

2018 VCE Vietnamese First Language written examination report

General comments

The majority of students attempted to answer all questions within the allocated time. Most students achieved moderate results, showing an adequate understanding of the texts and the requirements of the questions. A small number of students demonstrated excellent knowledge and understanding of the Vietnamese language.

Students who scored highly demonstrated excellent skills in text analysis. They also demonstrated the mastery of different kinds of writing, in particular, persuasive and evaluative writing. They gave well-structured responses with competent vocabulary use and accurate grammar.

Students who achieved low scores were unable to identify the main idea in the questions and/or in the texts. Many showed a lack of listening or note-taking skills and missed the key words to answer the question correctly and accurately. They were unable to show adequate comprehension and writing skills.

Specific information

Section 1 – Listening and responding

In Section 1, students scored well. A number of students did not respond in full sentences. Many students did not give good answers to Questions 1c., 1d. and 1e. In particular, most students could not identify the proverb from the listening text, which was *nhập giang tùy khúc, nhập gia tùy tục*, and consequently, the other two parts of this question could not be answered correctly.

Text 1

Question 1a.

Người bạn của giáo sư cho rằng (The professor's friend thinks that he):

- Ông là người cổ lỗ, phong kiến (is old-fashioned and very traditional like an imperial mandarin of old)
- Quan liêu hay lập dị (is bureaucratic and eccentric)
- Muốn người ta để ý đến mình (wants to be in the spotlight).

Question 1b.

- Nếu tặng một bó hoa hồng thật đẹp mà gói trong một tờ nhật trình cũ sẽ không bằng gói hoa hồng bằng một tờ giấy hoa có cột băng màu. (If you are given beautiful roses but they are wrapped in old newspaper, it is not as good as them being presented in nice wrapping paper with a ribbon.)

- *Rượu sâm banh thật ngon mà bạn uống trong ly giấy sao bằng uống trong ly pha lê?* (Is quality champagne drunk in a paper cup as good as in a crystal wine glass?)
- *Trà quý thay vì uống trong một chung nhỏ bằng đất nung lại uống bằng tô canh đá thì bạn thấy hương vị của trà có còn hay không?* (Does quality tea drunk in a small [delicate china] cup taste the same as tea drunk from a [clay] soup bowl?)

Question 1c.

- *Câu nói Giáo sư nhắc đến trong chương sách là “nhập giang tùy khúc, nhập gia tùy tục”. (The proverb is ‘Choose the right place when crossing a river, obey a house’s rules when joining a family’.)*
- *Câu nói đó có nghĩa là “qua sông phải chọn chỗ và đến nhà phải theo thói quen, tập tục của gia đình” (The proverb means that you should act appropriately when you are in a new situation. That is what it means by telling you to choose the right place to cross at the river and to obey the rules of the household when joining a new family. This emphasis is on changing one’s behaviour to suit the new environment/situation.)*
- *Vì giáo sư được mời đến thuyết giảng tại Úc, ông nghĩ mình nên theo tập tục của nơi mời mình đến, nhưng khi được giáo sư Callaway đề nghị ông mặc trang phục truyền thống Việt Nam thì ông rất vui lòng mà làm theo. (As the professor was invited to give lectures in Australia, it was expected that he should follow their rules, but Professor Callaway advised him to wear his Vietnamese national costume, so he was happy to do so.)*

Question 1d.

Sự tôn trọng khán giả của Giáo sư Trần văn Khê được thể hiện qua những bằng chứng sau: (The following evidence shows Professor Tran van Khe’s respect from his audience:)

- *Ông quan niệm rằng khán giả đi xem biểu diễn ăn mặc sạch sẽ, lịch sự mà người biểu diễn lại ăn mặc lôi thôi là coi thường khán giả, coi thường bản thân. (He thinks that when the audience dresses up and the performer does not also dress properly, this may mean that he is looking down on his audience as well as himself.)*
- *Lúc bước ra sân khấu biểu diễn, ông luôn cố gắng chuẩn bị chu đáo trọn vẹn từ nội dung biểu diễn đến ngoại hình của mình. (When going on stage, he always tried his best to be perfect from the content of his performance to his appearance.)*
- *Tuy giáo sư biết một số người cho rằng ông làm như vậy là diện, nhưng ông thấy điều đó giúp ông thấy mình tự tin, trang trọng trước khán giả. (Although he is aware that some people say that he is intentionally well-dressed, he thinks that sort of preparation helps him to be confident and respectable in front of his audience.)*

Question 1e.

