



## Oral component

### GENERAL COMMENTS

The majority of students performed well in the 2008 Vietnamese oral examination, which is designed primarily to assess students' competence and skills in using spoken Vietnamese. The oral examination has two sections: Section 1 – Conversation and Section 2 – Discussion.

Section 1 – 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 – 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 and to refer to a range of at least three texts. They may support the Discussion with an object such as a photograph, diagram or map 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

Students were generally well prepared for this section. 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)
- *Em xin phep duoc noi lai* (I would like to adjust/say/correct).

#### 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 aspects of the language and culture of the Vietnamese speaking community. As students are expected to spend 15 hours of class time working on 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:

- *Gia Dinh Viet Nam* (Vietnamese family)
- *Tet Nguyen Dan va mot Vai tuc le ngay Tet* (New Year Festival and some New Year customs)
- *Phu nu Viet Nam* (Vietnamese women)
- *Kinh nghiem di dan* (Migrants' experiences)
- *Ca dao Tuc ngu va Truyen co tich* (Folk songs and folk tales)
- *Truyen Kieu* (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 studied, 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 a picture, map or diagram 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.

In Section 1 – Listening and responding, Text 1 was an announcement by the Victorian Vietnamese Elderly Association inviting members to attend a monthly meeting – particularly to celebrate the birthday of members who were born in November. Text 2 was a conversation between two students about the 2008 Olympic Games in China. Text 3 dealt with a conversation between an elderly person and a nurse. They talked about the difficulties that elderly Vietnamese people face on arrival in Australia.

In Section 2 – Reading and responding, Text 4 was an article about the success of Vietnamese students in a new country. Text 5 was an extract providing information for a consumer complaint.

### **SPECIFIC INFORMATION**

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

##### **Text 1**

##### **Question 1**

The Victorian Vietnamese Elderly Association

##### **Question 2**

Both of:

- members of the Vietnamese Elderly Association
- family and friends of Vietnamese Elderly Association members.

##### **Question 3**

Monthly

##### **Question 4**

To celebrate November birthdays

##### **Question 4**

Tuesday 18/11/08 at 10.00 am, 106 Elizabeth St, Richmond 3121

##### **Question 6**

Soccer/football

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## Question 7

He likes to watch the Vietnamese teams/athletes compete.

## Question 8

Three of:

- swimming
- athletics
- shooting
- badminton
- weightlifting
- gymnastics.

## Question 9

To enhance the mutual international understanding

## Question 10

Both of:

- 08/08/2008
- number 8 is the lucky number in Chinese culture.

## Part B – Answer in Vietnamese

Please note that answers have been given in English because slight variations in the written Vietnamese were given by students.

## Question 11

- respectful language, use appropriate registers

## Question 12

- her parents and grandparents taught her to maintain the Vietnamese culture and traditions
- knows how to treat everyone
- especially knows how to respect the elderly

## Question 13

- misses his country
- relatives live close together so they can talk and visit each other regularly

## Question 14

- found it hard to adjust to life in Australia
- new language
- different ideas and opinions about family life

## Question 15

- go shopping
- using public transport
- do not know/speak English
- needs help from his children and grandchildren

## Question 16

- Medicine
- Pharmacy
- Dentistry
- Optometry
- Business Administration
- Law

## Question 17

- England

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- Germany
- France
- America
- Canada

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

### Question 18

- enter a professional career
- serve the community effectively

### Question 19

- developed country
- parental care
- devoted teachers/school

### Question 20

- modern technology
- richness of resources
- innovation/civilisation
- professional management

### Question 21

- explain the problem
- ways to solve your problem, for example, refund or exchange goods

### Question 22

- record the names of people you talk to
- record times/days you go into the store
- record the days you send letters
- record contents of all phone calls
- keep the originals of receipts
- keep advertisements

### Question 23

- clear and simple language
- steps are in order
- lots of information showing the different steps of making a consumer complaint
- text includes heading and sub-headings

## Section 3 – Writing in Vietnamese

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

- write a personal letter to your cousin in Vietnam telling him about the highs and lows in your family life and your hopes for the coming year (2009)
- as an environmental science student, you have been invited by your previous school to speak to year 10 students. Write an informative script for a speech about the environmental changes that will occur due to global warming and suggest some ideas to help reduce these problems
- last year, a student could see into other people's minds for one day. Write an imaginative story about an adventure that the student had during this time
- write an article for young readers of your local Vietnamese newspaper about the dangers and effects of alcohol. The article should persuade young people to resist alcohol
- write an evaluative review of your favourite movie or novel or song. Your review will be considered for publication in the magazine given to students on their final day of secondary school.

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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 these kinds of writing and able to display their writing skills in a limited amount of words – 250–300 words in Vietnamese.

Many students chose Question 24 or Question 26. These questions required personal and imaginative writing, and the text types (a letter and a story) were handled well by students.