



Oral component

GENERAL COMMENTS

The majority of students performed well in the 2007 Vietnamese oral examination, which is designed primarily to assess students' competence and skills in using spoken Vietnamese. The oral examination has two sections: a Conversation and a Discussion.

Section 1, the Conversation, lasts for approximately seven minutes and consists of a general conversation about school and home life, family, friends, interests and future aspirations.

Section 2, the Discussion, lasts for approximately eight minutes. The focus of the Discussion is to explore aspects of the language and culture of the Vietnamese speaking community. It is linked to the sub-topic selected for the Detailed Study, and it is assumed that students will have used 15 hours of scheduled class time researching the Detailed Study. The Discussion is not a presentation – it is an exchange or discussion between the student and the assessors. Students should demonstrate facts, opinions and reasons and converse on aspects of the Detailed Study in a broad sense. They are encouraged to not rely on just one aspect or just one text. Students are expected to refer to the texts studied as part of their Detailed Study. They may support the Discussion with photographs, diagrams and/or maps and they are not allowed to use dictionaries or notes.

Students must remember not to mention the name of their school or the names of their teachers during the oral examination.

SPECIFIC INFORMATION

Section 1 – Conversation

This section was generally very well done by students.

Higher marks were awarded to students who successfully maintained and advanced the exchange appropriately and effectively. They gave their answers in full sentences, rather than just 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)
- *Theo y em thi* (in my opinion)
- *Em xin phep duoc noi lai* (I would like to adjust/say/correct)
- *Em da xong* (I finish my).

Section 2 – Discussion

Students have one minute to introduce their sub-topic at the beginning of the Discussion; therefore, assessors do not need to know beforehand what sub-topic has been selected for the Detailed Study or the texts the students have studied. The sub-topic may relate to any of the topics listed in the study design under the Vietnamese Speaking Community theme. As students are expected to spend 15 hours of class time studying the Detailed Study, they should be able to discuss more than just the one aspect of the sub-topic. Most students were well prepared for this section of the examination.

Some successful sub-topics were:

- *Tet Nguyen Dan va mot Vai tuc le ngay Tet* (New Year Festival and some New Year customs)
- *Gia Dinh Viet Nam* (Vietnamese family)

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- *Phu nu Viet Nam* (Vietnamese women)
- *Kinh nghiem di dan* (Migrants' experiences)
- *Ca dao Tuc ngu va Truyen co tich* (Folk song and folk tale)
- Vietnamese literature.

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.

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.

The students who excelled were those who impressed the assessors with original thoughts or a depth of traditional and cultural responses in the discussion. Students with weaker responses tended to concentrate on relating facts or information and had difficulty sustaining the discussion.

Many students used pictures, maps or diagrams to support their discussion.

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 an original text in Vietnamese.

Section 1 covered topics such as a newsletter from school, travel in Vietnam and technology. Section 2 dealt with a folk tale and the story of a young and famous doctor. The content was presented in two informative articles. Section 3 required students to express ideas through the writing of an original text in Vietnamese.

Most students understood all aspects of the tasks and performed well. However, some students used information that was not provided in the given text, and others gave their responses in note or bullet point form even though the question required an explanation or full sentence. Accuracy of information was another serious problem. There were still some students who gave responses in the wrong language.

Students who achieved good results responded to all parts in the correct language and expressed themselves in complete sentences with correct tone markers, grammar and syntax rules.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

Text 1

Question 1

- a concert/drama/music event
- at 7 o'clock/7 pm

Question 2

Any two of:

- repeat our invitation to your parents and to everyone in the family who would like to attend
- tell everybody that the school would like them to come to the drama evening
- tell the family that they are very, very welcome.

Question 3

There are many children involved in the music program.

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Question 4

Because students in school are so talented.

Text 2

Question 5

- information about fares
- information about accommodation

Question 6

Any two of:

- her voice is very enthusiastic/she uses emphasis
- she says Vietnam is a good place to go
- she went there herself in 2006
- Vietnam is one of the best places she has ever been in her life.

Question 7

She wants to go to visit family in Vietnam.

Question 8

- Hue is beautiful.
- Hue is very historically interesting.

Question 9

She read a lot about Hue.

Question 10

Either of:

- now they'll discuss the fares
- they haven't discussed the fares yet.

Part B – Answer in Vietnamese

Text 3

Question 11

Hôm nay trời gió qua

Question 12

- *Cây do làm hu cọt dien*
- *Dien cup gan hai tieng*
- *May dien toan cua Huong tat bat thinh linh*

Question 13

Vi Viet doan la Huong dang lam bai tap ma quen bam nut luu tru nen bi mat het. Viet nghi la khong con gi luc Huong mo may tro lai.

Question 14

Vi Huong da ve mot cai hinh dep trong may bang bo ve moi. Huong chi hoi buc minh vi bi mat mot cai hinh dep nhu vay.

Question 15

Dave hen vi no dung viet de lam bai tap, di nhien la no chi can lam co mot lan du co dien hay bi cup dien

Question 16

Huong the hien cai nhin cua nguoi Viet, cho la dot den cay de an com la ngheo kho, khong thoai mai va bat tien vi khong du anh sang de an. Trong khi Viet the hien cai nhin cua nguoi Uc, dot den cay de an toi la sang trong, lang man, am cung.

Question 17

Thu tuong tuong cuoc song cua chung ta ma thieu ky thuat se kho khan va dang chan biet chung nao.

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Section 2 – Reading and responding Part A – Answer in English

Text 4

Question 18

- bravery/Vietnamese heroes
- natural events/weather/climate

Question 19

Natural events/weather/the climate

Question 20

It is used to explain the onset/start of the wet season, or the coming of wet weather.

