



**2012**

**Languages: Vietnamese GA 3: Examination**

## Written component

### GENERAL COMMENTS

The written examination assesses students' knowledge and skills in dealing with spoken and written texts, and in expressing ideas through the creation of original text in Vietnamese.

- Section 1: Listening and responding covered topics such as the introduction of a home remedies program and Dai Nam Wonderland in Vietnam.
- Section 2: Reading and responding dealt with the art of embroidery.
- Section 3: Writing in Vietnamese required students to express their ideas by writing an original text in Vietnamese.

Students should be familiar with the five kinds of writing required: informative, imaginative, personal, persuasive and evaluative. Students are expected to be familiar with all of these and be able to demonstrate their writing skills in Vietnamese. They are also expected to write well in response to the context, audience and purpose of the specific task chosen.

Most students understood the tasks and performed well. However, others gave their responses in note form when full-sentence explanations were required. Providing accurate information was another serious problem. Some students did not answer any questions in Section 3, which was disappointing as this section carried many marks.

Students who achieved good results responded in a logical sequence, and expressed themselves with correct sentence structure, and appropriate tone, grammar and syntactical rules.

### SPECIFIC INFORMATION

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1: Listening and responding was divided into Parts A and B. Part A comprised two questions that had to be answered in English. Part B had one question that was based on a conversation about Dai Nam Wonderland in Vietnam, and students were required to answer in Vietnamese. They needed to refer to the text to answer successfully.

Section 2: Reading and responding was also divided into Parts A and B. Part A had one question that was based on the art of embroidery in Vietnam and had to be answered in English. Part B also had one question. It asked students to reply to a friend's email with a short, informal letter. Students were required to answer in Vietnamese.

Section 3: Students had to choose one question from five options and write their response in Vietnamese. Students are advised to plan their response to their chosen question in Section 3. The plan does not need to be very long, but can result in a more coherent and interesting piece.

## Section 1 – Listening and responding Part A – Answer in English

### Text 1

#### Question 1a.

Any one of

- the (radio) program is about home remedies
- it is about the introduction of a home remedies program to the weekly radio program.
- it is about handy tips/advice for everyday life.

#### Question 1b.

For two marks, any two of

- listeners will be surprised because they can use ordinary things found in the home to fix problems
- listeners will be pleased because it is very low-cost/does not cost money
- listeners will be pleased because it protects the environment.



For two marks, any two of

- the problem of having the smell of fish on your hands can be fixed by washing your hands with a little apple vinegar
- to whiten white clothes, soak the clothes in hot water with a slice of lemon for 10 minutes
- to deal with ants, keep the skin of cucumbers near the ants' hole because ants hate cucumbers
- sprinkle black pepper in the places where you find mice or rats and they will run away
- to avoid tears while cutting onions, chew gum
- to remove ink from clothes, put a generous amount of toothpaste on the ink spot and let it dry.

## Text 2

### Question 2a.

- Homework gives students the opportunity to revise their lessons and gain a deeper understanding of the lessons/information learned in class.
- Homework gives students the opportunity to conduct research independently through textbooks, the internet and other resources.

### Question 2b.

- From Prep to Grade 4: Students must do homework for approximately 30 minutes.
- From Grade 5 to Year 9: Students must do homework for 45 to 90 minutes.
- From Year 10 to Year 12: Students must do homework for 90 minutes to three hours each week night. This could be increased to up to six hours at the weekend.

### Question 2c.

- Parents need to point out to their children the benefits of having a suitable career in the future in order to support themselves and their families – homework helps to achieve this.
- Parents need to provide a suitable learning environment at home to motivate children to complete their homework.
- Children should get into the habit of doing homework from the time they start school.

### Question 2d.

Any two of

- children can gain confidence and increase their motivation with regard to learning
- children will achieve their ultimate goal
- children will be proud of their ability to learn and will strive for the best result.

