

Accreditation Period

Units 1 and 2

2016–2021

Units 3 and 4

2017–2021

Victorian Certificate of Education



VIETNAMESE

FIRST LANGUAGE



STUDY DESIGN



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Important information

Accreditation period

Units 1 and 2: 1 January 2016 – 31 December 2021

Units 3 and 4: 1 January 2017 – 31 December 2021

Implementation of this study for Units 1 and 2 commences in January 2016.

Implementation of this study for Units 3 and 4 commences in January 2017.

Sources of information

The [VCAA Bulletin VCE, VCAL and VET](#) is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is available as an e-newsletter via free subscription on the VCAA's website at: www.vcaa.vic.edu.au.

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE and VCAL Administrative Handbook](#) contains essential information on assessment processes and other procedures.

VCE providers

Throughout this Study Design the term 'school' is intended to include both schools and other VCE providers.

Copyright

VCE schools may reproduce parts of this Study Design for use by teachers. The full VCAA Copyright Policy is available at: www.vcaa.vic.edu.au/Pages/aboutus/policies/policy-copyright.aspx.

Introduction

The language

The language to be studied is the modern standard version of Vietnamese.

Rationale

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the cultures of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Vietnamese develops students' ability to understand and use the language of a country that is one of Australia's closest neighbours. There is a large Vietnamese-speaking community in Australia and there are links between Australia and Vietnam in areas such as business, tourism and education. The study of Vietnamese promotes the strengthening of these links.

Students may wish to study Vietnamese as an academic subject for educational purposes or link this study to other areas of interest such as tourism, technology, finance, services and business.

Aims

This study is designed to enable students to:

- use Vietnamese to communicate with others
- understand and appreciate their own and others' cultures
- understand language as a system
- apply Vietnamese to work, further study, training or leisure.

Structure

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. VCE Vietnamese First Language is designed for students who will, typically, have spent some time as a resident and/or have had significant experience of studying Vietnamese in a country in which Vietnamese is a major language of communication.

The study of Vietnamese is offered at two levels in the VCE: Vietnamese First Language and Vietnamese Second Language. Entry to these levels is governed by eligibility criteria, which are monitored regularly and published on the VCAA website and in the [VCE and VCAL Administrative Handbook](#).

Units 1 to 4 are designed to be of an appropriate standard for the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

Changes to the study design

During its period of accreditation minor changes to the study will be notified in the [VCAA Bulletin](#). The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes and advice about VCE studies published in the *VCAA Bulletin*.

Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Vietnamese First Language to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [VCE and VCAL Administrative Handbook](#). Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

Safety

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* provides examples of how students can develop employability skills during learning activities and assessment tasks.

Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

Assessment and reporting

Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

Levels of achievement

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment 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.

Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) as specified in the VCE study designs, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [VCE and VCAL Administrative Handbook](#) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Vietnamese First Language are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- Examinations*: oral component } 10 per cent
written component } 40 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this Study Design.

Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current [VCE and VCAL Administrative Handbook](#) for authentication procedures. All assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

*A single grade is awarded.

Units 1–4: Common areas of study

The areas of study for VCE Vietnamese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, and form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide opportunities for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

Themes, topics and sub-topics

There are three prescribed themes:

- Self and others
- Tradition and change in Vietnamese-speaking communities
- Global issues

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

The student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic.

Prescribed themes and topics and suggested sub-topics

Self and others	Tradition and change in Vietnamese-speaking communities	Global issues
<ul style="list-style-type: none"> • Personal world <i>For example, personal values and self-identity, relationship with family and friends, aspirations and expectations.</i> • Personal beliefs and ideals <i>For example, personal priorities, views of an ideal world.</i> • Contributing to the community <i>For example, voluntary work, caring for the aged, plans for contributing to the community, young people and social issues.</i> 	<ul style="list-style-type: none"> • Folk/contemporary literature <i>For example, folklore and legends, significant events as depicted in stories, famous authors, modern and traditional literature.</i> • Traditions and values <i>For example, family values, celebrations and ceremonies, traditional and modern medicine.</i> • Migration <i>For example, Vietnamese migration to Australia, experience and impact of migration.</i> • Arts and entertainment <i>For example, art, dance, the media, music and film.</i> 	<ul style="list-style-type: none"> • The global environment <i>For example, pollution, ways of attaining and maintaining peace, globalisation, urbanisation.</i> • Human rights in the world today <i>For example, universal human rights, censorship and freedom of speech, labour exploitation, the gap between rich and poor.</i> • Development <i>For example, advantages and disadvantages of tourism, the impact of technology, the role of the media, jobs of the future.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

