

Vietnamese
(background speakers)
2010 ASSESSMENT REPORT

Languages Learning Area



Government
of South Australia

SACE
Board of SA

VIETNAMESE (BACKGROUND SPEAKERS)

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GENERAL COMMENTS

There was a small decrease in the number of students enrolled in Vietnamese (background speakers) in 2010. Fifty-five students sat the examination and most had prepared well.

ASSESSMENT COMPONENT 3: ORAL EXAMINATION

In general, students coped well with the discussion. They were able to express their ideas and opinions on their topic, and had prepared well for this section of the examination. Most students also spoke fluently, and were understandable even if they spoke with some accent. A small number of students brought along pictures which were relevant to their topic, and made good use of these. However, some students did not research their topic sufficiently and as such their evaluation of their topic was slight. Some students had only prepared their oral component two to three weeks ahead of the assessment.

Students discussed a variety of topics included in the curriculum statement. This is commendable as it showed the students' ability to discuss a wide range of issues. Approximately 30% of the students had prepared on environmental issues; 13% on the impact of tourism in Vietnam; 9% on educational change and social/employment opportunities; 9% on the changing roles and values of women and men; 7% on the changing roles and values of families and young people; 7% on arts and entertainment; and 6% on Youth Issues. A further 19% of students researched a wider variety of topics including the impact of information technology; career pathways; migration, Vietnamese women; and traditional Vietnamese weddings.

A few students drew on their general knowledge and life experiences to answer the questions posed by the examiners. This showed a lack of research or an unwillingness to explore the wider range of issues associated with that topic.

Most students relied heavily on the internet as their main resource without checking the validity and relevance of their sources. Students should use a variety of resources such as books, magazines, newspaper articles, and videos. Some students made efforts to conduct surveys and to prepare well-designed questionnaires to assist their research. Students also appeared very confident, enthusiastic, and passionate about their topics, providing highly relevant responses with details about how and where they found their resources and materials.

The most successful students gave their own opinions on the issues, were able to support their ideas and opinions, and gave clear and effective responses to follow-up questions. Successful students also maintained the discussion well and were able to defend their opinions when difficult questions were asked. These students had clearly researched their topic in depth.

ASSESSMENT COMPONENT 4: WRITTEN EXAMINATION

Section 1: Listening and Responding, Part A

In general, students were able to select the main points from the text and expressed their ideas in response to questions. Successful responses included correct information and

terms, and reorganised logical details to respond to the questions. To be successful in this section, students needed to read the questions carefully and answer coherently with logical support evidence from the text, as opposed to using their own common-sense experiences to answer questions.

For Text 1, question 1 (a), most students could answer this question.

In question 1 (b) students picked up the main points well, and so performed particularly well in this question.

Question 1 (c) was a little more difficult, and a number of students left the entire question blank. Some students did not support the answer with evidence from the text.

Teachers are encouraged to go through basic grammar to enhance students' literacy ability. They should also give students opportunities in class to practice picking up key ideas and the details of an issue.

Section 1: Listening and Responding, Part B

In general, students performed well in this section of the examination. A successful response dealt with the entire question raised in the text. The answer to this section required students to write an article for their response, but 27% of students did not give their article a title. Some students did not write an article, but wrote a letter to the editor. During the year, teachers need to explain clearly the requirements for each text type so students do not get confused about which one they have to use.

Some students did not structure their article appropriately, writing extremely long-winded sentences without using paragraphs.

Some students did not use words in the correct context, for example, *trung tâm vào việc học* instead of *tập trung vào việc học*.

Section 2: Reading and Responding, Part A

Most students answered the questions and coped well with the task. Students needed to identify, discuss, and analyse the main points and specific information.

Question 2 (a) seemed to be the easiest question, but few students answered it correctly.

Question 2 (b) was not particularly difficult, but the majority of students did not meet the requirement to 'refer to the language used in the text'. Some students used a dictionary to look up the meaning of 'reference', and this indicated that they did not fully understand the question.

Question 2 (d) was an average question, but students did not answer it fully.

The purpose of questions 2 (c) and 2 (e) was to differentiate students' abilities, and a wide variety of marks were awarded. To answer these questions successfully students needed to process information given in the text as a whole instead of, for example, choosing an answer from each paragraph.

Some students experienced a language barrier between English and Vietnamese, and as such did not fully understand the questions or answer in depth with appropriate information.

Students also need to be reminded during the year that this section requires them to answer *with reference to the text*. They are not required to give their own opinions or apply their own knowledge of the subject matter to answer the questions.

Section 2: Reading and Responding, Part B

Most students demonstrated a comprehensive understanding of the issues raised in the text. The more successful responses covered all the main points and used appropriate language.

In general, students demonstrated a good level of ability in expressing their views about the changing roles of men and women. Most students wrote coherently and composed an effective argument about the importance of equality between men and women. Their use of relevant evidence demonstrated a good understanding of the text. However, a few students did not note the key points in the text and gave incomplete responses.

Most students used a wide range of vocabulary, which was very impressive, but even some successful responses had spelling mistakes.

Section 3: Writing in Vietnamese

Question 5 was the most popular question (54% of students), followed by question 8 (29% of students), and question 6 (15% of students). Only 2% answered question 7.

Students were generally able to express complex ideas and opinions successfully, and most students wrote effectively for an audience, context, and purpose. The majority of responses were structured logically and demonstrated thorough knowledge and understanding of language structures and vocabulary. However, a few students showed a limited understanding of the requirements for the task. Also, some did not respond to the context and purpose of their chosen question in enough depth. For example, students who completed question 5 should have focused on changes in education in Vietnam rather than their personal circumstances and experiences.

During the year, students should be given the opportunity to practice writing different text types. They should also be given access to past examinations to further improve their skills under test conditions.

Chief Assessor
Vietnamese (background speakers)