## Part B – Answer in Vietnamese

### Text 3

#### Question 3a.

- *Kim và gia đình đã đi Việt Nam (Kim and her family went to Vietnam.)*
- *Vì cô con gái của Kim mới vừa tốt nghiệp lớp 12 với số điểm cao và cả nhà đi du lịch Việt Nam một chuyến.(Her daughter has just graduated from Year 12 with an excellent score and the family decided to go on a trip to Vietnam.)*

#### Question 3b.

- *Đại Nam Văn Hiến là một công trình xây dựng rất khổng lồ kết hợp được những tinh hoa của dân tộc Việt Nam qua bốn ngàn năm văn hiến.*
- *Nơi đây có đủ biển, sông, núi và trường thành.*
- *Được tổ chức theo từng khu vực tham quan khác nhau.*
  - *Khu Thờ Tự là là một công trình kiến trúc vĩ đại và là nơi để tìm hiểu về những khía cạnh Lịch sử của dân tộc Việt Nam, từ tín ngưỡng, tôn giáo, văn hóa và phong tục ngàn xưa. Đặc biệt nhất là đền Đại Nam Kim Điện được bao bọc bởi núi Bảo Sơn. Hai công trình xây dựng này đã được sách kỷ lục Việt Nam ghi nhận là ngôi đền lớn nhất và dãy núi nhân tạo dài nhất Việt Nam.*



– Khu vui chơi giải trí với những trò chơi mạo hiểm và thử thách như Tàu lượn siêu tốc bốn vòng, Tàu lốc xoáy, Vượt thác và Thám hiểm bầu trời.

– Biển Đại Nam được xây dựng rất quy mô với hai vùng nước biển mặn và ngọt, có thể chứa được rất nhiều người. Biển có độ dập sóng rất cao qua khỏi đầu chúng ta và bờ biển được trải cát trắng mịn, rất sạch và an toàn cho mọi người luôn cả trẻ con bơi lội nơi này.

- Dai Nam Wonderland is an enormous man-made architectural monument (which honours the quintessence of Vietnamese culture and history in four thousand years).
- It has man-made beaches, rivers, mountain ranges and a long, great wall.
- It is organised into different scenic areas.
- The Majestic Religious Golden temple is a building that not only displays many wonderful architectural and historical features but is also a place where visitors can explore different aspects of Vietnamese culture, beliefs, religions and customs from four thousand years ago. The Majestic Religious Golden temple is surrounded by the Bão SỒn mountain ranges. These two places have won a Vietnamese record as the biggest temple and longest man-made mountain ranges in Vietnam.
- There is an amusement park with adventurous and challenging activities like a rollercoaster, a spinning coaster, shoot the chute and a skydiver.
- Bãi Nam beaches have been built with two kinds of water: fresh and salt water. They have white sands and high waves that can reach over our heads. They can hold a lot of people, and are very clean and safe for everyone, including children.

## Section 2 – Reading and responding

### Part A – Answer in English

#### Text 4

#### Question 4a.

- Their titles/status/positions were reflected in the embroidery on their clothes.
- The dragon and the phoenix were used to indicate members of the royal family, so pictures of these special creatures were embroidered on royal clothes.

#### Question 4b.

- The text tells us that the embroiderers were very patient, extraordinarily scrupulous and were required to comply with strict rules.
- The detailed information about the clothes indicates that every garment would have taken a very long time to make.

#### Question 4c.

##### Stitches

- must be in a certain direction
- must be equal in length.

Extra detail: The stitches must be very **even**.

##### Threads

- must be two-way threads (threads that have different colours depending on how the light shines on them).

Extra detail: Many different threads were used. One garment had 200 different threads.

##### Colours

- must have five different levels/shades/tones of colour
- must use special colours (e.g. deep blue).

Extra detail: Colours had meanings (e.g. waves).

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## Question 4d.

Recommendations

- Keep the beautiful, old garments in special museums.
- Teach people to appreciate the wonderful patterns/designs.
- Teach the young generation how to embroider in the old way.

Explanations

- If the garments still exist and people appreciate them, the skills that were required to make them and the meanings behind them, then people will want to retain the skills (the skills will be valued).
- If young people are taught the techniques of embroidery, then the techniques will be preserved/retained.

## Question 4e.

- Text type: article

Any two of

- title and author given
- very informative/contains detailed information about a topic
- clearly written – will appeal to a wide audience
- clearly organised – paragraphs used for easy reading

## Question 4f.

Yes, this is a very good title because (any two of)

- the art of embroidery is dying/some of the past techniques are in danger of being lost (relates to ‘Lost Worlds’)
- there is hope for the future as people might take notice of the positive message in the conclusion and the three recommendations made, and might retain the techniques (relates to ‘New Hopes’)
- it is more catchy and attractive.

