



Oral component

GENERAL COMMENTS

Many students prepared very well for the 2013 Vietnamese oral examination. Students were confident and chose suitable topics.

Students should be reminded that the oral examination assesses student competence and skills in using spoken Vietnamese. There are 10 criteria in three assessing aspects – Communication, Content and Language – for both the Conversation and the Discussion.

The majority of students performed well in the Conversation and Discussion sections of the examination. They demonstrated a high level of understanding by responding readily and confidently, used highly effective repair strategies and carried the conversation forward with confidence.

However, many students provided only a limited range of information and gave little evidence to support their ideas and opinions. Other students had limited vocabularies and grammar and displayed poor pronunciation, intonation, stress and tempo.

SPECIFIC INFORMATION

Section 1 – Conversation

This section was generally very well done. High marks were awarded to students who successfully maintained and advanced the exchange appropriately and effectively. They gave their answers in full sentences, rather than one-word responses such as ‘*co*’ or ‘*khong*’ (yes or no). Students who were not able to display clarity of expression and accuracy of vocabulary and grammar or use relevant information did not score highly.

During the oral examination, students should use the following expressions in order to display traditional and cultural manners.

- *Chao thay, chao co* (good morning/afternoon teacher)
- *Thua thay, thua co* (Sir/Miss)
- *Da-Vang* (yes/no)
- *Em xin trinh bay* (I would like to display/present)
- *Xin thay/co lap lai* (Sir/Miss, please repeat)
- *Em xin phep duoc noi lai* (I would like to adjust/say/correct)

Section 2 – Discussion

Most students chose suitable topics and performed quite well in the Discussion. However, some students chose topics that did not relate to the Vietnamese-speaking community. Further information regarding the Detailed Study and the end-of-year examination can be found in the *VCE Vietnamese Study Design* on the VCAA website.

In several cases it seemed that students had left their sub-topic choice until the last minute, resulting in poor preparation and a poor performance. There is no need to choose a complex sub-topic; students should choose a sub-topic that is appropriate to their language ability, and also meets the requirements as stated in the study design.

The crucial issue for sub-topic selection lies in the student’s ability to support a stance with reference to the texts studied. The emphasis is not on assessing how much detail the students can recall about the text learnt, but on how well they can use this information to support the stance presented. Students had to present their stance clearly and be prepared to elaborate on and explain aspects of their sub-topic in relation to wider, related issues.

Students who excelled were those who impressed the assessors with original thoughts or appropriate cultural responses in the discussion. Weaker students tended to concentrate on relating facts or information and had difficulty sustaining the Discussion.

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The majority of students brought pictures, maps or diagrams to support the Discussion. Students are reminded that if they bring objects such as these to the examination, the objects must have only 'minimal' Vietnamese writing on them.

Students should be aware that the Discussion is not a presentation; it is an exchange or discussion between the student and the assessors about aspects of the language and culture. Students introduce their Detailed Study topic by briefly introducing the main focus of their sub-topic and alerting assessors to any objects that have been brought to support the Discussion. If the student does not mention the sub-topic, areas studied within the sub-topic, objects brought or texts studied, etc. this can be asked about during the ensuing discussion. Students are required to make reference to the texts studied.