



Oral component

GENERAL COMMENTS

The majority of students performed very well in the 2010 Vietnamese oral examination, which assesses 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 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 their chosen topic for the Detailed Study in a broad sense. They are encouraged not to rely on just one aspect of the topic they have studied 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, 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 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 trình 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 which 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 *VCE Vietnamese Study Design*. As students are expected to spend 15 hours of class time preparing their topic, they should be able to discuss more than just the one aspect of the sub-topic. Most students were very well prepared for this section of the examination.

Some selected and successful sub-topics are listed below. Teachers and students are reminded that these sub-topics are examples only and should not regard the list as the only possible sub-topics.

- *Gia Dinh Viet Nam* (the 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)
- *Hon le cua nguoi Viet* (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).

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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.

The crucial issues for sub-topic selection are the preparation and 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 their opinions and 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 writing on them.