



2003

LOTE: Vietnamese GA 3: Examination

Oral component

GENERAL COMMENTS

The oral examination has two sections: Section 1, conversation (approximately 7 minutes), included family, school leisure, work and future aspirations. In Section 2, the discussion (approximately 8 minutes), many students presented a persuasive issue. Students need to present a clear stance on an issue and support their stance with evidence from texts studied. The evidence may be justified with photographs, diagrams, and maps.

Most students performed well in this examination; designed primarily to assess the student's competence and skill in using spoken Vietnamese. It is linked to the sub-topic selected for Detailed Study, and assumed that by the time of the oral examination, students will have had 15 hours of scheduled class time.

Students will not be asked for, nor should they provide, the name of their school or the name of their teacher.

SPECIFIC INFORMATION

Section 1 – Conversation

The more successful students successfully maintain and advance the exchange appropriately and effectively with both assessors. Their answers are in full sentences, not in one word responses 'co khong' (yes or no). Marks are deducted where there is a lack of clarity of expression, accuracy of vocabulary and grammar on relevance of information.

Some traditional and cultural manners should be taken into account such as:

- *Da*
- *Vang*
- *Thua thay, thua co*
- *Em xin trinh bay*
- *Chao thay, chao co*
- *Em da xong.*

Section 2 – Discussion

Students have one minute to introduce their sub-topic, that may relate to any of the topics listed under any of the themes but it must have a language and culture component. The assessors assume that students have completed 15 hours of study of at least three texts and this allows students to discuss more than just the one aspect of the sub-topic that is the focus of the presentation. Most discussions were well prepared with a good introduction, development of ideas and conclusion.

Some successful sub-topics were:

- *Hanh trinh tim tu do (The trip to freedom)*
- *Di dan va ti nan (Migrants and Refugees)*
- *Kho khan cua phu nu (Difficulties Vietnamese women encounter)*
- *Y nghia tam tong tu duc (Vietnamese women's virtues)*
- *Tet trung thu – le hoi (Mid-Autumn festival)*
- *Bon phan lam con (Filial duties)*
- *Vai tro tich cuc cua gia dinh (The main roles of the family)*
- *Kho khan cua hoc sinh moi den Uc (Difficulties Vietnamese students cope with)*
- *Cuoi hoi (Marriage).*

The crucial issue for sub-topic selection lies in the student's ability to support a stance with reference to texts studied. The emphasis is not on assessing how much detail the student can recall about the text studied, but on how well he/she can use it to support the stance presented.

For instance when discussing the sub-topic 'Traditions of a wedding', there is no need to recall all dates of the occasion, but rather emphasise the meaning of these traditions which will 'tie' the future couple together in the hope that the marriage will last forever (*tram nam hanh phuc*: a hundred year's happiness).

From the assessors' perspective, not being familiar with the details of the sub-topic chosen is a good opportunity to assess how well the stance is defended. Students must demonstrate the skills to present their stance clearly, and for the discussion, be prepared to elaborate and explain aspects of their presentation in wider, related issues. Most students showed maps, diagrams, or pictures, and materials to support their discussions.

Many students clearly expressed their ideas and used materials and examples effectively to lead the discussion. Some difficult sentence structures were incorporated and dealt with very successfully, e.g. *Neu vuot bien nguy hiem, tai sao nguoi ta van di (If escaping by boat was so risky, why would people still attempt to?)*. This question in the conditional mood is quite difficult for a student to discuss and answer.

Students need to pay special attention to their pronunciation, phrasing and information when proceeding with their discussion. In several cases, it was clear that some had left the choice of sub-topic to the last minute, resulting in poor preparation. Controversial topics such as abortion are difficult and do not contain a cultural element and should be avoided by students. There is no need to choose a complex sub-topic. Students should choose a topic appropriate to their level of linguistic competence.

Those who excelled impressed with originality of thought and depth of traditional and cultural responses in the discussion. Weaker students tended to concentrate on relating facts or information and had difficulty sustaining the discussion.

Written Component

GENERAL COMMENTS

The written component is designed to assess students' knowledge and skills in dealing with spoken and written texts, and in expressing ideas through the creation of original text in Vietnamese.

