



## Oral component

### GENERAL COMMENTS

The majority of students performed very well in the 2009 Vietnamese oral examination, which assesses students' competence and skill 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 topics such as 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. Students are expected to refer to the texts for their Detailed Study. They may support the Discussion with photographs, diagrams and/or maps but 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, 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 chosen sub-topic may relate to any of those 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 one aspect of the sub-topic. Most students were very well prepared for this section of the examination.

Some selected and 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)
- Vietnamese traditional marriage and wedding ceremony
- *Kinh nghiem di dan* (Migrants' experiences)
- *Ca dao Tuc ngu va Truyen co tich* (Folk songs and folk tales)
- *Truyen Kieu* (Vietnamese literature).

Students are reminded that the above sub-topics are examples and that teachers should not regard the list as the only possible sub-topics.



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; sub-topics should be appropriate to the language ability of the class.

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 ideas clearly and be prepared to elaborate on and explain aspects of their sub-topic in relation to wider, associated 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 who gave 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. Students are reminded that if they bring objects such as pictures, maps or diagrams into the examination the objects must have only 'minimal' Vietnamese on them.

## **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, students listened to three texts. Text 1 was a short conversation about travelling to Vietnam. Text 2 was also a conversation between two students about the subject chosen for a future career. Text 3 dealt with a conversation between two friends about a Vietnamese wedding ceremony. Section 2 contained two written texts. Text 4 was an article about the 'new energy' and Text 5 was an extract about the education system and the value of education. In Section 3, students were required to choose one question from a possible six and answer in 200–300 words, expressing ideas through the creation of an original text in Vietnamese.

Most students understood all aspects of the tasks and performed well. 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. 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 a full sentence in Vietnamese. These responses could not be awarded full marks. Accuracy of information was another serious problem.

Students are reminded that bullet points or phrases are acceptable in English answers, but Vietnamese answers must be written in full sentences so that the Vietnamese can be assessed with accuracy and care.

## **SPECIFIC INFORMATION**

### **Section 1 – Listening and responding**

#### **Part A – Answer in English**

##### **Text 1**

##### **Question 1a.**

Saturday 19 December

##### **Question 1b.**

By plane using Vietnam Airlines

##### **Text 2**

##### **Question 2a.**

- When she first started secondary school.
- Her parents influenced her career decision.

##### **Question 2b.**

- Maths
- Physics

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- Chemistry

## Question 2c.

She is taking part in an internship for undergraduate medical students.

## Question 2d.

- She likes working with nurses, doctors, patients and their families.
- She is happy when patients recover/are made well again.

## Question 2e.

- Hạnh likes to meet people and help them.
- Tuấn likes to work with machines, while Hạnh likes to work with people.

## Question 2f.

People need to have a better understanding of the Arts.

## Question 2g.

- She is studying and working hard to achieve her career goals.
- She is willing to go out to the art exhibition so that she can achieve a happier life.

## Part B – Answer in Vietnamese

### Text 3

#### Question 3a.

*Hoàng nghi:*

- *không biết phải làm gì trong ngày này*
- *không hiểu rõ phong tục cưới hỏi của người Việt.*

#### Question 3b.

- *để lưu truyền huyết thống của gia đình (to produce children)*
- *duy trì việc thờ cúng tổ tiên (to maintain the worship of ancestors)*

#### Question 3c.

Engagement gifts

- *một chiếc nhẫn đính hôn (engagement ring)*
- *một ít tiền mặt (cash)*

Wedding gifts

- *đôi đèn (a pair of wedding candles)*
- *mâm trầu cau (a tray of petals, nuts, fruit and leaves)*
- *khay trà rượu (a tray of wine and tea)*
- *khay hoa quả (fruit)*
- *khay đựng nữ trang (jewellery)*