Text types

The student should be familiar with a wide range of text types. The following list is not intended to be exhaustive. It focuses instead on text types that the student may not be familiar with and which, consequently, may require a particular teaching and learning emphasis. (Characteristics of some text types are set out in the *Advice for teachers* companion document.)

Advertisement	Email	Play
Announcement	Essay	Poem
Article	Film	Proverb
Biography	Folk tale	Report
Blog	Formal correspondence	Review
Cartoon	Informal correspondence	Script for a speech
Conversation	Memo	Short story
Debate	Message	Song
Discussion	Newspaper article	Summary
Documentary	Personal profile	Table
Editorial	Plan	

Kinds of writing

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative, and evaluative. (Details of each kind of writing are published in the *Advice for teachers* companion document.)

Vocabulary

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the Study Design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Information on the use of dictionaries in the end-of-year written examination is provided in the end-of-year examinations section, in the [VCE and VCAL Administrative Handbook](#).

Grammar

The student is expected to recognise and use the following grammatical items:

Phonology	Crisp quality of vowel sounds Pattern and rhythm Intonation and stress	Nguyên âm a, ă, â, e, ê, o, ô, ơ, ư Phương ngữ miền Bắc, Trung, Nam
Tone	Distinction between six tone markers	ma, má, mà, mạ, mã, mã
Intonation	Question, statement, negation	lên giọng, xuống giọng
Initial consonants	Distinction between tr- and ch-, s- and x-, v- and d- etc.	trê-chê; sa-xa; vì-di
Final consonants	Distinction between -n and -ng, -c and -t etc.	đan-đang; mặc-mặt
Punctuation	Comma (,), full stop (.), semi-colon (;), colon (:), hyphen (-), exclamation (!), question mark (?) etc.	Hôm nay, tôi đi học. Trời nóng quá! Bạn thích mùa nào?
Verbs	Tense expression (present, past, future) Transitive, Intransitive Voice (active and passive) Imperative forms including prohibitive forms Various shades of command, request and invitation extras With markers and modifiers With negators With accompanying prepositions	đang, đã, rồi, sẽ, sắp, hôm qua, hôm nay, ngày mai Tôi phạt nó. Nó bị phạt Không được ồn ào! Đi nhanh lên! Xin mời ngồi! Nên, phải làm như vậy. Không nên, không được, không cho Ăn cơm với cá, đi tối trường
Adverbs	Time, place, manner	Lúc 2 giờ, ở Việt Nam, rất đẹp
Nouns	Common/proper, singular/plural, single/compound	sông Cửu Long, nhà, nhiều nhà, nhà cửa, áo quần, thợ điện

