

A+

SUMMATIVE ASSESSMENT TASK COVER SHEET

LANGUAGE: Vietnamese LEVEL: Continuers Stage 2	
STUDENT'S SACE NUMBER _____	
SUMMATIVE ASSESSMENT: (In-depth Study) Weighting: 6.7% out of 20% <i>Assessment type 2: IN-DEPTH STUDY – Oral presentation in Vietnamese (3-5 minutes)</i> Give a talk to your classmates providing detailed and varied information and opinions about an aspect of your In-depth study topic. The presentation may be informative, instructional or persuasive.	
This task requires you to: <ul style="list-style-type: none"> • demonstrate relevance and depth of research and analysis • express ideas and opinions using a variety of vocabulary • convey information and opinions accurately and appropriately • demonstrate ability to engage and successfully interest the audience • show clear evidence of planning and preparation • use a variety of grammar structures • use accurate pronunciation and intonation • use appropriate register to its purpose, audience and context. • use photographs/pictures as visual prompts effectively 	
Assessment criteria	Grade
Ideas I1 Relevance <ul style="list-style-type: none"> ▪ relevance to context, purpose, audience, and topic ▪ conveying appropriate detail, ideas, information, or opinions ▪ creating interest and engaging the audience. I2 Treatment of ideas, information, or opinions <ul style="list-style-type: none"> ▪ depth and breadth of content ▪ elaboration of ideas and support of opinions 	A
Expression E1 Capacity to convey information accurately and appropriately <ul style="list-style-type: none"> ▪ range of expression (i.e. linguistic structures and features) ▪ accuracy of expression (i.e. linguistic structures and features, grammar) ▪ use of cohesive devices ▪ appropriateness of expression, including register and cultural appropriateness ▪ clarity of expression, including fluency, pronunciation, and intonation. E2 Coherent in Structure and Sequence <ul style="list-style-type: none"> ▪ organisation of information and ideas ▪ use of the conventions of text types 	A
Total Grade:	
A	
CONDITIONS <ul style="list-style-type: none"> • 3-5 minutes in length • Prepared but not scripted • Presentation will be recorded for moderation purposes • Cue cards/Visual objects (pictures/photographs may be used) with negotiation with the teacher 	

Oral Presentation Annotations

Ideas: Sufficient Information provided

-food safety issues, consequences, reasons

Expression: Well delivered

-awareness of urgency created

-tone and pronunciation used to prompt action

Engages the listener and expresses importance of issue.

SUMMATIVE ASSESSMENT TASK COVER SHEET

LANGUAGE: Vietnamese LEVEL: Continuers Stage 2

Student Name: _____

Date: _____

Assessment Type 2: In-depth Study (6.7%) – Response in Vietnamese (500 words)

Students undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with ‘The Vietnamese-speaking Communities’ or ‘The Changing World’ themes. The in-depth study is intended to be more than learning a body of facts and reporting on them. It requires analysis and reflection.

Assessment criteria	Grade
<p>Ideas</p> <p>I1 Relevance – relevance to context, purpose, audience, and topic – relating appropriate detail, ideas, information, or opinions</p> <p>I2 Depth of treatment of ideas, information, or opinions – depth and breadth of content – elaboration of ideas and support of opinions – planning and preparation.</p> <p>Expression</p> <p>E1 Capacity to convey information accurately and appropriately – range of expression (i.e. linguistic structures and features) – accuracy of expression (i.e. linguistic structures and features, grammar) – use of cohesive devices – appropriateness of expression, including register and cultural appropriateness</p> <p>E2 Coherence in structure and sequence – organisation of information and ideas – use of the conventions of text types.</p> <p>Interpretation and Reflection</p> <p>IR1 Interpretation of meaning in texts, by identifying and explaining – the content (general and specific information) – concepts, perspectives, and ideas represented in the text.</p> <p>IR3 Reflection – reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts – reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied</p>	<p>A+</p> <p>A+</p> <p>A+</p>
Total Grade:	A+

CONDITIONS

- A Written Response in Vietnamese (500 words)
- One draft to be submitted for teacher comment.

Imagine your friend is taking a holiday in Vietnam. Write a letter telling them about the unsafe foods in Vietnam and the precautions that must be taken when visiting the country.

Ngày 18, tháng 8, 2017

Adelaide, South Australia 2000

Correct format used for text type.

Chị Châu thân mến,

Mấy tuần nay em rất bận nên em không rảnh để viết thư cho Chị được. Chị khỏe không? Công việc của Chị thế nào? Gia đình của Chị khỏe không? Lâu quá hai Chị em không gặp nhau được, chắc là Chị bận rộn lắm phải không?

