

2020 VCE Vietnamese Second Language written examination report

General comments

2020 was the first year this study was delivered according to the newly accredited *VCE Vietnamese Second Language Study Design 2020–2024* and examination specifications. It is important that students and teachers familiarise themselves with the [specifications for written examinations](#), available on the Vietnamese Second Language examinations webpage of the VCAA website.

The majority of students understood and responded adequately to most sections of the 2020 VCE Vietnamese Second Language written examination, demonstrating their ability to express ideas through the creation of original texts in Vietnamese when required to do so according to the task. A large number of students were able to produce good pieces of writing in Section 3. Many students responded to the listening part of the examination quite well.

Section 1 – Listening and responding covered topics such as personal identity and lifestyles, and historical/contemporary people and events. Students are reminded of the importance of effective note-taking during the listening section of the examination. They should read all questions carefully before answering. High-scoring students made good use of the note-taking section provided on the examination paper and made thorough notes. Students are advised to ensure that their handwriting is legible. Overall, questions were answered adequately in this section.

Section 2 – Reading, listening and responding dealt with topics such as global and contemporary society, an living in a Vietnamese community. This section assessed students' capacity to understand and convey general and specific aspects of reading, listening and visual texts. Most students wrote their responses in a logical sequence and expressed themselves using good sentence structures and correct grammar and syntax.

Section 3 – Writing in Vietnamese required students to express their ideas by writing an original text in Vietnamese. This section covered topics such as the Vietnamese cultural heritage, living in a Vietnamese community, the influence of science and technology, and education and aspirations. The most popular question was Question 5, which required students to write an informative article for the school magazine about the benefits of having a pet. 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

Part A – Listening and responding in English

Students generally performed well in this section. However, some students did not read the questions carefully enough and did not extract sufficient information from the listening texts in order to fully answer the questions. It is essential that students include all the necessary information and do not omit basic details. For example, in Question 1b, many students did not correctly specify Tam's and Mai's strategies for better learning.

Text 1

Question 1a.

- Because they haven't seen each other for a long time
- Because they have been so busy with their studies

Question 1b.

Tam's strategies	Mai's strategies
<ul style="list-style-type: none">• Have a clear study schedule and timetable for each study session.• Set the time and goals he wants to achieve for each subject, including breaks.• Find a 'classmate' and form a small study group, which helps motivate him and increases his ability to concentrate, discuss lessons and support each other.	<ul style="list-style-type: none">• Exercise, like walking or doing yoga to provide more energy and strength.• Try to get enough sleep to help clear her mind, enhance brain functions and be more alert during exams.

Question 1c.

Parents can:

- provide protein-rich food like meat and fish, which can help nourish/enhance their memory and stabilise their mood.
- provide complex starches/carbohydrate-rich food like rice, potatoes and beans, which make/enable them to be more alert and concentrate better for a long time.
- follow their children's learning, and support, remind and encourage them.

Part B – Listening and responding in Vietnamese

In this part of the examination students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in Vietnamese Second Language. The information presented in the response needed to be relevant to the question. Students were marked holistically according to the following criteria:

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately.

They were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in Vietnamese Second Language were awarded full marks.

Most students were able to select the required information from the text. In this section, students were assessed according to the following criteria:

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately.

Text 2

Question 2a.

- Để tri ân hai nữ anh hùng kiệt xuất của dân tộc đã phát cờ khởi nghĩa chống quân Hán (to pay tribute to the two outstanding heroines of the nation who rose up in arms against the Han army)
- Tưởng nhớ đến các vị tướng lĩnh tài ba, các chiến sĩ đã hy sinh vì Tổ quốc (to remember/commemorate the talented generals, the soldiers who sacrificed their lives for the country)

Question 2b.

- Để lại di sản tinh thần và bài học vô giá (left a spiritual heritage and an invaluable lesson)
- Hai Bà Trưng đã thể hiện sự can đảm bằng cách dẫn quân chống lại quân đội to lớn và hùng mạnh (Hai Bà Trưng demonstrated courage by leading the rebellion against the big and powerful army)
- Họ đã lãnh đạo và cai trị đất nước trong ba năm (they provided leadership and ruled the country for three years)
- Họ có học thức và là những tấm gương sáng về sức mạnh trí tuệ (they were educated and were good examples of intellectual strength)

Question 2c.

