese people and their values; make notes on findings
* research one traditional art and recount aspects of it to the class
* read a brief report and editorial article on the popularity and importance of traditional music to Vietnamese cultural identity today; write a summary of the arguments, noting those which are held by both writers

*Writing** write an article for an arts and culture website about the changing attitudes of young people in the way they express themselves
* write an email to the editor of a newspaper/magazine arguing for a return to traditional values
* research the history of traditional music in Vietnam and write a diary entry on your impressions of a traditional music performance
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| **Detailed** [**example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **TRADITIONAL ARTS**Students develop language and cultural understanding to compare views expressed in spoken texts and use this information in another text type.Emphasis is placed on developing language use, in particular:* a range of vocabulary and expressions related to the arts in Vietnam
* inferring meaning and points of view
* explaining, comparing and linking ideas and information from different texts
* appreciating cultural aspects critical to understanding
* accurate language use.

Students develop and practise the new knowledge and skills through a sequence of language learning tasks and learning activities developed by the teacher.*Language learning tasks* * Introduce vocabulary related to Vietnamese performing arts, in particular traditional music and performances.
* Consider the influence of culture and experiences on personal identity and values.
* Introduce specific vocabulary, grammar, text styles and language–culture links required for receptive understanding of language for:
* evaluating tradition and change
* the presentation of lyrics, movement, dance and gesture
* reflecting on visual arts.
* Identify and practise useful grammar for productive language use.
* Familiarise students with the features of a range of persuasive, evaluative and informative texts.

*Learning activities* Through the learning activities, students practise listening, speaking, reading and writing, and have access to authentic language and cultural experiences. The activities are sequenced to develop cumulative language use, allowing students to successfully engage in multi-skill language activities. Teachers should prepare materials suitable for their students and the implementation of the activities.*Example learning activity sequence*This sequence of activities enables students to listen to an interview with a Vietnamese performer and a broadcast discussion with an academic presenting their views on how the arts in Vietnam have changed. Students write a summary, comparing the views presented to them.1. Select the interview with a performer and the broadcast with an academic on the issue of arts in Vietnam.2. Divide the students into groups or pairs.3. Play both listening texts, asking each group or pair to identify the main points made by each speaker.4. Distribute a worksheet to the class with a number of comprehension questions. Replay each text twice asking groups/pairs to take notes and answer the questions.5. Identify and explain to students the features required for each answer.6. Replay both texts.7. Each student then writes a summary and comparison of each point of view. |

**Area of Study 3**

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| **Outcome 3** | **Examples of learning activities** |
| Produce an imaginative piece in spoken or written form.**Theme**Tradition and change in Vietnamese-speaking communities**Topic**Contemporary literature**Subtopic**Famous author**Example text types in this area of study**articlebookemailextractfilminterviewleafletletternotesnovelposterreviewscript for a speechstory  | *Listening** listen to an interview with a Vietnamese author about their views on Vietnamese literature taught in secondaryschool and make notes
* view a film and write a letter to a friend recommending the film, explaining the background and its significance

*Speaking** give a speech to the class on ‘How literature can be regarded as a reflection of history’
* take part in an interview outlining the feelings evoked through literature; using specific examples to support a point of view

*Reading** read an extract from a novel and discuss how the author describes the conflict between the old and the new views in the 1930s
* search appropriate websites for information on Vietnamese literature and writers in the last fifty years

*Writing** write an evaluative article for a school magazine about the common features of novels published
* design a computer-generated poster/leaflet to promote a book or film
* write an email to a friend about a famous author who has been impressive
* imagine meeting a famous author; write a short story about this person and their contribution to society
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| **Detailed** [**example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **FAMOUS AUTHOR** Students develop language and cultural understanding to create an imaginative story focusing on the life and times of a famous author.Emphasis is placed on developing language use, in particular:* an extended range of vocabulary, expressions and grammar forms
* organisation, conventions and stylistic techniques used in biographical and fiction writing
* appreciating historical and cultural contexts critical to understanding
* audience awareness
* accurate language use.

Students develop and practise the new knowledge and skills through a sequence of language learning tasks and learning activities developed by the teacher.*Language learning tasks* * Introduce vocabulary related to literature, in particular selected Vietnamese authors and their work, through class activities.
* Introduce specific vocabulary, grammar, text types and language–culture links required for receptive understanding of language, such as features of the short story, novel and film.
* Identify and practise useful grammar for productive language use, such as reflecting on values and the role of literature in society.
* Investigate the cultural and historical context of the life and writing of the Vietnamese authors being studied.
* Familiarise students with the features of informative and evaluative texts and specific text types, such as story and biography.

*Learning activities* Through the learning activities, students practise listening, speaking, reading and writing, and have to access to authentic language and cultural experiences. The activities are sequenced to develop cumulative language use, allowing students to successfully engage in multi-skill language activities. Teachers should prepare materials suitable for their students and the implementation of the activities.*Example learning activity sequence*This sequence of activities enables students to write a short story suited to the audience and based on knowledge of a famous author’s life.1. Students are presented with a number of famous authors and they choose one that they would like to find out more about.2. Students then create an album, where they will record biographical details and reflect on the life and times of their chosen author.3. Students conduct their research and make notes in their album.4. Each student presents his/her album to the class, mentioning the reasons this particular author was chosen.5. The class discusses opinions on each author and their contribution to society. 6. Students then firstly draft and then produce a written piece on meeting with their author and the author’s contribution to society. |

Unit 3

This unit focuses on a range of themes, topics and subtopics from the Common Areas of Study. Refer to pages 8–9 of the Vietnamese First Language Study Design for details. Teachers may choose themes, topics and subtopics for each area of study that meet the needs of their students and the requirements of the study, and that can be appropriately resourced. It is expected that students respond in Vietnamese to all assessment tasks. Learning related to the theme, topic or subtopics of the detailed study may be undertaken as part of the learning program for this unit.