Năm nay ở trường, em đang học về an toàn thực phẩm ở Việt Nam, và em đã học được rất nhiều điều mới và thú vị. Em cũng học được rất nhiều điều khủng khiếp về an toàn thực phẩm ở Việt Nam. Em biết cuối năm này, Chị đi về Việt Nam du lịch và thăm Ông Bà nội và cô chú Chị phải không? Em nghĩ Chị nên biết về an toàn thực phẩm ở Việt Nam để Chị biết làm thế nào để được an toàn cho chuyến du lịch của Chị.

Em chắc chắn Chị đã biết là các phương thức vệ sinh thực phẩm ở Việt Nam không đạt được tiêu chuẩn tốt. Em nghĩ không nên uống nước sông hay ăn rau cải và trái cây sống phải không? Nhưng, Chị có biết là không nên mua đồ ăn ở các quầy hàng trên đường không?

Mỗi năm có khoảng 300,000 người Việt bị ung thư, phần lớn liên quan đến thực phẩm bị ô nhiễm hay bảo quản kém, 60% những người này bị chết. Những người bị ảnh hưởng nhiều nhất là trẻ em chưa tới 10 tuổi và người cao tuổi. [1] Thực phẩm như trái cây khô nhập khẩu từ Trung Quốc hay bún và hủ tiếu ở siêu thị Sài Gòn chứa chất phụ gia, các chất bảo quản và các khác. Điều đó không sao nếu được sử dụng với sự kiểm duyệt và thích hợp. Không may, một số lượng lớn sản phẩm từ Trung Quốc chứa hơn ba lần lượng chất phụ gia cho phép, do đó những thực phẩm nguy hiểm được bán rẻ hơn, và nhiều người vẫn mua. [2]

Nhưng, ngộ độc thực phẩm không chỉ gây ra từ các hóa chất trong thực phẩm không thôi mà rất nhiều đồ ăn bán ở các quầy hàng đường phố cũng không tốt cho sức khỏe của người tiêu dùng.

Mặc dù không phải tất cả thức ăn bán ở các quầy hàng đều chứa hóa chất, nhưng nhiều đồ ăn này rất dơ dáy, bụi bặm và có nhiều khi, người bán đồ ăn này, không theo đúng các quy tắc về sức khỏe và an toàn. Khi làm đồ ăn như bánh mứt, một số người hoàn toàn không quan tâm đến vệ sinh, sẵn sàng qua đầu gối rồi thọc cả hai chân trần vào thau trái cây mà giậm, mà chà. [3]

Người bán hàng ít khi mang bao tay, hay dùng dụng cụ phục vụ thức ăn đầy vi trùng. Trời ẩm ướt và nóng của Việt Nam thu hút rất nhiều ruồi, vì tại đồ ăn bán trong quầy hàng không được lưu trữ một cách hợp vệ sinh, người tiêu dùng thường thấy ruồi chết nằm trong thức ăn của họ. Ghê gớm quá!

Chị nhớ cẩn thận nhé! Khi du lịch về Việt Nam đừng ăn những loại thức phẩm mà không an toàn. Em không muốn làm cho Chị sợ, nhưng em muốn bảo đảm là Chị không bị bệnh. Một số điều Chị có thể làm là không mua đồ ăn như phở, hủ tiếu hay thực phẩm có thành phần nguyên liệu từ gian hàng nhỏ, không phổ biến và không tin cậy. Khi đi chợ, nhớ nên hỏi người thân ở Việt Nam thương hiệu nào tốt nhất hay đi ăn ở nhà hàng phổ biến và chỗ ăn mà cô chú Chị giới thiệu nghe.

Chúc Chị tận hưởng chuyến du lịch ở Việt Nam và giữ an toàn. Đừng quên mua quà lưu niệm cho em nhé!

Thân mến,

Yến Nhi

Correct format used for text type.

Effective conclusion to letter

Uses start of letter to engage the reader

High fluency in communication evident

Convincing evidence provided to support information and ideas.

Credible justification of argument

Uses language to clearly deliver message

SUMMATIVE ASSESSMENT TASK COVER SHEET

LANGUAGE: Vietnamese LEVEL: Continuers Stage 2

Student Name: Alina

Assessment Type 2: In-depth Study – Reflective Response in English (6.7%)

Write a reflective response in English of 600 words reflecting on the research and findings that you have done, about the ways in which the new findings have influenced your thinking and attitudes towards this issue, anything new that you have learnt in undertaking the In-depth Study.

Students may reflect on:

- how the research experience was similar to or different from their preconceptions
- how the research has influenced their thinking about language and culture
- how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied
- how the research has influenced their own understanding or perspectives on issues/topics
- learning that was new, surprising, or challenging
- how the learning may have changed their thinking
- how the in-depth study has increased their understanding of the Vietnamese –speaking communities
- how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, culture(s), values)
- their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
- how they may use this experience in the future.

