

2018 VCE Vietnamese Second Language written examination report

General comments

The majority of students understood and responded adequately to most sections of the 2018 VCE Vietnamese Second Language written examination, demonstrating their ability to express ideas through the creation of original texts in Vietnamese.

Students performed significantly better in Part A, where they had to respond in English, than in Part B. Students' comprehension of the Vietnamese language was much better than their ability to express themselves in writing. Some students made many grammatical and spelling errors in Part B of Sections 1 and 2 and in Section 3, where they had to respond in Vietnamese. It is recommended that students develop dictionary skills, in particular for Section 2, where texts are in Vietnamese.

Section 1 – Listening and responding covered topics such as announcements for the elderly, tourism, friendship and fairytales. Overall, questions were answered adequately in this section.

Section 2 – Reading and responding dealt with a legendary figure in Vietnam and a folk concert. This section assessed students' capacity to understand and convey general and specific aspects of reading texts. Most students wrote their responses in a logical sequence and expressed themselves using good sentence structures and the correct tone, grammar and syntactical rules.

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. The most popular questions were Questions 7 and 10. Question 7 required students to write a journal entry, recounting their experiences about a trip and explaining it had a positive impact on them. Question 10 required students to write a letter to their friend persuading this friend to apply for a scholarship to study in Australia. Overall, students displayed a good understanding of the different text types and kinds of writing.

Specific information

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

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

This section assessed students' ability to understand general and specific aspects of texts. Students who scored highly tended to successfully discriminate between important and irrelevant information.

Text 1

Question 1

	Activity	Purpose
February	the Opening ceremony of the Tet Festival	enjoying different (cultural) activities/ visiting many stalls at the festival
August	a forum/meeting/discussion on 'Mental Health for the Elderly'	instructions from the mental health specialist to provide advice on how to maintain a healthy mind
December	an end-of-year shopping day	buying presents for children, grandchildren and friends/enjoying the busy atmosphere prior to the celebrations of Christmas and New Year

Text 2

Question 2a.

- The bus will pick them up from their houses or hotels.
- Then travel by boat to Cat Trang Island.

Question 2b.

- sightseeing beautiful nature with more than 100 international orchid species
- visit ostrich reserves, deer, peacocks, butterfly garden
- elephant rides and seeing the circus
- swimming at beaches with blue water and fine white sand

Question 2c.

- He does not have a credit card.
- He cannot pay on the day.
- He will go to the office to pay cash.

Part B – Answer in Vietnamese

In this part of the examination, students were required to demonstrate their capacity to understand spoken texts in Vietnamese by responding in full sentences in Vietnamese.

Text 3

Question 3a.

- *Nhà họ ở gần nhau nên việc qua lại cũng không mất nhiều thì giờ.* (Their homes are close so it will not take long to come by.)
- *Nhà Lan lại ở trên đường Nam đi làm, nên cũng tiện cho Nam ghé qua trông nom ba má của Lan.* (Lan's home is on the way to Nam's workplace, so it is convenient for him to call in to look after Lan's parents.)

Question 3b.

- *Nam và Lan là bạn bè thân thiết từ ngày học tiểu học.* (Nam and Lan are close friends from primary school.)
- *Lan bảo Nam đừng ngần ngại nhờ Lan giúp nếu Nam có gặp khó khăn sau này.* (Lan tells Nam not to hesitate to ask her for help in the future.)
- *Lan đã từng giúp Nam nhiều việc khi còn học chung, ví dụ như:* (Lan had helped Nam a lot when they were studying together, such as:)
 - *chỉ thêm bài trong lớp* (helping Nam with schoolwork)
 - *sát cánh bên nhau trong những buổi tập dợt văn nghệ* (working collaboratively with Nam during the school production practices)
 - *giúp Nam hoàn tất vai trò đội trưởng trong những kỳ cắm trại của trường.* (and mostly supporting Nam to perfectly perform his role as a team leader during the school camp.)
- *Lan muốn mời gia đình Nam đi du ngoạn suối nước nóng.* (Lan wants to invite Nam's family to visit the hot springs.)

Text 4

Question 4a.

Người anh: (the elder brother:)

- *không nghĩ đến em ruột của mình* (did not think of his younger sibling)
- *giành hết của cải của cha mẹ để lại* (took all the possessions from his parents)
- *chỉ cho người em một túp lều nhỏ và một mảnh vườn có cây khế* (only gave his younger brother a small hut and a garden with the golden star fruit tree)

Question 4b.

Trẻ em học được rằng anh em trong gia đình phải biết yêu thương, nhường nhịn, giúp đỡ lẫn nhau và không tham lam. (Children learn that they must learn to love their siblings, empathise, help each other and not to be greedy.)

Section 2 – Reading and responding

This section assessed students' knowledge and skills in analysing and responding to information from written texts.

Part A – Answer in English

Text 5

Question 5a.

- It is organised by the four villages in the area.
- Many people enthusiastically/happily/excitedly participate and fully enjoy the event/enjoy themselves in earnest.

Question 5b.

The Gióng festival represents:

- the Vietnamese patriotism
- the indomitable/invincible will
- the desire for the independence and freedom of the nation

- heightened/raised/aroused the public awareness of the connection between martial arts and ancient tribal war tactics.

Question 5c.