Pronouns	Personal, demonstrative, interrogative First person Second person Combined first and second persons Third person Other terms used in place of pronouns Name of person, title of person With the negator	Tôi, ông kia, ai, gì Tôi, ta, em, con, cháu, mình, chúng ta, chúng mình, tụi mình Bạn, cô, bác, anh, chị, mi Cô ấy, anh ấy, chị ấy, họ ông, anh, bà Nàng, chàng, cô bé, ông cụ Bác sĩ Mạnh, giáo sư Lan Không phải tôi, anh, cô ấy
Adjectives	Single/compound Comparative Simple descriptive With affixation/reduplication Two-word phrases comparatives With degree markers With other modifiers With negators	đẹp, duyên dáng, bằng, hơn, nhất rộng rãi, đẹp đẽ, chặt chẽ, nhỏ nhắn xanh xanh, xinh xinh, nhỏ nhỏ đẹp hơn, đẹp nhất sáng quá, rất xinh, đẹp lộng lẫy không xấu, không xa bằng
Conjunctions		Và, nhưng, còn, vì vậy, do đó, cho nên, mặc dù
Prepositions		Lúc, ở, vào, trong, ngoài, lên, xuống
Articles	Definite Indefinite plural	Cái, con, một một số, cuốn, cây những, vài
Quantifiers	Cardinal, ordinal numbers Collectives With terms of measurement Indefinite terms Ordinal adjectives Fractions Classifiers, group of nouns on the basis of some perceived characteristics Group of nouns on the basis of how they are measured, assembled, or processed Singularity, Plurality, for example, through duplication, through context, through use of compound words	Một, hai, thứ nhất, thứ nhì bè, rừng, đám, bụi, nhóm một vài, đa số đầu, cuối, đầu tiên, chót Một phần, hai phần ba, một nửa Một mét, hai khúc, ba đoạn Một, cái, con hàng hàng, lớp lớp bạn bè, chợ búa, nhà cửa
Question markers	End of sentence tags With other prepositions Use of showing indefiniteness Reduplication showing indefiniteness	Không, hay sao, đấy chứ, nhi, hả, được không, được chứ? Với ai, ở đâu, hỏi nào
Phrase types	Adverbial, noun, verb and adjectival	Nói một cách tổng quát....

Sentence types	Statement, affirmative, negative, question, exclamatory, imperative Simple, compound	Hai học sinh giỏi được lãnh phần thưởng. Chú bé đang đi chậm chậm. Đẹp tuyệt vời! Tôi đến trễ. Tôi đến trễ vì tôi bị kẹt xe.
	Extension of basic sentences by addition of information on place, instrument, time, manner, purpose, participant, means, similarity, cause Emphatic sentences Active and passive sentences Direct and indirect speech Combined phrases	Trong kỳ nghỉ hè, gia đình tôi đi máy bay du lịch 3 tuần ở Sunshine Coast. Chúng ta không bao giờ quên ơn những chiến sĩ đã hy sinh bảo vệ Tổ quốc. “Bạn đã từng xuất ngoại chưa?”
Cohesive devices	Coordinating conjunctions Connective particles Response words and polite particles	Và, hay Thế, thì, mà Đạ, vâng, ạ
Style	The forms of address Contrast between written and spoken forms Style variations related to social relationships Distinction between formal and informal styles	Thưa, kính thưa, thân mến

Unit 1

Areas of study

The areas of study common to Units 1–4 are detailed on pages 8–12 of this Study Design.

Outcomes

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to explaining, persuading and commenting on issues, both real and imaginary
- use a range of vocabulary and expressions to, for example, add emphasis
- link and sequence ideas and information in spoken and written texts
- initiate, maintain and close an exchange
- use appropriate intonation, stress and pitch
- use correct spelling and punctuation
- build upon cues provided
- deal with misunderstanding by, for example, apologising and asking for clarification
- communicate in a range of text types; for example, letter, email, voicemail and telephone call, as well as face-to-face
- use appropriate non-verbal forms of communication such as eye contact and hand-shake.

Outcome 2

On completion of this unit the student should be able to listen to, read, and reorganise information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- respond appropriately for the context, audience and purpose described
- recognise and use a range of vocabulary, structures and content related to topics studied
- use context and grammatical markers to infer meaning of unfamiliar words or phrases
- extract and reorganise information from one text type to another
- identify main points and supporting ideas
- link items from various parts of the text
- establish and confirm meaning through re-reading, and referring to dictionaries
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to produce a personal response to a fictional text.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- provide personal comment and/or perspective on aspects of the text
- respond appropriately for the context, purpose and audience described
- use structures related to describing, comparing and commenting
- compare and comment on experiences, opinions, ideas, feelings and reactions
- support views with evidence
- select and make use of relevant reference materials.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks. Assessment tasks must be a part of the regular teaching and learning program and should be completed in class under supervision and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks.

A total of four tasks should be selected from the following list.