Assessment criteria

Assessment criteria	Grade
<p>Ideas</p> <p>I1 Relevance</p> <ul style="list-style-type: none"> – relevance to context, purpose, audience, and topic – relating appropriate detail, ideas, information, or opinions – creating interest and engaging the audience. <p>I2 Depth of treatment of ideas, information, or opinions</p> <ul style="list-style-type: none"> – depth and breadth of content – elaboration of ideas and support of opinions – planning and preparation. 	A+
<p>Expression</p> <p>E1 Capacity to convey information accurately and appropriately</p> <ul style="list-style-type: none"> – range of expression (i.e. linguistic structures and features) – accuracy of expression (i.e. linguistic structures and features, grammar) – use of cohesive devices – appropriateness of expression, including register and cultural appropriateness <p>E2 Coherence in structure and sequence</p> <ul style="list-style-type: none"> – rganization of information and ideas – use of the conventions of text types. 	A+
<p>Interpretation and Reflection</p> <p>IR1 Interpretation of meaning in texts, by identifying and explaining</p> <ul style="list-style-type: none"> – the content (general and specific information) – the context, purpose, and audience of the text – concepts, perspectives, and ideas represented in the text. <p>IR3 Reflection</p> <ul style="list-style-type: none"> – reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts – reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied – reflection on own learning. 	A+
Total Grade:	A+

CONDITIONS

- A Reflective Response in English (600 words)
- On draft to be submitted for teacher comment.

REFLECTIVE RESPONSE IN ENGLISH

Food safety is a major issue, not only in Vietnam but also in many developing countries around the world. However, many, if not most, restaurants, food stalls, factories and cafés in Vietnam produce their products in unhygienic conditions. This violates a number of very strict but necessary laws that would be considered illegal in developed countries. Cases of food poisoning in Vietnam continue to increase as companies use foods with an excess of pesticides, insecticides, or using cheap but dangerous chemicals to enhance the aesthetics and flavour of foods. [1] Through studying this topic in Stage 2 Vietnamese, my understanding of food safety in Vietnam has deepened and my preconceived perceptions on the topic have entirely changed. *

Lack of awareness within industries, citizens and tourists is a leading cause of this problem. Of the thousands of tourists who visit Vietnam every year, many are unaware of the bacteria in the food and water. [2] Other problems such as leaving uncooked meats in warm temperatures, working in dirty environments and basic hygiene among the workers are some of the most dangerous factors contributing to the issue of food safety. These bacteria can lead to many serious illnesses such as food poisoning, stomach and bowel problems, hair and eyesight loss and in extreme cases, cancer. [5] This is an increasing problem that must be fixed.

Elaboration of ideas with details

This in-depth study has opened my eyes to the reality of the conditions that the Vietnamese people live in. Many of these hygienic problems are due to people's ignorance to health and to save as much money as possible by using cheap and atrocious alternatives to imitate real food such as polymer, used in some sweet soups. Through my conducted research I discovered some horrifying facts that I never thought possible. [3] This includes the dreadful conditions that the foods are prepared in and how little thought and consideration is taken when choosing quality ingredient. My thinking towards how serious poverty in Vietnam is has entirely transformed. Although I knew that the hygiene standards are nowhere near that of developed countries, I did not realise the extent to which it was carried out. I now have a greater understanding of the great lengths at which some people need to go through to save money risking sickness in the people who consume the foods.

Evidence of new learning

Surprisingly, I not only discovered how poisonous the foods sold in stalls and restaurants were, but also how many well-known and supposedly qualified restaurants continue to use these chemicals. Many thousands of food stalls falsely claim to use all natural ingredients however it has been discovered that over 72% percent of these stalls do not follow what they claim. Another astonishing fact is how many are not sought out and continue to serve their food. Numerous restaurants have been broadcasted regarding their inadequate food materials in newspapers, news reports and radio stations. [4]

Use of detailed information to support learning

I believe that officials and governments from developed countries such as Australia should put in the effort to influence the society of Vietnam. Help them to improve hygiene and overall health lifestyle. Implementing stricter import and export rules and regulations bringing Vietnam's food safety to a higher standard. This will ensure that consumers will feel safe knowing what they are eating is certified safe. However, implementing these rules will not be enough. I believe that on a regular basis, restaurants should be inspected to make sure that they are always safe and reliable. I do understand that not all people can afford to keep their restaurants safe and are forced to use cheap products. Also, not every single restaurant can be sought out, however with every restaurant certified, means more tourists and Vietnamese citizens can dine safely. Conducting this research raised my awareness about the importance of food safety, and I can now also communicate this information to others in the future and continue raising much needed awareness of food safety in developing countries.

In conclusion, my research has led me to discover more about food safety or lack thereof in Vietnam. I have been opened to the numerous ways it can happen and it has also made me realise how oblivious citizens are to its dangers. I have learnt so much about this topic through the in-depth study and I hope to use this information in the future to help others and possibly find a way to help those exposed to this everyday danger.

Appropriate use of language to express learning

Note: A bibliography was supplied with IDS Folio to support comprehensive evidence of planning