- *“Khi nghĩ mình đã làm đúng theo lẽ phải, chúng ta sẽ phải có bản lĩnh, can đảm một mình chống lại đại đa số ý kiến.” (‘When you think you’re right, even when the majority of people disagree, you should remain strong and persist in your perspective against the majority.’)*
- *“Bất chấp lời phê bình của trăm người, tôi vẫn giữ vững niềm tin và thái độ của mình với quốc phục.” (‘Despite the criticism from hundreds of people, I still hold my belief and attitude towards the national costume.’)*
- *“Mong các bạn hãy biết yêu chiếc áo dài - quốc phục của đất nước mình- để thêm yêu đất nước mình, thêm hiểu mình đang đứng ở đâu trên bản đồ thế giới.” (‘I hope that [Vietnamese] people will learn to love áo dài – the national costume – to be more patriotic and aware of our position on the world map.’)*

Section 2 – Reading and responding

Texts 2 and 3

Question 2

In this section, students were required to synthesise and analyse the main ideas in Text 2 and Text 3 to write a persuasive formal letter. Students should have taken the main points from Text 2 and supported these with the points found in Text 3. The majority of students did not understand the requirements of this question. Many ideas given in student responses were not from the two reading texts but from students' own knowledge, and most were informative writing or a commentary on the works of writer Nguyen Nhat Anh.

Text 2 – Key points to be covered included:

- *Qua những tác phẩm của ông, nhà văn Nguyễn Nhật Ánh đã bày tỏ quan điểm rằng trẻ em có quyền sống với tuổi thơ của mình hơn là phải làm theo những gì người lớn mong muốn.* (Through his works, the writer Nguyen Nhat Anh has voiced his support for children's rights to a childhood, rather than having to live up to the expectations of adults.)
- *Nguyễn Nhật Ánh đã thành công trong việc giữ gìn và nuôi dưỡng tuổi thơ của chính mình.* (Nguyen Nhat Anh has successfully preserved and nurtured childhood [his inner child] as part of himself.)

Text 3 – Key points to be covered included:

- *Trong truyện của mình, Nguyễn Nhật Ánh đã mô tả sinh động trò chơi đặt tên mới cho các vật hay sự việc để tạo ra một thế giới tuổi thơ riêng của mình.* (In his book, Nguyen Nhat Anh vividly portrays the childhood game of renaming things so that a new world is created.)
- *Thay vì tuân theo những tên gọi đã có sẵn, những đứa bé đã quyết định chúng sẽ không gọi “gà” là “gà”; “chim” là “chim”; “cuốn tập” là “cuốn tập”; “bút” là “bút” nữa. Thay vào đó, chúng sẽ gọi bằng những tên gọi khác như “cái bàn ủi” là “con chó.”* (Instead of following rules already in existence, the children decide that from now on, they won't call a chicken a 'chicken', a bird a 'bird', a notebook a 'notebook', a pen a 'pen' anymore. Instead, they will call each thing by another word, so that 'iron' becomes 'dog' instead.)
- *Tác giả đã thành công trong việc mô tả lối suy nghĩ và nói chuyện của những đứa trẻ qua lăng kính trẻ con hơn là qua cái nhìn của người lớn.* (The writer successfully illuminates children's ways of thinking and their way of talking through the lens of the child rather than from an adult's perspective.)
- *Người lớn không thích thú gì với các trò chơi và cách ăn nói này, nhất là khi những trò chơi ấy làm mọi thứ thêm phức tạp như khi ba của Tùn bảo Tùn đi tắt quạt máy thì nó lại tắt tivi!* (Adults are not interested in the children's games, and their ways of talking seemed to make things more complex as when Tun's father tells her to turn off the fan she turns off the television instead!)
- *Tương tự như vậy, mẹ của Tí mòn mỏi chờ Tí mang cái bàn ủi vào thì nó lại chạy ra đường tìm con chó.* (Similarly, Ti's mother got tired of waiting for her to bring the iron while Ti was running into the street to find her dog instead.)
- *Tác giả đã đặt mình vào vị trí của những đứa trẻ để hiểu được cách mà chúng nhìn thế giới chung quanh; ông hiểu chúng và tạo ra được một nhịp cầu thông cảm với những tâm hồn trẻ thơ.* (The writer puts himself in the children's shoes in order to bridge the generation gap between them and better understand them or The writer puts himself in the children's shoes in order to connect with them and better understand them.)
- *Tác giả đòi hỏi trẻ em có quyền được có thế giới của mình.* (The writer asserts the right of children to have a world of their own.)