#### Question 3d.

- *cầm khay nữ trang (carry the tray of jewellery) giúp cho chú rể trong khi cử hành nghi thức Hôn Lễ*
- *Được ba mẹ và ông bà dạy cho cô ấy biết giữ gìn các phong tục tập quán của người Việt mình (her parents and grandparents taught her to maintain the Vietnamese culture and traditions)*
- *Biết cách cư xử với mọi người (knows how to treat everyone)*
- *Đặc biệt nhất là phải biết kính trọng các bậc cao niên (especially knows how to respect the elderly)*

#### Question 3e.

- *những chi tiết về nghi thức cưới hỏi của người Việt, những đồ vật trong Lễ Hôn và Lễ Cưới, những người tham gia trong Lễ Cưới (she knows details about the Vietnamese wedding ceremonies, engagement and wedding gifts, people who are attending the wedding ceremony)*
- *trách nhiệm của một người rể phụ (she can list the responsibilities of the best man)*



## Section 2 – Reading and responding

### Part A – Answer in English

#### Text 4

##### Question 4a.

They agree that the only way to slow down the use of energy is to restructure the way we produce energy.

##### Question 4b.

By using:

- insulation
- public transport
- energy efficient light bulbs.

##### Question 4c.

Country	Experiment
Germany	Invention of a (high performance) car whose tail pipe emits nothing but water vapour
USA	Use of air (turbulence) to spin turbines
Japan	Manufacturing of solar cells or batteries to supply electricity for houses

##### Question 4d.

A new type of alcoholic liquid made from corn and cereals which can be mixed with petrol to produce energy.

##### Question 4e.

This alcohol can be mixed with petrol to produce enough energy to run the car engines efficiently.

##### Question 4f.

- Electrical energy can replace liquid fuels.
- Car engines will need to be redesigned to cope with electrical energy.

##### Question 4g.

- Using less fuel will not always solve the problem because there will always be an increased need for energy caused by increases in population and increases in living standards.
- The new ideas for fuel are based on alternative fuels such as air, water vapour, solar energy, plus fuel extracted from corn and cereal crops. These fuels can be renewed all the time.
- If new fuels are needed it is likely that car engines will have to change as the author argues.

##### Question 4h.

Newspaper article or scientific journal article

- title
- place
- date
- author
- format (two columns)

### Part B – Answer in Vietnamese

#### Text 5

##### Question 5a.

- *Giáo dục tiểu học dạy cho học sinh biết đọc, biết viết và cách đối xử với mọi người, đồng thời học cách rèn luyện thân thể để sống khỏe mạnh cho tinh thần mình mãi.*
- *Giáo dục trung học giúp học sinh biết suy luận và tiếp thu kiến thức chuyên môn để có một nghề thích hợp tự nuôi sống bản thân và gia đình. Ngoài ra các em còn học đức dục và thể dục để con người được phát triển toàn diện.*



**Question 5b.**

Ở mỗi trường trung học ở Úc đều có các giáo viên hướng nghiệp sẽ đưa ra những lời khuyên để giúp cho các học sinh chọn ngành học thích hợp cho tương lai dựa vào khả năng và sở thích của các em.

**Question 5c.**

Các học sinh tự giải nghĩa câu 'khi một trường học mở cửa thì xã hội bớt đi một nhà tù'.

Câu trả lời gợi ý như sau:

- khi các em được đến trường học tập thì sẽ thu thập được kiến thức và ngành nghề chuyên môn để tự nuôi thân mình và không làm điều gì trái với luật pháp
- nhà trường còn dạy cho các em biết cách sống và cách đối xử với mọi người để trở thành một công dân tốt trong xã hội
- nhà trường còn rèn luyện cho các em thể dục và đức dục để tiếp thu kiến thức và phát triển toàn diện về cả hai mặt trí tuệ và thể lực
- trường học sẽ giúp các em biết suy luận và tiếp thu kiến thức để có thể tìm ra những phương giải quyết tốt đẹp khi gặp phải những trở ngại trong đời sống. Ngược lại, các em sẽ bị bế tắc và gây ra những hành động không tốt có hại đến mình, gia đình và xã hội.

### Section 3 – Writing in Vietnamese

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

Students are expected to be familiar with the five kinds of writing that may be required in the examination: informative, imaginative, personal, persuasive and evaluative. Students should be able to display their writing skills within the set word limit.