- Saint Gióng was a three-year-old boy who pleaded with King Hung Vuong the 6th.
- He wanted the king to allow him to fight the An invaders.
- He wanted to defend his country against the invaders.
- He requested that the king provide him with an iron horse.
- He requested that the king provide him with an iron rod.
- He stretched and transformed himself into a magnificent man.
- He held the iron rod and rode the iron horse to the battlefield.
- He rode to Soc Son Mountain then ascended to heaven after winning the battle.
- He has been sanctified by the Vietnamese people/the king ordered people to build a temple to remember him as a national hero/to honour him.

Question 5d.

- to show love for the country/Vietnamese patriotism
- the spirit of resisting the invaders will always be in the heart of Vietnamese people
- to show respect and gratitude for an ancient hero
- to help the king to defend and save the country
- to set a good example for the following generations

Part B – Answer in Vietnamese

Text 6

Question 6

- *Để hỗ trợ sự duy trì và phát triển nghệ thuật cổ truyền đến thế hệ trẻ.* (To support the maintenance and development of traditional culture for young people)
- *Khai mạc nhạc hội với điệu trống quân và trống đại* (Opening ceremony is performed by drummers using tight rope and giant drums)
- *Trình diễn võ thuật dân gian và thời trang ba miền* (Popular martial arts and fashion parade from three regions)
- *Những điệu múa, những bài hát dân tộc và phần hòa tấu nhạc cụ truyền thống* (Dances, folk songs and traditional musical instruments concert)
- *Vào cửa miễn phí* (It's free for everyone)
- *Ngày giờ và địa điểm thuận tiện* (It's convenient because the venue is in the city and on Saturday)

Section 3 – Writing in Vietnamese

In this section, students were asked to demonstrate their ability to write an original text in Vietnamese on one of five topics. Most students were familiar with the various text type features and were able to write complex sentences and expressions. However, some students did not use the appropriate vocabulary, grammar and structures for the required text type of their piece of writing.

Question 7

This question was the most popular. Students were required to write a journal entry in their personal diary, recounting their experiences of a trip and explaining how the trip had a positive impact on them.

Responses could have included some of the following points:

- experiences of cultural differences (if any) such as food, weather, people and lifestyle
- descriptions of good and bad experiences during the trip
- reflections on thoughts and feelings after the trip
- explanation of how the trip had a positive impact on them, for example, culture, lifestyle, people and country.

Question 8

Students were asked to write an imaginative story beginning with 'This was the best day of Anh's life.' Their story would be published in a sports magazine.

Responses could have included some of the following points:

- description of Anh's unbelievable feeling after winning a gold medal
- opinions on whether all the hard work had finally paid off; for example, a lot of time and hard work went into practice, all the sacrifices, all the things Anh put into it
- description of Anh's best feeling ever when hearing the deafening support of the crowd, people cheering Anh's name and it getting louder and louder
- description of what Anh's achievements mean to Anh overall and perhaps thoughts on 'to be on the podium, it's the best thing'
- recounting the medal awarding ceremony
- reflection after the competition and the gold medal (happiness, expectations, etc.)
- expressions of Anh's gratitude to Anh's parents, coach, family and friends, all the people who helped and supported Anh to achieve the medal.

Question 9

Students were required to write an informative report about their school's participation in 'Environment Protection Day'. The focus was on waste and recycling.

Responses could have included some of the following points:

- Recycle as many things as you can. Recycling is one of the best ways to lessen climate change and avoid global warming.
- Plant vegetable gardens. This will help to prevent using cars to go to the market and lessen air pollution.
- Collect rubbish and place it in appropriate bins, such as, recycling or rubbish bins. This will help in lessening pollution in air, water and on land.
- Plant more trees. This gives us oxygen for breathing and reduces air pollution
- Conclusion: encourage everyone to participate in the future Environment Protection Day.
- Reduce the use of plastic objects because plastic is hard to recycle.
- Reduce the amount of rubbish; for example, avoid buying instant fashion that can be dumped quickly after being worn a few times.

Question 10

Students were required to write a letter persuading their friend to apply for a scholarship to study in Australia.

Responses could have included some of the following points:

- Reasons why the friend should apply for a scholarship to study in Australia, including:
 - level of proficiency
 - intelligence
 - appropriate personality to integrate into the new school environment

- when you are awarded the scholarship, you can focus on studying without worries about finances
- Australian scholarships are highly regarded as personal high achievements.
- Australian qualifications are recognised in many places in the world.

Question 11

Students were required to write a review on the advantages and disadvantages of online shopping for clothing.

Responses could have included some of the following points:

- aims to reach an acceptable conclusion through the logical presentation and discussion of facts and ideas on shopping for clothing online
- objective style, appeals to reason not emotion, creation of an impression of balance and impartiality
- expressions of cause, consequence, opposition and concession
- evaluative comments about advantages and disadvantages of buying clothes online, for example:
 - Advantages:
 - Prices offered by online stores are more competitive than what stores are offering.
 - Finding what people want is easier when they shop online.
 - Convenience is a great advantage to online shopping.
 - Online shopping is available 24 hours and 7 days a week.
 - Disadvantages:
 - Online shoppers do not have the ability to physically inspect or try on the items being considered for purchase.
 - Online shoppers sometimes lose the power to negotiate the price and payment terms that may exist in local stores.
 - Items ordered online are sometimes back ordered, but shoppers may not find out until weeks later. This is particularly problematic when buying gifts.
 - Online shoppers do not always know if a site is a legitimate retail store and if it is safe to shop.
 - Restocking and shipping costs are often charged on returns.
 - Online shoppers often do not have a person to talk to when dealing with a problem.
 - Online shoppers do not get to take advantage of seasonal shopping discounts.