**Area of Study 1**

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| **Outcome 1** | **Examples of learning activities** |
| Express ideas through the production of original texts.**Theme**Self and others**Topic**Contributing to the community**Subtopic**Young people and social issues**Example text types in this area of study**articledebatediary entrydiscussioninterviewnewpaper articlenotesstoryvideoweb page | *Listening** Listen to an interview and take notes of the views related to current social issues
* view footage of youth in Vietnam today and take notes about their main concerns

*Speaking** debate “ the positive and negative influences that can come from one’s peers”
* discuss an issue facing young people today, e.g. homelessness, unemployment

*Reading** search appropriate websites for information regarding social welfare in Vietnam; take notes about the issues concerning young people
* look at a range of articles in different youth orientated magazines; make notes on topics considered to be of interest
* classify advertisements from magazines and visual texts: discuss how young people are perceived and targeted by advertisements

*Writing** write a persuasive article for a health magazine about the importance of good lifestyle habits
* write a diary entry outlining personal views on being a responsible teenager
* imagine being a student in the year 3000; write an imaginative story describing life in this future, ideal world
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **YOUNG PEOPLE AND SOCIAL ISSUES** Students develop language and cultural understanding to create an imaginative story that comments on youth and social issues in an ideal world.Emphasis is placed on developing language use, in particular:* new vocabulary and stylistic techniques appropriate to the text types
* writing in a first- or third-person perspective
* using structures for describing, recounting and narrating
* linking and sequencing ideas
* considering audience, purpose and context in oral and written texts
* accurate language use.

Students develop and practise the new knowledge and skills through a sequence of language learning tasks and learning activities developed by the teacher.*Language learning tasks* * Introduce vocabulary related to youth issues, including specific areas of interest such as social welfare, health and lifestyle information through class activities.
* Introduce specific vocabulary, grammar and language–culture links required for receptive understanding of the topic.
* Familiarise students with features of a range of texts such as a debate, diary entry and imaginative texts in Vietnamese.
* Identify and practise useful grammar for productive language use, such as describing and recounting.

*Learning activities* Through the learning activities, students practise listening, speaking, reading and writing, and have access to authentic language and cultural experiences. The activities are sequenced to develop cumulative language use, allowing students to successfully engage in multi-skill language activities. Teachers should prepare materials suitable for their students and the implementation of the activities.*Example learning activity sequence*This sequence of activities enables students to write an imaginative story that considers issues that have been researched in class, students imagine living in the year 3000 and write an imaginative story describing life in this future, ideal world.1. Review and list all the discussed and researched issues. 2. Present students with a sample imaginative story related to the topic.3. Discuss the way language and punctuation are used for effect. 4. Discuss and consider how different types of words and sentence structures convey different meanings.5. Brainstorm and then discuss what the world could be like in the year 3000. What will life be like in this future, ideal world? Make notes of the discussion.6. Ask students to work in small groups to discuss the topic.7. Identify and discuss the key words and ideas.8. Develop an opinion, then organise the ideas into paragraphs.9. Review writing and opinions in order to write an imaginative story describing life in this future, ideal world. |

**Area of Study 2**

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| **Outcome 2** | **Examples of learning activities** |
| Analyse and use information from spoken texts.**Theme**Global issues**Topic**Human rights in the world today**Subtopic**Universal human rights**Example text types in this area of study**articlebroadcastdebatediary entrydocumentaryemailinterviewnotesreportscript for a speechsummary | *Listening** view a documentary related to labour exploitation and discuss views related to working conditions

*Speaking** debate: ‘Protesting; every person’s right’
* participate in a role-play in which a student tries to convince his / her parents to join a human rights group
* in groups, brainstorm a selection of issues that have been presented in the media about human rights and present your opinion to the class

*Reading** search for articles on basic human rights and list the ones you consider vital; see Australian Commission on Human Rights website at: www.hreoc.gov.au/
* read a biography of a person famous for his/her stance in ethical matters; give an oral presentation on his/her achievement
* read an article and a letter containing different views on a specific human rights issue. Write a speech for a school gathering in which you compare both views.

*Writing** prepare a talk presenting details of the minimum wage for different types of work
* describe the typical working week of a labourer in Vietnam in the form of a diary entry
* write a letter to the editor of a newspaper describing an example of human rights abuse
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **THE MANY ASPECTS OF HUMAN RIGHTS**Students develop language and cultural understanding to analyse, discuss and write about an issue related to universal human rights.Emphasis is placed on developing language use, in particular:* identifying ideas and information from a range of sources to support arguments
* introducing new vocabulary and grammar appropriate to the text types
* using knowledge of the structure of the language to establish meaning and identify intentions and attitudes
* using accurate language to effectively convey meaning.

Students develop and practise the new knowledge and skills through a sequence of language learning tasks and learning activities developed by the teacher.*Language learning tasks* * Introduce vocabulary related to human rights, employment and work conditions in Vietnam and abroad, through class activities.
* Introduce specific vocabulary, grammar and language–culture links required for receptive understanding of the topic.
* Identify features of language in texts that present examples of data analysis, clear thinking, empathy and compassion.
* Identify and practise useful grammar for productive language use in the learning activities.
* Develop familiarity with the features of personal and evaluative texts.

*Learning activities* Through the learning activities, students practise listening, speaking, reading and writing, and have access to authentic language and cultural experiences. The activities are sequenced to develop cumulative language use, allowing students to successfully engage in multi-skill language activities. Teachers should prepare materials suitable for their students and the implementation of the activities.*Example learning activity sequence*This sequence of activities enables students to work in groups, to brainstorm a selection of issues that have been presented in the media about human rights and present their opinion to the class1. As a class, brainstorm issues that have been presented in the media related to human rights. List and categorise the ideas.2. In small groups or pairs, choose an issue.3. Each group or pair researches the issue and collects information that comments on the issue. 4. Students discuss the information in their pair/group.5. Each pair/group prepares and presents their chosen issue to the class. |

**Area of Study 3**

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| **Outcome 3** | **Examples of learning activities***Listening* |
| Exchange information, opinions and experiences.**Theme**Global issues**Topic**Development**Subtopic**The impact of technology**Example text types in this area of study**articledebateextractinstructionsinterviewlistnotesoral presentationreportreviewstoryweb page | * listen to an interview about the ‘Wireless school computer network’; list the advantages and disadvantages of this network
* listen to a debate about genetically modified food; take notes about the advantages and disdvantages

*Speaking** debate: ‘Is technological change always beneficial?’
* give instructions to the class about installing/operating software on the computer