Many students chose Question 24 or Question 26, involving personal writing of a letter and imaginative writing in the story. Both questions were well handled.

**Question 6**

The letter should have included the following points:

- greeting/opening (*Mở bài*)
- body (*Thân bài*)
  - a description of the place (*tả lại nơi du ngoạn này*)
  - activities to do there (*có thể làm gì ở nơi này*)
  - impressions about the trip (*những điều thú vị về cuộc đi chơi này*)
  - an invitation to the cousin (*mời người em họ đến thăm viếng nơi này*)
- closing (*Kết luận*).

**Question 7**

Responses to this question needed to be imaginative and written in the past tense. They had to be consistent and coherent; the best responses were narrative. Suggested points to be included were:

- what happened (*chuyện gì đã xảy ra*)
- feelings when seeing people as giant people (*cảm tưởng khi nhìn thấy những người khổng lồ*)
- one interesting experience as a small person (*kinh nghiệm đã trải qua làm một người nhỏ bé*)
- what other people did or felt (*những người khác làm gì hoặc nghĩ gì?*).

**Question 8**

The report should have been of a scientific nature and in an objective style. The suggested main points to cover included the following:

- the current situation of the water shortages and/or serious drought in Australia (some facts and/or figures) (*tình hình hiện tại của việc thiếu nước hoặc hạn hán - đưa ra một vài dẫn chứng xác thực*)
- a description of the solutions to the above situation to save water (families, schools and communities) (*đưa ra những biện pháp để giải quyết vấn đề trên của từng nhóm Ổ gia đình, học đường và cộng đồng*)
  - use water-saving shower heads (*Dùng vòi nước hoa sen tiết kiệm nước*)
  - recycle water for watering the garden (*Tái sử dụng nước cho việc tưới vườn*)



- recycle water for toilet tanks (*Tái sử dụng nước cho nhà vệ sinh*)
- a closing/wrapping up sentence that briefly summarised the main points (*kết luận*).

### Question 9

Responses to this question needed to be in the form of a formal speech. The main points to cover could include:

- the right qualifications required for the job (*có bằng cấp chuyên ngành*)
- Vietnamese language and cultural background (*Nói được tiếng Việt và có nguồn gốc Việt*)
- Australian educational background, could consult Vietnamese counterparts (*Học chương trình giáo dục của Úc, có thể góp Ý cho các du học sinh*)
- interested in enforcing educational cooperation between two countries (*muốn làm cho việc hợp tác giáo dục được chặt chẽ hơn giữa hai nước*).

### Question 10

Responses to Question 10 could have covered the following points:

- opening (*Mở bài*)
- body (*Thân bài*)
  - *Ưu điểm*:
    - *Hoàn tất công việc/công trình trong hạn định sẽ tiết kiệm được tiền bạc và thời gian* (completing work/project within the time frame will save money and time)
    - *Tiết kiệm thời gian sẽ tiết kiệm được tiền bạc* (saving time will save money)
  - *Nhược điểm*:
    - *Vi tham tiền mà làm việc không có chất lượng sẽ đạt kết quả xấu* (making a lot of money without good quality work will lead to bad results)
    - *Làm việc quá sức, không có thời gian nghỉ ngơi sẽ có thể nguy hại đến sức khỏe* (working too hard without a break will affect one's health)
  - *Áp dụng vào đời sống hàng ngày và việc học*:
    - *Học và giải trí phải có thời khóa biểu rõ ràng* (must set an appropriate time for study and leisure)
    - *Tránh phung phí thời gian làm những việc vô ích* (avoid wasting time on unnecessary activities)
    - *Phí phạm nhiều thời gian vào những việc giải trí sẽ ảnh hưởng đến kết quả học tập* (spending too much time on leisure activities will affect study results)
    - *Phải biết cách dùng thời gian để làm những công việc có ích cho cuộc sống cá nhân, gia đình và xã hội* (know how to spend time on useful work for personal life, family and society)
- closing (*kết luận*).