Question 21

	Storytelling at home	Storytelling at school
Main storyteller	Sister	Teacher
Purpose of the activity	To entertain the children	To encourage students to learn the story by heart/to remember the story
Author's attitude to the activity	Interested, entertained, happy	Bored

Question 22

Any three of:

- the sister took the mother's place
- the sister looked after the author a lot/a great deal/frequently
- the sister looked after the children/siblings/brothers and sisters a great deal
- the sister entertained the children with folk tales/stories
- the sister told the children stories
- the sister was very loving
- the sister was very warm.

Question 23

Eight

Question 24

Students were awarded one mark each for the following ideas:

- the general significance of the folk tale
- the general significance of the mountain god and the sea god
- the mother working hard
- the stories at school
- the stories at home
- the author missing the siblings and the sister still living in Vietnam.

Part B – Answer in Vietnamese

Text 5

Question 25

The management of children's health/children's illness/children's disease/children's pain.

Question 26

Negative

- She sees children with very serious illnesses.

Positive

- She makes the children well again.
- She enjoys working as part of a team.



Question 27

All of:

- she worked hard at school
- she was encouraged by her teachers
- she was supported by her family and friends.

Section 3 – Writing in Vietnamese

In Section 3, students needed to choose one of five topics and answered in 250–300 words in Vietnamese. The topics were:

- an informative report about the success of Vietnamese people in Australia
- a journal entry describing a trip to Vietnam
- a letter to a friend telling them how you intend to spend the money that you have won in a television contest
- an article persuading other Vietnamese students to maintain important Vietnamese traditions and moral values
- the script for a speech on a Vietnamese proverb.

Teachers should instruct their students about the five kinds of writing that may be required in the examination: informative, imaginative, personal, persuasive and evaluative. Students are expected to be familiar with all of these and be able to display their writing skill in a limited amount of words – 250 to 300 words in Vietnamese.

Many students chose Question 29 or Question 31. These were personal and imaginative writing, and the text types (a letter and a story) were handled well by students.

Question 28

This was personal writing in a form of the script for a speech. The speech should have a number of the features, such as:

- establishing a relationship between the speaker and the audience
- employing the first and/or second person
- a subjective, formal style
- emphasis on ideas, opinions, feelings and impressions, but some factual and objective information
- some facts, examples, explanations, statistical information, quotation and reference as evidence
- contracted language
- the correct format for a speech – a greeting, introduction, body, conclusion and farewell.

The main points the speech needed to cover included:

- who/when/where/why/how long ago did people come to Australia
- what are the significant benefits/achievements that migrants have contributed to Australian society in terms of culture, the arts, language, food, economics, society, education, businesses, services, etc.
- details of some migrants who are successful in Australia and have greatly contributed to life in Australia or benefited Australians
- examples of how you/family have contributed and benefited Australians as a migrant, and vice versa, how you/family as Australians have been benefited by migrants/migration.

Question 29

This was a persuasive piece of writing in the form of a formal letter. The letter should have included a number of the features below:

- letter format (date, name of the receiver, introduction, body, conclusion, signature)
- descriptions of place, emotion, atmosphere
- persuasive language
- persuasive techniques appropriate for young people
- sometimes using jokes, exaggeration, stories about self, asking questions or giving examples.

The main points that the letter needed to contain included:

- when, where and why do you plan to travel
- how do you plan to spend your time
- why is this trip important to you? (Learning a lot/visiting family not seen for a long time/opportunity to travel overseas, etc.)
- what would you do to cover your absence from work, before the trip/after the trip/replacement person, etc?



Question 30

This was an evaluative review that needed to evaluate the advantages and disadvantages of genetically modified food. It should have included a number of the features below:

- a short explanation of what genetically modified food is, illustrated with some examples in appropriate language that suits Vietnamese readers and experiences
- positive aspects (benefits) of genetically modified food, using examples to elaborate
- negative points (disadvantages) of genetically modified food, using examples and evidence.

The main points that needed to be included in the evaluation were:

- an explanation of the term 'genetically modified food', examples, how it relates to the eating habits of humans in general, and of Vietnamese people in particular
- the benefits of genetically modified food to humans and to the Vietnamese in particular
- the disadvantages of genetically modified food to humans and to the Vietnamese in particular.

Question 31

This was an imaginative story that should have manipulated the reader's response by creating a desired impression or response and by its visual and/or emotional appeal. Responses needed to include a number of the features below:

- a strong sense of context and situation
- descriptions of place, emotion, atmosphere
- emphasis on imaginative ideas, opinions, feelings and impressions
- appropriate selection of language/parts of speech
- a cohesive structure, with an opening, body and conclusion, as a story.

The main points that the imaginative story needed to cover were:

- time, place, people
- what happened that was most significant/memorable/interesting
- when/how/often the ghost appears
- how friendly or harmful the ghost is
- how was each member in the family feeling/reacting
- how they could solve the problem
- may have included a surprising ending.

Question 32

The informative article should have had a number of the following features:

- emphasis on factual and objective information
- facts, examples, explanations, statistical information, quotation and reference as evidence
- use of informative techniques appropriate for an audience of young people.

The main points that the informative article needed to include were:

- a variety of effective ways to prepare for examinations: practice, patience, hard work, balancing study and leisure, organisation skills, preparing well in advance, regular revision, working in group/class/with a teacher and friends, tutoring, handling stress, meeting deadlines, taking advice from parents/successful siblings, etc.
- elaboration of five of the most effective ways with reasons, discussion
- a conclusion reached through the logical presentation and discussion of examples and evidence.