- Lễ hội có phần diễn lại chiến tích oai hùng năm xưa của Hai Bà Trưng (re-enacting the majestic feat of Hai Bà Trưng in the past creates special features for the younger generation)
- Tạo ra nét đặc sắc để thế hệ trẻ và du khách tìm hiểu, khám phá di tích lịch sử quốc gia (to create highlights to encourage the young generation and visitors to explore national historical relics)
- Trò chơi bịt mắt bắt dê giúp trẻ em rèn luyện thể chất, khả năng phán đoán và định hướng (a game of blindfolding to catch a goat [game of hide and seek], which helps train children in physicality, judgment and orientation)
- Biểu diễn múa rối nước là hoạt động văn nghệ truyền thống và cũng là một sáng tạo đặc biệt của người Việt (water puppet performance is a traditional cultural activity created by the Vietnamese people)
- Đấu vật dân tộc là một trò chơi dân gian mang tính cổ truyền ở hầu hết các tỉnh miền Bắc và là một bộ môn thể thao rất được nông dân Việt Nam thời xưa ưa chuộng (traditional wrestling is a folk game in most of the Northern provinces and a popular sport among Vietnamese farmers in ancient times)

Section 2

Part A – Reading, listening and responding in English

Many students seemed to understand most of the texts, but had difficulty selecting the correct information for some answers. Some students were unable to use their dictionary appropriately to find meanings of unknown words.

Texts 3a. and 3b.

Question 3a.

- In the old days, people only used natural resources according to the needs of their everyday lives/to suit their everyday lives' needs.
- Nowadays, with the development of life and increasing population, the use of resources has increased significantly.

Question 3b.

Modern development	Respective negative impact on the environment
<ul style="list-style-type: none">• More exploitation/extraction of natural resources due to technology / industrial machines• Use of cars• Deforestation for agriculture• Use of herbicides and pesticides/insecticides	<ul style="list-style-type: none">• Becoming depleted (exhausted)• Carbon dioxide / gas emissions and air pollution• Extinction of many plants and animals• Soil pollution and groundwater pollution

Question 3c.

- Installing solar panels to generate electricity for them to use
- Installing wind power equipment to generate electricity without fear of greenhouse effect
- Using fresh/wet cow dung/manure to make fertiliser for plants, just like using organic fertiliser
- Using dry cow dung/manure as fuel, a valuable fuel for nomadic people in the prairie and deserts where no firewood and haystacks are available

Question 3d.

- Commuting to work by public transport
- Making/composting leftover food as fertiliser
- Classifying waste for different bins
- Planting more trees around the house to absorb carbon dioxide, release oxygen, etc.

Question 3e.

- Awareness and responsibility in decreasing negative impact on environment
- Protection of our earth means protection of our lives

Part B – Reading and responding in Vietnamese

Students were required to demonstrate an understanding of the stimulus text/texts and to address the requirements of the task by conveying the relevant information from the text/texts that was appropriate for the audience and the prescribed writing style and text type.

The reading text included a visual stimulus. High-scoring students were able to successfully incorporate information from the visual stimulus in their response.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published in the examination specifications on the VCAA website. The criteria for this section are:

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately.

Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment. A number of students provided lengthy responses beyond the scope of the task and some included additional information that was irrelevant.

Most students were able to select the relevant points required to answer the questions. High-scoring students provided cohesive answers in their own words with ideas that were appropriately sequenced and joined by suitable connecting phrases. Students who did not score well often did not make any attempt to use independent wording from the text.

Text 4

Question 4

In this question, students were expected to analyse information from Text 4 and the brochure to write an email to encourage their friends to participate in fundraising activities that are useful to the community.

The content of the email may include:

- Who funding will go to: children in hospital (Tiền gây quỹ cho ai? trẻ em trong bệnh viện)
- Ways to collaborate: donate money or give out secondhand goods for sale, help as a volunteer (Cách hợp tác: quyên góp tiền hoặc cho những món hàng cũ để bán, giúp đỡ bằng cách làm thiện nguyện)
- Personal development – growth (Phát triển cá nhân – trưởng thành)
- Family proud of him ... (Gia đình tự hào về cậu ấy ...)
- Ability to select household items to do a garage sale for fundraising (Kỹ năng lựa chọn những món hàng đã dùng trong nhà để bán lấy tiền gây quỹ).

Students should have been clear about the benefits of engaging in activities that are useful to community and individuals such as (có thể đề cập đến lợi điểm của việc tham gia vào những sinh hoạt có ích cho cộng đồng và cá nhân, ví dụ như):

- Develop an increased sense of social responsibility and help others (Phát triển ý thức trách nhiệm xã hội và giúp đỡ người khác)
- Provide an opportunity to apply academic learning to real life events (Cung cấp cơ hội để áp dụng kiến thức và kỹ năng học được ở trường vào các sự kiện thực tế).