Outcome 1:

- discussion
- or
- personal letter/email.

Outcome 2:

- listen to a spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type
- and
- read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.

Outcome 3:

- oral presentation
 - or
- review
 - or
- article.

The student should respond in Vietnamese to all assessment tasks selected. Over the course of the unit, both oral and written skills in Vietnamese should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Unit 2

Areas of study

The areas of study common to Units 1–4 are detailed on pages 8–12 of this Study Design.

Outcomes

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange, focusing on the resolution of an issue.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to informing, explaining, persuading, agreeing and disagreeing
- use a range of vocabulary and expressions appropriate to the topic areas
- use fillers, affirming phrases and exclamations related to persuasion
- come to agreement, reach decisions and conclude a case
- link and sequence ideas to add weight to an argument
- initiate, maintain, direct as appropriate, and close an exchange
- use stance, gesture and facial expression to enhance meaning and to persuade in oral texts
- use examples and reasons to support arguments, and to convince
- initiate and respond appropriately for the context, purpose and audience described.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and compare information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of vocabulary, structures and content related to topics studied
- recognise stylistic features such as contrast, repetition and understatement
- infer meaning from linguistic and contextual features
- summarise, explain and compare ideas and information from different texts
- infer points of view, opinions and ideas
- extract and reorganise information and ideas
- appreciate cultural aspects critical to understanding the texts
- link items from various parts of the texts.

Outcome 3

On completion of this unit the student should be able to produce an imaginative piece in spoken or written form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types; for example, journal entry, story or spoken personal account
- use structures related to describing, recounting and narrating
- use a range of appropriate vocabulary and expressions
- use stylistic techniques such as imagery, repetition, questions and exclamations
- structure writing to sequence main ideas/events logically
- respond appropriately for the audience, context and purpose.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks. Assessment tasks must be a part of the regular teaching and learning program and should be completed in class under supervision and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks.

A total of four tasks should be selected from the following list.

Outcome 1:

- formal letter or email
- or
- role-play.

Outcome 2:

- listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Vietnamese
- and
- read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Vietnamese.

Outcome 3:

- journal entry
or
- spoken personal account
or
- short story.

The texts used are in Vietnamese and the student should respond in Vietnamese to all assessment tasks selected. Over the course of the unit, both oral and written skills in Vietnamese should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

Units 3 and 4

Detailed study

The student is required to undertake a detailed study during Units 3 and 4.

The student is expected to present and discuss aspects of their detailed study in Sections 1 and 2, Presentation and Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on [page 9](#). The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task/s set, as well as in Sections 1 and 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for School-assessed Coursework should focus on the detailed study. The detailed study assessment task/s should be selected from those required to assess achievement of Outcome 2, Unit 4, and be designed to assess the student's understanding of the language and culture of Vietnamese-speaking communities. The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through Literature and the Arts

The detailed study should enable the student to understand and appreciate aspects of language and culture through the study of texts in Vietnamese drawn from Literature and the Arts, which focus on the selected sub-topic. It will include study of the author's/director's/ composer's intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that at least three texts, drawn from the field of Literature and/or the Arts, are selected. These might include aural and visual, as well as written texts, for example a short novel, a film and a poem or song, or they could all be written resources, such as a collection of poems or short stories by one author. The length of texts selected will vary depending on the type of text, its density and level of complexity.

Unit 3

Areas of study

The areas of study common to Units 1–4 are detailed on pages 8–12 of this Study Design.

Outcomes

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- write using a first- or third-person perspective
- use structures related to describing, recounting and narrating
- use a range of relevant text types
- vary style and register for audience, context and purpose
- organise and sequence ideas
- use stylistic techniques such as repetition, rhetorical questions, imagery or changes in tone, and speed of delivery.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- summarise and synthesise ideas and information from a range of sources
- recognise speakers' intention/attitude
- convey meaning accurately
- use knowledge of the structure of the language to establish and confirm meaning
- distinguish between different registers and stylistic features such as repetition and tone.

Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- participate in interviews, debates or discussions on known and unknown topics
- exchange, negotiate, justify and elaborate upon attitudes, values and ideas
- ask questions, respond in some depth and build upon ideas of others
- record key points and ideas raised during the course of an exchange
- use the generally accepted conventions of a range of formal and informal text types
- use registers for familiar and unfamiliar audiences
- link, sequence and show relationship of ideas/factual information
- use a range of vocabulary, including some specialist terminology
- use and understand a variety of complex structures to imply meaning, indicate mood, depth of intent or degree of willingness.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework and two end-of-year examinations. School-assessed Coursework 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 in class under supervision and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the Study Design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Express ideas through the production of original texts.	20	A 350–400-word imaginative written piece.
Outcome 2 Analyse and use information from spoken texts.	20	A response to specific questions or instructions, analysing and using the information requested.
Outcome 3 Exchange information, opinions and experiences.	10	A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied.
Total marks	50	

*School-assessed Coursework for Unit 3 contributes 25 per cent.

External assessment

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which together will contribute 50 per cent.

Unit 4

Areas of study

The areas of study common to Units 1–4 are detailed on pages 8–12 of this Study Design.

Outcomes

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- infer points of view, attitudes and emotions from context and/or choice of language
- summarise and synthesise information from texts
- accurately convey meaning
- use a range of text types and some technical vocabulary
- use stylistic features such as repetition, contrast and imagery
- infer meaning from cognates, grammatical markers and common patterns of word formation.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts that reflect aspects of the language and culture of Vietnamese-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- identify, compare and evaluate values, attitudes and beliefs expressed in a range of texts or procedures related to topics/special area
- produce a text to present a particular stance on an issue
- understand the notion of ‘appropriateness’ and its relationship to purpose, audience and context
- analyse information and ideas to find similarities, differences and evidence of bias
- recognise a writer’s or presenter’s intention/attitude in a text
- analyse and compare themes, experiences and the creation of effect in informative, imaginative and persuasive texts
- recognise the extent to which texts can be interpreted differently by different readers
- read or view, and review, a text
- select and make use of relevant reference materials
- organise and make effective use of evidence gathered.

School-based assessment

Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework and two end-of-year examinations. School-assessed Coursework 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 in class under supervision and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the Study Design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

Contributions to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse and use information from written texts.	20	A response to specific questions or instructions, analysing and using information requested.
Outcome 2 Respond critically to spoken and written texts that reflect aspects of the language and culture.	20	A 350–400-word persuasive or evaluative written response, for example report, essay, article or review.
	10	and A four- to five-minute interview on an issue related to the texts studied.
Total marks	50	

*School-assessed Coursework for Unit 4 contributes 25 per cent.

External assessment

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which together will contribute 50 per cent.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 10 minutes)

Dictionaries and electronic devices are not permitted in the oral examination.

Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Vietnamese.

Specifications

The oral examination has two sections.

Section 1: Presentation (approximately 5 minutes)

The student will be asked to indicate to the assessors the sub-topic chosen. The student will then, in no more than one minute, briefly outline the issue selected for their presentation. The student should also alert assessors to any objects and/or cue cards brought to support their presentation.

The student will then begin their presentation, which should last no longer than four minutes. The presentation should embody a clear stance on the issue selected, relate clearly to the sub-topic chosen for detailed study, and be supported by evidence.

The student will be expected to refer to texts studied. The student may support the presentation with objects such as photographs, diagrams, maps, and brief speaker's notes. These should be in point form and on a small (no more than 20cm x 12.5cm) card.

Section 2: Discussion (approximately 5 minutes)

Following the presentation the student will discuss aspects of the nominated issue with the assessor/s and should be prepared to clarify points presented. The student should also expect the discussion to range beyond the issue selected. It might include reflection on experiences, speculation on further developments, or discussion of unfamiliar issues. Assessors may also expect the student to answer general questions on the detailed study.

Written examination (2 hours plus 15 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in one or two volumes in the written examination.

Section 1: Listening and responding (30 minutes)

Purpose

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will listen to a recorded passage and respond to a range of questions requiring responses in Vietnamese. The student will be expected to demonstrate understanding of underlying ideas as well as the general sense and specific details of the text.