*Reading** read two articles about mobile phones in Vietnam, and how the technology has reached all levels of society; discuss the impact
* compile a glossary of new terms and words related to technology, including computers and mobile phones, and present the glossary to the class
* search the internet for a recent technological advance in medicine/bio-science and take notes

*Writing** write an evaluative article for a school magazine on the impact of mobile phones
* write a report on ‘Technological progress – has it really expanded our horizons?’, refer to specific examples
* imagine a person living long ago; how would they view our modern world?; write a story from their perspective
* write a review of a film that deals with some form of technological change
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| **Detailed** [**example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **THE IMPACT OF TECHNOLOGY**Students develop language and cultural understanding to analyse and use information to write about development and the impact of technology on lifestyles.Emphasis is placed on developing language use, in particular:* new vocabulary and grammar appropriate to the topic, including some specialist vocabulary
* developing skills to elaborate upon ideas, attitudes and values
* linking, sequencing and showing relationships between ideas and factual information
* recognising and using conventions of texts in Vietnamese
* using appropriate registers and language, as appropriate to specific audiences
* using accurate language to effectively convey meaning.

Students develop and practise the new knowledge and skills through a sequence of language learning tasks and learning activities developed by the teacher.*Language learning tasks* * Introduce vocabulary related to modern technology, scientific developments and their impact, through class activities.
* Introduce specific vocabulary, grammar and language–culture links required for receptive understanding of language.
* Practise text analysis skills, such as identifying purpose and audience and identifying variation in values or attitudes and clear thinking.
* Identify and practise useful grammar for productive language use related to the topic.
* Familiarise students with the features of informative, evaluative and persuasive texts.

*Learning activities* Through the learning activities, students practise listening, speaking, reading and writing, and have to access to authentic language and cultural experiences. The activities are sequenced to develop cumulative language use, allowing students to successfully engage in multi-skill language activities. Teachers should prepare materials suitable for their students and the implementation of the activities.*Example learning activity sequence*This sequence of activities enables students to compile a glossary of new terms and words related to technology, including computers and mobile phones, and present the glossary to the class.1. Students identify all the new words and terms that are important to use when discussing technology.2. Students find these words in advertising brochures, pamphlets and textbooks.3. Students write down the word, the definition and where possible an appropriate example and explain if it is a Vietnamese word or a word “borrowed” from another language.4. The class then creates a bank of new words and terms, their definitions that are then shared and used for reference in this unit of work. |

School-assessed Coursework

Unit 3, Outcome 2

A sample approach to developing an assessment task

**Step 1:** Define the parameters of an outcome and its related assessment task options

The VCE Vietnamese First Language study design provides details of the key knowledge and key skills related to Unit 3 Outcome 2 and the common areas of study. To plan and conduct an assessment for this outcome it is necessary to be familiar with the key knowledge and key skills. It should be noted that each key element of knowledge and key skill does not need to be clearly identifiable in the task, nor should the task focus on too narrow a range of key knowledge and key skills.

The study design identifies the task that will be used to assess this outcome.

**Assessment task type:** a response to specific questions or instructions, analysing and using the information requested.

**Step 2: Examine the assessment advice and performance descriptors**

The performance descriptors should be fully understood as they give a clear indication of qualities and characteristics that should be evident in a student response. For example students need to be able to extract meaning from spoken texts and to convey meaning accurately in a response appropriate to the specific context of the task.

**Step 3: Teaching the pre-task knowledge and skills**

The subtopic allows the development of an appropriate sequence of teaching and learning activities for the outcome. The learning based on the subtopic should be designed to develop, maintain and extend student proficiency in all language skills – listening, speaking, reading and writing, as well as developing cultural knowledge.

Relate the skills and knowledge required for the successful demonstration of this outcome to the specific subtopic chosen. For example, vocabulary and structures should build on previous learning, and reflect and extend those needed by students to participate in activities related to the subtopic.

Include activities that are designed to enhance the students’ understanding and use of the skills and knowledge required for this outcome. For example, provide learning activities that progressively develop the ability to identify gist and specific detail from spoken texts.

Students may be given revision exercises and/or a practice task prior to the assessment task. Strategies for successful completion of a listening task of this type can be discussed in class.

**Date for completion:**

The teacher must decide the most appropriate time to set this task and inform the students. This decision is the result of several considerations including:

* the estimated time it will take to cover the key knowledge and key skills for the outcome
* the possible need to provide a practice, indicative task
* the likely length of time required for students to complete the task
* when tasks are being conducted in other subjects and the workload implications for students.

The task should allow students to summarise, analyse and synthesise ideas and compare, contrast or combine aspects of the information provided. The task may require students to demonstrate understanding of the speakers’ intention, attitudes and meaning. The task may require a single extended response or be a series of questions which require a paragraph response.

For example, students may be asked to listen to the broadcasts and write a response relating to the information and views expressed by the speakers and to analyse attitudes that are common to both speakers.

The task should be unambiguous and all instructions should be clear. The context for the task and the role of the student should be explicitly stated. The task should also state, the audience, purpose and text type required in the response.

**Step 4: Design the assessment task**

* Ensure that Vietnamese language materials suitable for the students’ language level are available.
* Decide on the conditions under which the task will be conducted.
* Produce or source two radio programs/podcasts in Vietnamese on universal human rights for the assessment task. The texts should be:
* unfamiliar to the students
* suited to the students’ language level
* on topic
* 4–5 minutes duration (both texts combined)

and:

* present some similar and some different aspects of the topic for comparison and analysis.

**Duration of task:** one 50-minute lesson.

**Materials:** Students may use a monolingual and/or bilingual dictionary in the completion of this task. Their responses will be recorded on the assessment task sheet and submitted at the end of the task.

Students should be advised of the timeline and conditions under which the task is to be completed. Students should be given an indication of the expected length of their response.

Ensure that there are suitable conditions and appropriate equipment for the completion of the assessment task. For example:

* listen to the audio materials twice, with a pause between readings
* note-taking allowed between each repetition
* produce a written response in the remaining time allocated to the completion of the task.

**Allocation of marks:** This task is worth 20 marks towards the total marks allocated to School-assessed Coursework for Unit 3.