Most students included some of these points in their response. A large number of students did not write their own sentences but copied the sentences from the two reading texts in their response.

Section 3 – Writing in Vietnamese

In this section, students were able to choose from a selection of five questions. While the majority of student responses were adequate in terms of the content and accuracy of the language, these responses lacked effective consideration of the need to adopt appropriate language features in accordance with the text type conventions of each of the questions.

A small number of student responses were able to demonstrate excellent Vietnamese language skills, effective structuring and sequencing of information and competent vocabulary and grammar skills. Such responses demonstrated a competent application of appropriate language features for their chosen topic.

Question 3 was the most popular question, followed by Question 5. Question 4 was the least popular.

Question 3

Students were asked to write the script for a speech evaluating the impact that social media has made on their lives as young adults. The speech would then be presented to senior students in Year 12 at their local high school.

Form of writing: evaluative

Text type: script for a speech

Structure:

- introduction, development of key ideas and a short conclusion
- sometimes, a speech will conclude with 'Thank you' to the audience for listening
- aims to convey information from the speaker to the listeners as clearly, comprehensively and accurately as possible
- usually has an objective style and impersonal expressions
- generally uses facts, examples and explanations as evidence
- language, structure and sequence make the message clear and avoids ambiguity, so that the sequencing of information is logical and predictable.

Question 4

Students were asked to write an evaluative report for a community newspaper, whereby they had to consider the advantages and disadvantages of having regular driving tests.

Form of writing: evaluative

Text type: report

Structure:

- The report needed to have an author (fictional name).
- The article needed to evaluate the extent to which the idea of having regular testing is good. As the article was for a community newspaper, students were expected to write an article that would be of interest to a wide range of readers.

Question 5

Students were asked to write an evaluative article for a youth magazine about the positive and negative aspects of retaining a single job or profession throughout life.

Form of writing: evaluative

Type of writing: article

Structure:

- The article needed to have an author (fictional name).
- The article needed to evaluate the benefits and drawbacks of retaining one main job or profession, or changing jobs more frequently throughout life.

Question 6

Students were asked to write an imaginative diary entry describing their life in the year 3000.

Form of writing: imaginative

Text type: diary entry

Structure:

- date
- As this was an imaginative piece of writing, the diary entry needed to build an alternative world as if it really was the year 3000.
- The diary entry could have focused on one day, event and/or situation. There should have been a strong sense of voice in the writing and the writing should have been presented in the first person.

Question 7

Students were asked to write an imaginative story based on a given picture. The story needed to be set in Vietnam. The story would be published in a collection of short stories for young people.

Form of writing: imaginative

Text type: short story

Structure:

- setting – where and when
- main characters – who (add describing words), what is the person like and why
- complication – a problem that needs to be resolved, series of events, climax
- resolution – how everything turned out in the end.