All the themes and topics of Units 3 and 4 were included in the three sections of the examination paper. Section 1 covered topics such as Vietnamese families, parents' guidance for dealing with youth's problems (drinking), balancing between work and family life for parents, nuclear families, mobile phones, restaurants and new medicine for heart disease. The spoken texts appeared in different discourse forms: an announcement, an interview, a conversation, an advertisement, a speech and a talk.

Section 2 dealt with marriage, social relations between a tailor and a mandarin, nostalgia of a niece. The content was presented in an informative article, a fable and a letter. In Part B of this section, students had to answer in a letter using information implied in the reading text.

Section 3 required an expression of ideas through the writing of an original text in Vietnamese.

There was a choice of one of four tasks:

- an imaginative story for a school competition about a person who found a magic key which permitted them to become invisible.
- an informative article for a travel magazine in which you describe some Vietnamese customs, traditions and celebrations.
- the text of a speech in which you try to persuade students to save, recycle and not waste resources.
- a review for a local newspaper in which you evaluate the comic/dramatic effects of a film or book you have recently watched or read.

The length and kind of writing for this task were taken into account. Teachers should ensure that their students are familiar with five kinds of writing: informative, imaginative, personal, persuasive and evaluative. Students are expected to produce a piece of writing (approximately 200 to 250 words) in Vietnamese.

Most students understood all aspects of the task and performed well. Some did not only use information provided but also incorporated information not required by the question. Others gave their responses in note form to the questions that required explanations and full sentences. Accuracy of information was a problem at times.

Students who achieved good results responded to all parts in English or Vietnamese in a logical sequence and expressed themselves in well-structured sentences building with correct tone marker, grammar and syntax rules.

High quality writing was characterised by good content and linguistically accurate and varied structures and vocabulary. Students need to be clear on the criteria for assessment, as this will give them a good understanding of what is required.

SPECIFIC INFORMATION

There were 25 questions to be answered within three separate sections: listening, reading and writing

Section 1: Part A included 11 questions to be answered in English. Question 11 required a discussion on well-adjusted family life where students had to refer to the text and not provide answers based on deduction.

Section 1 – Listening and responding

Some possible answers are included:

Part A

Text 1

Question 1

A Vietnamese parent might accept such an invitation to obtain advice on coping with teenagers.

Question 2

Day group: Thursday 3, 10, 17 and 24 July, from 10am to 12pm, starting on Thursday 3 July 2003

Evening group: Thursday 3, 10, 17 and 24 July, from 7pm to 9pm, starting on Thursday 3 July 2003.

Text 2

Question 3

The meals are authentically Vietnamese and the prices are cheap.

Question 4

The location of the restaurant favors success because it is in the Richmond Business Centre.

Question 5

The terms '*xin*' and '*kinh*' show respect; '*quy khach*' means 'valuable guest/patrons' and shows respect and politeness.

Text 3

Question 6

Images of 65 000 colours, 16 ring tones and 45 dollars a month.

Question 7

The mobile phone has more features (images of 65 000 colours, 16 ring tones) prices are attractive: first five minutes of off-peak calls cost only 18 cents; refund of the \$100 from the mobile bill if changing carrier.

Question 8

Because of Minh's exclamatory reaction with 'Gee, what a beauty!' and 'Maybe I should buy one mobile phone like yours'.

Text 4

Question 9

The intended audience of the interview would likely be Vietnamese working parents in the nuclear family who have teenage children.

Reasons: they discussed the necessary parental care for children and recommended to parents the appropriate balance between work and leisure/activities with their children.

Question 10

Society changed from agricultural to industrial; people from rural areas came to the city to make a living and stayed there; when they got married in the city, their family was often a nuclear one. Employees have to move to another city and their nuclear family often moves along.

Question 11

Young children need parental care while parents are too busy earning a living to take care of their children properly. Because of loss of parental care and understanding, there might be conflicts between parents and children, family discord and possible delinquency. Therefore, there must be a balance between work and leisure in the family's life.

Part B

Text 5

Question 12

*Hieu qua gap doi, chong dong mau
Thuoc re.*

Question 13

Ba ngac nhien va thich thu

Ba tan dong loai thuoc nay nhu gioi chuc y te Au Chau.