Marking the task

Teachers should use the performance descriptors to assess student achievement of the outcome. Information gained from student performance can also be used to:

* give feedback to students
* revise topics, knowledge or skills to enhance student understanding
* evaluate the teaching and learning program.

**Authentication**

Authentication issues can be minimised if students complete an assessment task of structured questions conducted under test conditions and the stimulus material is new for that cohort of students.

Performance descriptors provide a guide to the levels of performance typically demonstrated within each range on the assessment task/s. The performance descriptors for each outcome identify the qualities or characteristics expected in a student response.

Unit 4

This unit focuses on a range of themes, topics and subtopics from the Common Areas of Study. Refer to pages 8–9 of the Vietnamese First Language Study Design for details. Teachers may choose themes, topics and subtopics for each area of study that meet the needs of their students and the requirements of the study, and that can be appropriately resourced.

It is expected that students will respond in Vietnamese to all assessment tasks. Learning related to the theme, topic or subtopics of the detailed study may be undertaken as part of the learning program for this unit.

**Area of Study 1**

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| **Unit 1** | **Examples of learning activities** |
| Analyse and use information from written texts.**Theme**Global issues**Topic**Human rights in the world today**Subtopic**The gap between the rich and the poor**Example text types in this area of study**articlecommentarydebatediscussionextractfilminterviewlistnovelspeechsummary | *Listening** listen to an interview about the role of world economic organisations in reducing the economic and social gap, and list the main points made
* view a film depicting modern Vietnam and discuss how different lifestyles in Vietnam are presented

*Speaking** debate: ‘Should wealthier countries abolish the debt of developing countries?’
* discuss lifestyles in Australia compared with lifestyles in Vietnam

*Reading** search the internet for information regarding wealth and poverty in a selected country or region of the world; summarise the causes and consequences of poverty in the region
* read one extract from a novel, and write comments about the attitudes to wealth and poverty as portrayed by the characters

*Writing** write an analytical article on the causes of the widening gap in the world between the poor and the rich, and the implications this has on society
* write a speech for the school assembly about people’s standard of living in different countries or regions
* read articles on wealth and poverty; use the information to write a speech summarising the efforts being made by governments to reduce the economic and social gap between the rich and the poor
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| **Detailed** [**example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **THE GAP BETWEEN THE RICH AND THE POOR**Students develop language and cultural understanding to analyse and use information and evidence from written texts to develop a speech on government efforts to reduce the gap between the rich and poor.Emphasis is placed on developing language use, in particular:* new vocabulary and grammar appropriate to the topic, including some technical vocabulary
* identifying and inferring points of view, attitudes and emotions
* summarising and synthesising information from a range of texts
* recognising and using features of text types, including stylistic features
* using accurate language to effectively convey meaning.

Students develop and practise the new knowledge and skills through a sequence of language learning tasks and learning activities developed by the teacher.*Language learning tasks* * Introduce vocabulary related to wealth and poverty, values, attitudes
* Introduce specific vocabulary, grammar and language–culture links required for receptive understanding and productive use of language
* Investigate attitudes to different lifestyles and develop understanding of the nature of wealth and poverty.
* Identify and practise useful grammar for productive language use.
* Familiarise students with the features of informative and evaluative texts and comparative analysis.

*Learning activities* Through the learning activities, students practise listening, speaking, reading and writing, and have access to authentic language and cultural experiences. The activities are sequenced to develop cumulative language use, allowing students to successfully engage in multi-skill language activities. Teachers should prepare materials suitable for their students and the implementation of the activities.*Example learning activity sequence*This sequence of activities enables students to develop language, analyse and use information to write a speech using information extracted from written texts.1. In small groups, student choose a country or region in order to research an aspect of wealth and poverty in the world today.2. Students read articles related to the gap between the rich and poor in the world.3. Discuss and familiarise students with the features of informative and evaluative texts.4. Students discuss and present their findings in their groups and then to the class.5. Discuss and consider how different types of words and sentence structures convey different meanings and how values and attitudes are also portrayed.6. Brainstorm and then discuss how the gap can be reduced. Make notes of the discussion.7. Ask students to work in small groups to discuss the topic.8. Identify and discuss the key words and ideas/solutions.9. Develop an opinion, then organise the ideas into paragraphs.10. Review writing and opinions in order to write a speech using information extracted from written texts. |

**Area of Study 2**

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| **Outcome 2** | **Examples of learning activities** |
| Respond critically to spoken and written texts that reflect aspects of the language and culture of Vietnamese-speaking communities.**Theme**Tradition and change in Vietnamese-speaking communities**Topic**Traditions and values**Subtopic**The changing role of women**Example text types in this area of study**articlebiographybroadcastchartdiscussionexcerptfilm interviewnotesplaypresentationreviewsongstorysummarytimeline | *Listening** listen to a radio interview with a woman from a Vietnamese-speaking country discussing her successful career
* listen to a song about a women in Vietnam today and summarise the lyrics

*Speaking** participate in a discussion on how life has changed for women in Vietnam; make notes to use in a PowerPoint presentation
* search the internet for information on female figures in Vietnamese history; make a presentation on an important female figure to the class
* discuss the lifestyles of women in Vietnamese-speaking communities one hundred years ago and today; note differences

*Reading** read a biography of a woman living in a Vietnamese-speaking community abroad or in Vietnam and write down issues raised about her life
* read a play on the life of a woman in Vietnam and discuss the characters and their relationship with the woman
* search relevant websites for information on the contribution made by Vietnamese women in Vietnamese history and present the data in a chart and a timeline
* read and review an article about the current status of women in Vietnamese society

*Writing** imagine you are a woman living 100 years ago in Vietnam; write a short story describing your life
* write a review of a film about a famous woman who made a significant contribution to society
* write an evaluative article for a newspaper on the theme of the changing role of women in Vietnamese-speaking communities, as depicted in literature and/or the arts; refer to at least two examples from the texts studied to support arguments made
* the changed role of women in Vietnamese-speaking communities can be seen through depictions of female characters from Vietnamese literature and/or the arts; agree with or refute this statement in a written evaluative piece of writing on the changing role of women around the world, referring to at least two examples
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| [**Detailed example**](file://VCAAFS01/Curriculum%24/VCE/Implementation/2015/Detailed%20example) |
| **TRADITION AND VALUES**The content of this learning activity forms the basis for the detailed study: *Language and culture* through literature and the arts, investigated through the subtopic of *The changing role of women*. It provides the context for learning associated with Unit 4. Students develop language skills and cultural understanding to enable them to write an evaluative piece of writing and participate effectively in an interview on the changing roles of women in Vietnamese-speaking communities. Emphasis is placed on developing language use, in particular:* new vocabulary and grammar related to the role of women in society
* identifying and evaluating values, attitudes and beliefs from a range of texts and source materials
* identifying similarities, differences, and bias in texts
* selecting and making use of relevant reference materials
* recognising writers’ intention, the possibility of different interpretations of texts and the impact of cultural perspectives on meaning
* using accurate language to present a stance on an issue in oral and written form.