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 four topics. Most students were familiar with the various text type features and were able to write complex sentences and expressions. Students should read the question carefully and understand the requirements of the task before choosing which question to answer in this section.

Question 5

This question was the most popular. Students were required to write an informative article for the school magazine about the benefits of having a pet.

Responses could have included some of the following points:

- the benefits and joy of having a pet in own family (Lợi ích của việc nuôi thú ưa thích / thú cưng trong gia đình)
- choosing the right pet for their family (Chọn loại thú nuôi nào phù hợp cho gia đình của họ)
- pet's food, health care and costing (Thức ăn cho thú cưng, chăm sóc sức khỏe và chi phí)
- special care when the owner is going away, when the pet is sick and ways to solve that matter (Những chăm sóc đặc biệt khi chủ nhân phải đi xa, cách giải quyết).

Question 6

For this question students were required to write a journal entry describing their experience of visiting an exhibition of paintings by young Vietnamese Australian artists.

The journal entry may include the following (Bài nhật ký có thể bao gồm những ý tưởng chính sau):

- A list of reasons why there is an exhibition, including:
 - introducing young Australian Vietnamese artists' profiles to the community (Phần giới thiệu những họa sĩ trẻ người Úc gốc Việt với cộng đồng)
 - showing some artwork and explaining the meaning (Trưng bày những tác phẩm của họa sĩ trẻ Úc gốc Việt và giải thích ý nghĩa).
- A reflection on personal experience after attending the exhibition (Phản ánh kinh nghiệm cá nhân sau khi tham dự triển lãm):
 - opportunity for the community members to exhibit the paintings of the young generation and appreciate their artistic works (Dịp để các thành viên trong cộng đồng thưởng lãm những tranh vẽ của thế trẻ, tôn vinh những giá trị nghệ thuật và khích lệ tinh thần sáng tạo của các họa sĩ trẻ Úc gốc Việt.)
 - acknowledge the effort to compose excellent paintings and their cultural awareness (Công nhận những cố gắng để sáng tác ra những tác phẩm hội họa xuất sắc và nhận thức văn hóa của các họa sĩ)
 - proud of the talents of the young artists that should be widely advertised in the community (Hãnh diện về tài năng của các nghệ sĩ trẻ và nên được quảng cáo rộng rãi trong cộng đồng)
 - can purchase paintings at the exhibition, which encourages young artists to create more highly valuable and cultural paintings (Có thể mua tranh tại phòng triển lãm nhằm khuyến khích các họa sĩ trẻ tạo ra những bức tranh có giá trị và văn hóa cao hơn)
 - present personal feelings and relate to personal and family experiences (Trình bày những cảm xúc cá nhân và liên tưởng đến trải nghiệm của cá nhân và gia đình).

Question 7

For this question, students were required to write an evaluative report for a Vietnamese community newspaper about the advantages and disadvantages of living in a close-knit community.

The report may contain evaluative comments about advantages and disadvantages of living in a close-knit community, for example (Bài bình luận này sẽ đánh giá về những khía cạnh tích cực và tiêu cực của việc sống trong một cộng đồng gần gũi, ví dụ như):

- Some suggestions on advantages (Một số gợi ý về ưu điểm):
 - You always have someone who believes in you (Em luôn có một người tin tưởng vào em).
 - People are willing to make sacrifices for you (Mọi người sẵn sàng hy sinh cho em).
 - You always have someone to talk to (Em luôn có người để nói chuyện).
 - A close-knit neighbourhood can provide a sense of belonging, safety, and support (Một khu phố gần gũi có thể mang lại cảm giác thân thuộc, an toàn và hỗ trợ).
 - It would help to maintain their cultures for immigrant communities (Đó có thể là cách giúp các cộng đồng nhập cư duy trì văn hóa của họ).
- Some suggestions on disadvantages (Một số gợi ý về nhược điểm):
 - It can be incredibly smothering (Nó có thể cực kỳ ngột ngạt)
 - No one has an individual identity (Không ai có danh tính cá nhân).

Question 8

For this question, students were required to write an imaginative story for the school magazine.

The story should have something happening in it – for example, a surprise, shock, conflict – to make it more interesting, and to provide the focus or climax of the story. The event may be sequenced in chronological order. Some suggestions include:

- describe the environment around (Mô tả môi trường xung quanh)
- describe what was in the box (Mô tả những gì trong hộp)
- describe feelings after seeing what was inside the box (regret, happiness, resentment, contentment, expectation ...) (Mô tả cảm xúc sau khi nhìn thấy những gì bên trong chiếc hộp (hối tiếc, hạnh phúc, oán giận, mãn nguyện, kỳ vọng).