## Part B – Answer in Vietnamese

Text 5

### Question 5

#### 1. Mở bài

- *Chào hỏi*
- *Giới thiệu đề tài*

*Thân bài*

*Trả lời những câu hỏi của Anh bao gồm:*

- *Chi tiết về gia đình Thiện*
- *Học một ngôn ngữ khác*
- *Thăm viếng ông bà*

Introduction: greetings

Short introduction to the topic

Body: answer all questions from

Anh including:

- details of Thien’s family
- study/learn another language
- visit grandparents

Conclusion

*Kết luận*

- *Tóm tắt các ý chính trong bài*

Summary of main points



## Section 3 – Writing in Vietnamese

### Criteria

- relevance, breadth and depth of content
- appropriateness of structure and sequence
- accuracy, range and appropriate of vocabulary and grammar

### Question 6

Students were asked to write the script of a short speech to give to their class on how to prepare to go on camp. The context, audience and purpose were all made very clear in the task and students were to think about this issue and show that they were able to write an appropriate speech that could be delivered to their own class. As this was a personal speech, it may have had humour in it or contained anecdotes from the speech maker's own experiences on camp. Some further ideas are suggested below (in Vietnamese) but students were able to take other approaches as well.

### Question 6

*Từ c khi đi cắm trại với trường, em được chọn để trình bày ngắn gọn trước lớp về cách chuẩn bị từ c khi đi cắm trại. Hãy soạn lời văn cho bài nói chuyện của em.*

#### **Bài nói chuyện bao gồm những điểm sau**

- Mở bài: câu chào
- Ghi lại những gì em cần phải mang theo cho cuộc cắm trại ví dụ như quần áo và đồ dùng cá nhân hợp với thời tiết, môi trường chung quanh, các dụng cụ cắm trại, chuẩn bị một số trò chơi tập thể

Kết luận

### Question 7

Students were asked to imagine that they had been asleep for 100 years. They had to write a short story with a focus on what they saw and how they felt when they woke up. Stories have a beginning, a middle and an end, or more precisely, an orientation, a complication and then a resolution. Students can find it difficult to think of a convincing complication (for example, a revelation, surprise or conflict) under examination conditions, but in this case, the complication (that the narrator of the story had been asleep for 100 years) was given to the students in the task. It was possible to take fresh approaches to this topic and construct the narrator's feeling of shock on waking to find the world transformed. Some further ideas are suggested below (in Vietnamese) but students were able to take other approaches as well.

*Hãy tưởng tượng em ngủ một giấc dài 100 năm. Hãy viết một truyện ngắn cho một cuộc thi viết truyện ngắn kể lại những điều em đã thấy khi tỉnh giấc và cảm giác của em lúc đó.*

- Tả lại môi trường chung quanh, sự khác thường khi tỉnh giấc
- Những gì còn nhớ trước khi đi ngủ: cảnh vật, con người, phương tiện đi lại
- Chuyện gì xảy ra khi em tỉnh giấc?
- Tả lại những gì em đã thấy
- Tả lại cảm nghĩ của em về những điều em đã thấy hoặc cảm giác của mình: muốn quay trở lại như trước hoặc háo hức muốn khám phá hiện tại

### Question 8

In Question 8, students were asked to write an informative report for their school magazine on the topic 'How to achieve a balance between study, sport and leisure during the last two years of school'. Good responses showed that students had planned their responses and were able to write an interesting piece that offered information and even advice on the topic. As reports are usually written in an impersonal, rather formal style, the student had to sustain this kind of writing throughout the piece. Some further ideas are suggested below (in Vietnamese) but students were able to take other approaches as well.