Students develop and practise the new knowledge and skills through a sequence of language learning tasks and learning activities developed by the teacher.*Language learning tasks* * Introduce vocabulary related to the role of women historically and in modern Vietnam, through class activities.
* Introduce specific vocabulary, grammar and language–culture links required for receptive understanding of and productive use of the language.
* Identify and practise useful grammar, expressions and stylistic features for productive language use.
* Develop familiarity with the features of personal, evaluative and informative oral and written texts for a range of audiences and purposes.

*Learning activities* Through the learning activities, students practise listening, speaking, reading and writing, and have to access to authentic language and cultural experiences. The activities are sequenced to develop cumulative language use, allowing students to successfully engage in multi-skill language activities. Teachers should prepare materials suitable for their students and the implementation of the activities.*Example learning activity sequence*This sequence of activities enables students to develop language to support a position in both written and oral form on the changing role of women in Vietnamese–speaking communities. Students will be able to agree with or refute the following statement ‘*The changed role of women in Vietnamese-speaking communities* *can be seen through depictions of female characters from Vietnamese literature and/or the arts’* in a written evaluative piece of writing, referring to at least two examples in the texts studied.1. Students read, view and review their chosen texts for this topic.2. Identify, compare and evaluate attitudes and beliefs to women in Vietnam today and historically.3. Analyse information and ideas in order to have an informed opinion on the chosen topic.4. Discuss and familiarise students with the features of evaluative texts and kind of writing.5. Review and consider how different types of words and sentence structures convey different meanings and how values and attitudes are also portrayed.6. Develop an opinion, then organise the ideas into paragraphs.7. Produce a text to present an opinion on the topic.8. Review writing and opinions in order to write an evaluative report using information extracted from written texts. |

School-assessed Coursework

Unit 4, Outcome 2

A sample approach to developing an assessment task

**Step 1:** Define the parameters of an outcome and its related assessment task options

The VCE Vietnamese First Language study design provides details of the key knowledge and key skills related to Unit 4, Outcome 2, and the common areas of study. It should be noted that each key element of knowledge and key skill does not need to be clearly identifiable in the task, nor should the task focus on too narrow a range of key knowledge and skills.

The study design identifies the task to be used to assess this outcome. Teachers should be familiar with the essential characteristics of each type of writing.

**Assessment task type:** Persuasive or evaluative written response, of 350–400 words.

**Step 2: Examine the assessment advice and performance descriptors**

The performance descriptors should be fully understood as they give a clear indication of qualities and characteristics required in a student response. For example, the written response must include appropriate features for the text type specified for the task, as well as demonstrating the effective use of reference information as required by the task.

**Step 3: Teaching the pre-task knowledge and skills**

At least one of the two tasks for Outcome 2 must focus on the subtopic selected for the detailed study. Reference must be made to the relevant study design information relating to the detailed study and the selection of a theme and topic for each language. The subtopic allows the development of an appropriate sequence of teaching, learning and assessment for the outcome. The learning based on the subtopic is designed to develop, maintain and extend student proficiency in all skills of listening, speaking, reading and writing, as well as cultural understanding.

Relate the skills and knowledge required for the successful demonstration of this outcome to the specific subtopic chosen. For example, vocabulary and structures should build on previous learning, and reflect and extend those needed by students to participate in activities related to the subtopic.

Include activities that are designed to enhance the students’ understanding and use of the skills and knowledge required for this outcome. For example, provide learning activities that progressively develop the ability to produce persuasive and evaluative written responses in Vietnamese, paying attention to context, audience, purpose and text type, as well as the use of evidence to support a point of view.

**Step 4: Design the assessment task**

Students are required to produce a persuasive or an evaluative response to given topic/s. For example, the response may require a report, an essay, an article or a review. Students answer the task individually and in class time. Teachers should specify what kind of writing and or text type/s will be required in the specific assessment task.

One approach to developing the assessment task

For this part of Outcome 2 teachers should provide a specific task for students on an issue related to the subtopic covered in the outcome. The task set should specify an audience, purpose, context and text type, as well as making clear which of the two kinds of writing (evaluative or persuasive) is required. The task may involve identifying, comparing and evaluating values, attitudes and beliefs, and/or analysing and comparing information, ideas, themes and experiences. However, the task should focus clearly on understanding an aspect or aspects of the language and culture of the Vietnamese-speaking communities. Where there is more than one task offered for students to choose from, the teacher must ensure that the tasks are comparable in demand.

If the task relates to the language and culture through the Literature and the Arts detailed study option, the task should require students to base their response on one or more of the texts studied.

Students may be given revision exercises and/or practice tasks prior to the assessment task and strategies for successful completion of a writing task of this type can be discussed in class.

**Duration of task:** 100 minutes (two 50-minute lessons).The task must be completed during class time and under teacher supervision.

**Materials:** Students may use a monolingual and/or bilingual dictionary during the completion of this task. Student responses will be recorded on writing pages attached to the assessment task handout and submitted at the end of the task.

**Decide on the conditions under which the task will be conducted**

The task should allow students to compare and contrast aspects of language and culture. Students are required to support particular views with appropriate evidence.

The task requires an extended response in Vietnamese. The word length is 350 – 400 words as specified in the study design.

Clear instructions should be given regarding the requirements of the task and presentation of responses.

The task should be unambiguous; the context for the task and the requirements
of the response should be explicitly stated. The task should also clearly specify the audience, purpose and text type required in the response.