Text 6**Question 14**

Quan he me con ben chat

Uu tu con uong ruou va muon thao luan voi con.

Question 15

Tri suy kem, hoc hanh yeu, tinh than suy thoai, sinh tat danh lon, buon rau

Nguyen nhan la do nao bo thieu nien dang phat trine bi ruou lam hu hai

Question 16

Tam thuyet phuc me dung qua lo lang bang cach:

- co van de khi uong ruou

- quang cao nham vao gioi tre

- Rieng Tam co tu chu, neu co uong cung rat it va khong lai xe.

Tam da 18 tuoi noi la lam

Section 2 – Reading and responding**Part A****Text 7****Question 17**

In an arranged marriage, the man and woman, who might not love each other and are not well matched in terms of personality or likes and dislikes and view of life, were obliged to live with each other as husband and wife.

Consequently, they had to learn to like each other's company or else their life together could have been hell.

Question 18

In the past, men and women had no say in their marriage, it was arranged by their parents and was decided on the basis of wealth and status. Consequently, there were couples who suffered in their married life. In modern marriage, individual rights are upheld, men and women are free to love and choose their spouse; they play an active role in deciding about their marriage; parents are there to support their children and to respect their wishes.

Question 19

Because individuals make their own mind up about their (modern) marriage. If it is a happy marriage, they stayed together; if it is not, they can divorce. They do not have to stay in an unhappy marriage.

Text 8**Question 20**

Because the tailor was well known for the garments made by him; they were nice, fitted well and pleased his customers of any age or build.

Question 21

Because: the mandarins may have different attitudes depending on the length of their service. For example, the newly appointed mandarins often think of themselves as important people and often carry their head high and chest out so they need to have a garment with the front lappet longer than the rear (so that the garments could fit the newly appointed mandarins' stature). For the garments of mandarins with longer and longer service, the rear lappet can be cut longer and the front shorter, as the mandarins could be subservient to higher-ranking mandarins and often kowtowed. With the mandarins reaching the half way stage of their service, they could be more balanced, so the rear and front lappets for their garment can be cut the same length. And with the old and exhausted mandarins, their back could be bent; therefore they need garments with the rear lappet longer than the front.

Question 22

Apart from tailoring skills, the tailor showed a talent/ability to see through and understand human nature; knowing the mandarins' length of service, he could know of the mandarins' personality and attitude.

Question 23

The message is: People in society can see and know what their leaders are like; therefore, the leaders should carry out their roles properly.

Part B

Text 9

Question 24

Phuong viet thu cho ong ngoai, tra loi cac diem:

- *Nep song gia dinh*
- *Cong viec cha me lam*
- *Viec hoc hanh cua Phuong*
- *Hoc tieng Viet cua Phuong*
- *Cho ngoai biet cha me Phuong co mjon gui kho muc khong*
- *Phuong thich an gi*
- *Cho ngoai biet gui hinh cua ca gia dinh*

Section 3 – Writing in Vietnamese

In Section 3, there was a choice of one of four tasks:

Question 25

- introduces the context in which a person found a magic key which permitted them to become invisible
- presents what they could do when they are invisible (place, emotions, atmosphere)
- presents the rationale for what they do while invisible
- presents the dramatic denouement or the desired impression/response and emotional appeal of their being invisible.

Question 26

- introduces to readers some specific Vietnamese customs, traditions and celebrations
- presents when and how Vietnamese people practise customs/traditions/celebrations
- describes the facts/evidence related to the customs/traditions/celebrations and their meanings, purposes and values.

Question 27

- introduces to students the school's campaign on recycling
- presents reasons/points of view to persuade students to participate in recycling
- presents practical measures to save/to recycle/to not waste resources
- encourages students to participate in saving and recycling resources.

Question 28

- introduces the book or film reviewed and the major comic/dramatic effects to be presented and analysed
- presents special features of the effects, points them out, analyses and discusses them
- presents their logical interpretation of the special comic/dramatic effects of the book or film reviewed
- reaches a conclusion about the effects that is acceptable to an intelligent, unbiased reader.

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