*Hãy viết một bài thông tin cho tờ báo của trường em về đv tài, 'Làm thế nào để cân bằng giữa học tập, thể thao và giải trí trong hai năm học cuối'.*

#### **Bài báo cần có**

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- *Tựa đề, tác giả, ngày*
- *Mở bài: giới thiệu đề tài*

## **Thân bài:**

- *Tầm quan trọng của việc cân bằng giữa học tập, thể thao và giải trí, tác dụng qua lại?*
- *Nếu thiếu một trong ba yếu tố này thì sẽ xảy ra điều gì?*
- *Làm thế nào để cân bằng:*
  - *Ố Phân phối thời gian hợp lý*
  - *Ố Hình thành thói quen kết hợp cả ba*
  - *Ố Học chơi một số môn thể thao*
  - *Ố Tham gia các hoạt động giải trí*
  - *Ố Giành thời gian hợp lý cho học tập đặc biệt là tự học*
- *Kết luận: kết hợp cân bằng làm cho cuộc sống của bạn có ý nghĩa hơn*

## **Question 9**

Question 9 required students to write an article for university website urging students to maintain their studies of the Vietnamese language after completing their year 12 studies. Students who wrote well on this topic were able to provide reasons why students would benefit from continuing their studies. These reasons included links with family, appreciation of Vietnamese history and Vietnamese culture, both in the home country and in Australia. Issues such as tourism travel and study abroad programs were able to be mentioned as strong reasons for maintaining language studies as well. Some further ideas are suggested below (in Vietnamese) but students were able to take other approaches as well.

*Hãy viết một bài báo cho một trang mạng của một trường đại học khuyến khích các sinh viên năm thứ nhất đi học tiếp tục học tiếng Việt sau khi học xong lớp 12.*

The article could have included the following (*bài báo có thể bao gồm những điểm sau*).

- ***Giới thiệu*** đề tài

### ***Thân bài***

- *Đưa ra những thuận lợi của việc học tiếng Việt*
- *Tầm quan trọng của việc học tiếng Việt nói chung*
- *Tại sao học đại học vẫn cần học thêm tiếng Việt*
- *Học một ngôn ngữ là quá trình suốt đời*
- *Ngôn ngữ luôn biến đổi theo cuộc sống, cần phải cập nhật thường xuyên*
- *Học các thuật ngữ chuyên ngành bằng tiếng Việt để sau này trao đổi với các đồng nghiệp ở Việt Nam*
- *Nếu hết lớp 12 dừng học thì vốn tiếng Việt sẽ dần mai một do đó sẽ lãng phí công sức học trước đây*
- *Cách học tiếng Việt ở bậc đại học sao cho có hiệu quả: thời gian, nguồn tư liệu, thực hành*
- ***Kết luận***

## **Question 10**

Question 10 required students to write an evaluative review of a new teenage magazine for the school newsletter. The task noted that the teenage magazine focussed on fashion, music and travel. Students who responded well to this topic showed that they understood the audience that they were writing for and wrote in a lively interesting fashion suitable for a teenage readership. Different approaches were able to be taken and it was possible, for example, to make the point that while the fashion and music sections of the new magazine were interesting, the travel section was not so robust as the reporters had not visited the countries they were writing about. Some students showed that they had planned their response and were able to write as if they were reviewing an authentic magazine. These students also kept in mind that the review was to appear in a school newsletter and would be read by a wider audience than the teenagers who were the main readers of the magazine being reviewed. Some further ideas are suggested below (in Vietnamese) but students were able to take other approaches as well.

*Hãy viết một bài đánh giá về một tạp chí chuyên về thời trang, âm nhạc và du lịch dành cho tuổi thiếu niên cho bản tin của trường em.*



*Bài phân tích bao gồm những điểm sau đây:*

- **Giới thiệu** đề tài: giới thiệu tên tạp chí: Thời trang tuổi trẻ
- **Thân bài:** Nêu ra những điểm đặc biệt về thời trang, âm nhạc và du lịch trong tờ báo này
- Tại sao tạp chí này hấp dẫn tuổi trẻ
- Về nội dung: phong phú, hấp dẫn
- Về hình thức: trình bày đẹp, nhiều ảnh ngôi sao thần tượng
- Có tính định hướng tốt, giới thiệu được các trào lưu trong thời trang, âm nhạc, các địa điểm du lịch hấp dẫn
- Tuy nhiên còn một số hạn chế:  
    Ở Tập trung quá nhiều vào thời trang so với âm nhạc và du lịch  
    Ở Còn ít bài viết của các tác giả tuổi thiếu niên
- **Kết luận:** đây sẽ là tạp chí hàng đầu nếu có sự cân bằng giữa cả ba nội dung và huy động thêm sự cộng tác của chính các tác giả tuổi thiếu niên)