**Allocation of marks:** This task is worth 20 marks towards the total marks allocated to School-assessed Coursework for Unit 4.

**Date for completion:** The teacher must decide on the most appropriate time to set this task and inform the students. This decision is the result of several considerations including:

* the estimated time it will take to cover the key knowledge and key skills for the outcome
* the possible need to provide a practice, indicative task
* the likely length of time required for students to complete the task
* when tasks are being conducted in other subjects and the workload implications for students.

Marking the task

Teachers should use the performance descriptors to assess student achievement of the outcome. Information gained from student performance can also be used to:

* give feedback to students
* revise topics, knowledge and/or skills to enhance student understanding
* evaluate the teaching and learning program.

**Authentication**

Authentication issues can be minimised if students complete the assessment task under test conditions and the stimulus material is new for that cohort of students.

Performance descriptors provide a guide to the levels of performance typically demonstrated within each range on the assessment task/s. The performance descriptors for each outcome identify the qualities or characteristics expected in a student response.

Performance descriptors

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| **VCE VIETNAMESE FIRST LANGUAGE****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
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| ***Unit 3******Outcome 1*** ***Express ideas through the production of original texts.*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited awareness of the features of imaginative writing and text type.  | Imaginative piece of writing with some original elements presented in an appropriate text type. Some understanding of the narrative perspective.  | Original imaginative piece of writing in an appropriate text type. General understanding of the narrative perspective.  | Effective and original imaginative piece of writing in an appropriate text type. Clear understanding of the narrative perspective.  | Highly effective and original imaginative piece of writing in an appropriate text type. Comprehensive understanding of the narrative perspective.  |
| Limited evidence of appropriate structural features, such as introduction, body or conclusion. Limited content and ability to organise ideas. | Some appropriate structural features, such as an introduction, body and/or conclusion. Some relevant content and attempt to cover a range of ideas. Sequencing of ideas and coherence in the writing as a whole is ineffective. | Generally relevant content showing attempts to sequence and maintain coherence in the writing throughout. The text has generally appropriate structural features, such as an introduction, body and/or conclusion.  | Relevant, comprehensive content showing some sophistication. Ideas are well sequenced and writing is cohesive throughout the text. The text is structured effectively, including, for example, an introduction, body and conclusion. | Highly relevant, comprehensive content at a good level of sophistication. Ideas are well organised and sequenced throughout, for example within and between paragraphs and through the cohesiveness of the writing as a whole. The text is structured very effectively, including, for example, an introduction, body and conclusion.  |
| Limited ability to produce meaningful language.  | Vocabulary and grammar are sometimes appropriate, including examples of structures related to describing, recounting or narrating.  | Vocabulary and grammar are appropriate, including some structures related to describing, recounting and narrating.  | A range of vocabulary and grammar is used with overall accuracy, including structures related to describing, recounting and narrating.  | A broad range of vocabulary and grammar is used accurately, including structures related to describing, recounting and narrating.  |
| Limited ability to use language appropriate for the audience, context, purpose and text type. | Some ability to use vocabulary, grammar, punctuation, style and register appropriate for the audience, context, purpose and text type, although inconsistencies and inaccuracies are evident throughout the writing. | Vocabulary, grammar, punctuation, style and register appropriate for the audience, context, purpose and text type are used, although some inconsistencies and inaccuracies are evident. | Acceptable vocabulary, grammar, punctuation, style and register for the audience, context, purpose and text type. | Appropriate use of vocabulary, grammar, punctuation, style and register for the audience, context, purpose and text type. |

KEY to marking scale based on the outcome contributing 20 marks to the total marks available for Unit 3 school-assessed coursework.

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| Very low 1–4 | Low 5–8 | Medium 9–12 | High 13–16 | Very high 17–20 |

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| **VCE VIETNAMESE FIRST LANGUAGE****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
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| ***Unit 3******Outcome 2******Analyse and use information from spoken texts.*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited understanding of the spoken texts.  | Some understanding of the spoken texts, although capacity to distinguish between different registers and stylistic features may be limited.  | Broad understanding of the spoken texts, showing some capacity to distinguish between different registers and stylistic features.  | Clear understanding of the spoken texts, showing the capacity to distinguish between different registers and stylistic features.  | Comprehensive understanding of the spoken texts, showing the capacity to distinguish between different registers and stylistic features.  |
| Limited ability to extract information relevant to the task and organise ideas appropriately.  | Summarises and/or synthesises some ideas and information, which are sometimes relevant.  | Ability to summarise and synthesise ideas and information, most of which is relevant.  | Demonstrates ability to summarise and synthesise relevant details, for example, by extracting and using relevant information and ideas from the texts. | Consistently demonstrates ability to summarise and synthesise relevant ideas and information, for example, by extracting and using relevant details from the texts.  |
| Limited ability to recognise the speakers’ intention, attitudes and to convey meaning.  | Some recognition of the speakers’ intention, attitudes and/or capacity to convey meaning.  | Capacity to recognise speakers’ intention and/or attitudes from the spoken text and to convey some meaning.  | Effective capacity to recognise speakers’ intention and/or attitudes from the spoken text and to convey meaning.  | Highly effective capacity to recognise speakers’ intention and/or attitudes from the spoken text and to convey meaning accurately.  |
| Limited attempt to use or organise ideas or information extracted from the texts. | Some ability to organise the extracted ideas and information through, for example, structuring and sequencing ideas within and between paragraphs.  | Sound organisation and sequencing through, for example, structuring and sequencing ideas within and between paragraphs.  | Coherent organisation and sequencing of extracted details through, for example, structuring and sequencing ideas within and between paragraphs.  | Highly coherent organisation and sequencing of extracted ideas and information through, for example, structuring and sequencing ideas within and between paragraphs.  |
| Limited use of language with frequent inaccuracies. | Language use is generally appropriate to the task, although some inaccuracies may occur. | Language use vocabulary is generally appropriate to the task. | A range of language is effectively used. | A broad range of language is appropriately and accurately used. |

KEY to marking scale based on the outcome contributing 20 marks to the total marks available for Unit 3 school-assessed coursework.