Specifications

The text in Section 1 of the written examination will be related to one of the prescribed themes, and be drawn from any one of a range of sources such as news items, reviews, interviews, lectures, discussions and current affairs broadcasts.

The student will hear a text in Vietnamese which focuses on an issue related to one or more of the prescribed themes, of approximately 3 to 4 minutes' duration. The text will be read twice with a pause of 5 minutes between the first and second readings in which students may take notes. The student will have approximately 17 minutes after the second reading to complete the responses.

The student will be required to answer in Vietnamese a number of questions in Vietnamese, some of which will require answers in paragraphs. Questions will focus on the ideas underlying the text, as well as specific items of information. The student will be given an indication of the length of the responses required.

Section 2: Reading and responding**Purpose**

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from written texts.

The student will be required to use Vietnamese to synthesise information and ideas for a defined purpose, audience and context, from two texts written in Vietnamese.

Specifications

The texts will be related in theme but may be different in style and purpose. The theme will be drawn from one of the three prescribed themes. The texts will be largely unscripted, authentic texts of between 350–450 words in total.

The student will be required to read the two texts and write a response of between 200–250 words in Vietnamese to a task requiring the identification and synthesis of relevant information and ideas from the two texts. The task will specify a purpose, context and audience and a text type. The text type will be different from those in the texts provided.

Section 3: Writing in Vietnamese**Purpose**

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Vietnamese.

Specifications

The student will be required to write either an imaginative or evaluative text of between 300–450 words. There will be a choice of five tasks. The tasks will be related to the prescribed themes.

The imaginative writing tasks may include a text in Vietnamese, a visual, or a combination of text and visual.

The evaluative writing tasks will involve the organisation of arguments and ideas in a structured consideration of a given issue.

All tasks will specify a purpose, audience, context and text type.

Summary of outcomes and assessment tasks

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to an issue of interest or concern.	Discussion. or Personal letter/email.	1 Participate in a spoken or written exchange, focusing on the resolution of an issue.	Formal letter/email. or Role-play.
2 Listen to, read and reorganise information and ideas from spoken and written texts.	a) Listen to spoken text (e.g. discussion, interview, broadcast) and extract and use information and ideas in a different text type. and b) Read a written text (e.g. article, report, letter) and extract and use information and ideas in a different text type.	2 Listen to, read and extract and compare information and ideas from spoken and written texts.	a) Listen to two or more spoken texts (e.g. interview, discussion, debate) and compare information and ideas obtained in a given format in Vietnamese. and b) Read two or more written texts (e.g. letters, articles, reports) and compare information and ideas obtained in a given format in Vietnamese.
3 Produce a personal response to a fictional text.	Oral presentation. or Review. or Article.	3 Produce an imaginative piece in spoken or written form.	Journal entry. or Spoken personal account. or Short story.

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)		
1	Express ideas through the production of original texts.	A 350–400-word imaginative written piece.	1	Analyse and use information from written texts.	A response to specific questions or instructions, analysing and using information requested.
2	Analyse and use information from spoken texts.	A response to specific questions or instructions, analysing and using the information requested.	2	Respond critically to spoken and written texts that reflect aspects of the language and culture of Vietnamese-speaking communities.	a) A 350–400-word persuasive or evaluative written response, for example report, essay, article or review. and b) A four- to five-minute interview on an issue related to the texts studied.
3	Exchange information, opinions and experiences.	A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied.	3		

Contribution of assessment tasks to study score

School-assessed Coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
A 350–400-word imaginative written piece.	10	Presentation	5
Response to spoken texts.	10		
A four- to five-minute oral presentation.	5	Discussion	5
Unit 4		Written examination	
Response to written texts.	10	Listening and responding	12.5
A 350–400-word persuasive or evaluative written response.	10	Reading and responding	15
Four- to five-minute interview.	5	Writing	12.5

Overall contribution of School-assessed Coursework and end-of-year examinations	%
Oral	20
Responding to spoken texts	22.5
Responding to written texts	25
Writing	32.5