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| Very low 1–4 | Low 5–8 | Medium 9–12 | High 13–16 | Very high 17–20 |

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| **VCE VIETNAMESE FIRST LANGUAGE****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
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| ***Unit 3******Outcome 3******Exchange information, opinions and experiences.*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited ability to present relevant ideas and opinions.  | Some relevant ideas and opinions are presented.  | Ideas and opinions are presented and developed with some attempt to justify and support them with reasons, examples and/or evidence.  | Well-developed ideas, opinions and attitudes which are consistently justified, through supporting and elaborating information with reasons, examples and/or evidence.  | Very well-developed ideas, opinions and attitudes which are consistently justified through supporting and elaborating information with reasons, examples and/or evidence.  |
| Limited ability to link and sequence content and support ideas with relevant information relating to the texts studied.  | Some ability to link and sequence content and support ideas with relevant information relating to the texts studied.  | Links and sequences content logically and supports ideas with relevant information relating to the texts studied.  | Links and sequences content logically and supports ideas with a range of relevant information relating to the texts studied.  | Links and sequences content logically and supports ideas with a broad range of highly relevant information relating to the texts studied.  |
| Limited use of language appropriate for the audience, context, purpose and conventions of an evaluative presentation.  | Achieves some accuracy in the language (including specialist vocabulary and appropriate register) which is generally appropriate for the audience, context, purpose and conventions of an evaluative presentation.  | Language (including specialist vocabulary and appropriate register) is generally accurate and appropriate for the audience, context, purpose and conventions of an evaluative presentation, although some inaccuracies may be evident.  | A range of language (including specialist vocabulary and appropriate register) used accurately and appropriately for the audience, context, purpose and conventions of an evaluative presentation.  | A broad range of language (including specialist vocabulary and appropriate register) used accurately and appropriately for the audience, context, purpose and conventions of an evaluative presentation.  |
| Limited ability to convey meaning through language use. | A narrow range of complex structures are used to convey meaning.  | Some complex structures are used to convey meaning. | Complex structures used accurately throughout to convey meaning. | Complex structures used accurately to effectively convey meaning.  |

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|  | Limited ability to produce correct pronunciation, intonation, stress and tempo and to engage with the audience. | Some ability to produce clear spoken language through pronunciation, intonation, stress and tempo and to engage with the audience. | Good capacity to produce clear spoken language through good pronunciation, intonation, stress and tempo and to engage with the audience. | Very good capacity to produce clear spoken language, for example, through very good pronunciation, intonation, stress and tempo and to engage with the audience. | Excellent capacity to produce clear spoken language through excellent pronunciation, intonation, stress and tempo and to engage with the audience. |

KEY to marking scale based on the outcome contributing 10 marks to the total marks available for Unit 3 school-assessed coursework.

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| Very Low 1–2 | Low 3–4 | Medium 5–6 | High 7–8 | Very High 9–10 |

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| **VCE VIETNAMESE FIRST LANGUAGE****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
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| ***Unit 4******Outcome 1******Analyse and use information from written texts.*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited understanding of the written texts.  | Some understanding of points of view, attitudes, emotions and/or meaning of the written texts.  | Some ability to infer points of view, attitudes, emotions and meaning from context and language of the written texts is evident.  | Sound understanding of the written texts through the ability to infer points of view, attitudes, emotions and meaning from context and language.  | Comprehensive understanding of the written texts through the ability to infer points of view, attitudes, emotions and meaning from context and language.  |
| Limited ability to extract relevant information and ideas by attempting to structure or sequence ideas.  | Demonstrates limited ability to summarise and synthesise relevant ideas and information from the source text by structuring or sequencing ideas. | Extracts some relevant ideas and information from the source texts and demonstrates ability to summarise and synthesise these through structuring and sequencing within and between paragraphs.  | Capacity to summarise and synthesise relevant ideas and information from the source texts through the effective structuring and sequencing of ideas within and between paragraphs.  | Excellent capacity to summarise and synthesise relevant ideas and information from the source texts through the highly effective structuring and sequencing of ideas within and between paragraphs.  |
| Limited range of language is used and may be unsuitable.  | Language is usually suitable for the audience, context, purpose and text type though inaccuracies occur.  | A narrow range of language (including, for example, technical vocabulary, stylistic features and grammar) is used and is mostly appropriate for the audience, context, purpose and text type.  | A range of language (including, for example, technical vocabulary, stylistic features and grammar) is used appropriately for the audience, context, purpose and text type. | A broad range of language (including, for example, technical vocabulary, stylistic features and grammar) is used appropriately for the audience, context, purpose and text type.  |

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|  | Meaning is unclear and the content is limited. | Some ability to convey meaning, with some inaccuracies and/or omissions affecting the clarity of expression. | Meaning is conveyed clearly although inaccuracies in language use may occur. | Meaning is conveyed accurately and clearly. | Meaning is conveyed accurately and concisely.  |

KEY to marking scale based on the outcome contributing 20 marks to the total marks available for Unit 4 school-assessed coursework.

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| Very Low 1–4 | Low 5–8 | Medium 9–12 | High 13–16 | Very High 17–20 |

**Unit 4 Area of Study 2 Outcome 2**

This outcome will contribute 30 marks to the total marks available for Unit 4 school-assessed coursework.

It will be assessed by two tasks.

Task A will contribute 20 marks and task B will contribute 10 marks out of the 30 marks allocated to this outcome.

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| **VCE VIETNAMESE FIRST LANGUAGE****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
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| ***Unit 4******Outcome 2******Task A******Respond critically to spoken and written texts that reflect aspects of the language and culture.*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Limited understanding of the features of the kind of writing or issues related to the subtopic and texts studied.  | Some features of the kind of writing required and a limited focus on an issue related to the texts studied are evident.  | An original piece of writing appropriate to the kind of writing which presents either a particular stance on an issue or an objective evaluation of it related to the texts studied.  | An effective and a comprehensive evaluative or persuasive piece of writing which presents either a particular stance on an issue or an objective evaluation of it related to the texts studied.  | Highly effective, original and comprehensive evaluative or persuasive piece of writing which presents either a particular stance on an issue or an objective evaluation of it related to the texts studied.  |
| Little or no reference to relevant information and ideas from the texts.  | Information and ideas from the texts are compared, and an attempt to cover a range of ideas is evident.  | Some analysis, comparing and evaluating of information and ideas from the texts is evident through, for example, the presentation of generally relevant and logically organised content.  | Well-developed analysis, comparing, interpreting and evaluating of information, ideas and attitudes from the texts through, for example, the presentation of relevant, comprehensive content showing some sophistication in the organisation of ideas.  | Comprehensive analysis, comparing, interpreting and evaluating of relevant aspects of the texts through, for example, the presentation of highly relevant, comprehensive content showing sophistication in the organisation of ideas.  |

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|  | Limited ability to convey meaning. | Limited ability to discern relevant and appropriate aspects of texts or to use them to support the arguments presented through, for example, using a limited range of relevant and accurate language which may be appropriate to the purpose, audience and context of the task.  | Some ability to discern relevant and appropriate aspects of texts and to use them to support the arguments presented through, for example, using relevant language appropriate to the purpose, audience and context of the task, although inaccuracies may be evident.  | Demonstrated ability to use the texts studied to support the arguments presented through, for example, using a range of relevant and accurate language (such as vocabulary, grammar, punctuation and script where relevant) appropriate to the purpose, audience and context of the task.  | Demonstrated ability to use the texts studied to consistently support the arguments presented through, for example, using a wide range of relevant and accurate language (such as vocabulary, grammar, punctuation and script where relevant) appropriate to the purpose, audience and context of the task.  |
| Limited content with little organisation and sequencing of ideas | Content is disjointed with little attempt to organise or sequence ideas and/or to include features of the text type required by the task. | Content is usually organised and sequenced logically and the text includes features of the text type required by the task, for example, sequencing within and between paragraphs and including an introduction, body and conclusion. | Capacity to produce a logically sequenced and organised text appropriate to the text type required by the task, for example, sequencing within and between paragraphs and including an introduction, body and conclusion. | Excellent capacity to produce a well-organised and logically sequenced text appropriate to the text type required by the task, for example, effective sequencing within and between paragraphs and including an introduction, body and conclusion. |

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| **VCE VIETNAMESE FIRST LANGUAGE****SCHOOL-ASSESSED COURSEWORK** |
| **Performance descriptors** |
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| ***Unit 4******Outcome 2******Task B******Respond critically to spoken and written texts that reflect aspects of the language and culture.*** | **DESCRIPTOR: typical performance in each range** |
| **Very low** | **Low** | **Medium** | **High** | **Very high** |
| Presents limited information related to the task and may be unable to present a point of view or to support it with evidence.  | Participates in the oral interview with some focus on an issue related to the subtopic and texts studied, although requiring some support to maintain the interaction.  | Capacity to participate in an effective oral interview on an issue related to the texts studied, contributing occasionally to the maintenance of the interaction.  | Very good capacity to participate in and maintain an effective and comprehensive oral interview on an issue related to the texts studied.  | Excellent capacity to link with a partner and maintain a highly effective and comprehensive oral interview on an issue related to the texts studied.  |
| Requires support to maintain the interview.  | Limited capacity to analyse, compare and evaluate information, ideas and attitudes from the texts studied.  | Some capacity to analyse, compare and evaluate information, ideas and attitudes from the texts studied, for example, by including a range of relevant information and ideas.  | Demonstrated capacity to analyse, compare and evaluate information, ideas and attitudes from the texts studied, for example, by including a wide range of relevant information and ideas.  | Excellent capacity to analyse, compare and evaluate information, ideas and attitudes from the texts studied, for example, by including a wide range of relevant information and ideas.  |
| Limited ability to make reference to the texts studied. | Limited ability to make effective judgments about the relevance and appropriateness of aspects of texts studied or to use them to support the arguments presented.  | Some ability to make effective judgments about the relevance and appropriateness of aspects of texts and to use them to support the arguments presented, for example with reasons, examples or evidence.  | Demonstrated ability to use the texts studied to support the arguments presented, for example with reasons, examples and/or evidence.  | Demonstrated ability to use the texts studied to consistently support the arguments presented, for example with reasons, examples and/or evidence.  |

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|  | Limited ability to use language to convey meaning clearly. | Use of a limited range of relevant and accurate language which may be appropriate to the purpose, audience and context of the task.  | Use of a limited range of language appropriate to the purpose, audience and context of the task and some inaccuracies may be evident.  | Use of a range of relevant and accurate language appropriate to the purpose, audience and context of the task.  | Use of a wide range of accurate language appropriate to the purpose, audience and context of the task.  |
| Significant problems in oral delivery, pronunciation, intonation, stress and/or tempo. | Expression in the language may lack clarity, and may include some inaccurate pronunciation, intonation, stress, and/or tempo. | Expression in the language is usually clear, although pronunciation, intonation, stress and/or tempo may include some inaccuracies. | Expression in the language is clear, for example use of good pronunciation, intonation, stress, and tempo. | Clear expression in the language, for example through excellent pronunciation, intonation, stress and tempo. |

KEY to marking scale based on the outcome (two tasks) contributing 30 marks to the total marks available for Unit 4 school-assessed coursework.

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| Very low 1–14 | Low 15–18 | Medium 19–22 | High 23–26 | Very high 27–30 |

Appendix 1: Employability skills

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| **Assessment task** | **Employability skills** |
| **Imaginative written piece** | **Communication** (writing)**Learning Planning****Organising****Self-management** |
| **Evaluative oral presentation** | **Communication** (speaking)**Teamwork****Problem-solving****Initiative and enterprise** |
| **Analysis and response to spoken texts** | **Communication** (listening and writing)**Problem-solving** |
| **Analysis and response to written texts** | **Communiation** (reading and writing)**Problem-solving****Planning and organising****Use of information and communications technology** |
| **Persuasive or evaluative written response** | **Communication** (writing)**TeamworkPlanning and organisingUse of information and communications technology** |
| **Interview** | **Communication** (listening and speaking)**Teamwork****Planning and organising****Use of information and communications technology** |
| **Detailed study** | **Communication** (listening, reading, speaking, writing)**Teamwork****Problem-solving****Planning and organising****Use of information and communications technologyLearningInitiative and enterprise** |

The employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future*, 2002), developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published
by the (former) Commonwealth Department of Education, Science and Training.