2022 VCE Vietnamese Second Language oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections: a conversation of approximately seven minutes and a discussion of approximately eight minutes.

In both sections, students were assessed in:

* content and communication (relevance, depth and range of information, ideas and opinions; capacity to elaborate and reflect on information, ideas and opinions; capacity to interact with assessors; and effective communication)
* language (appropriateness of vocabulary, grammar and sentence structures; and clarity of expression, including pronunciation, intonation, stress and tempo).

Students in the 2022 VCE Vietnamese Second Language oral examination were well prepared. Many students participated enthusiastically in the conversation, spoke readily about their chosen subtopic in the discussion, and generally interacted well with the assessors.

Students who scored highly displayed thorough familiarity with the content in both sections of the examination. They displayed extensive breadth and depth of information and integrated idioms skilfully into their responses, which made their exchange with assessors more engaging and interesting.

Specific information

Section 1 – Conversation

This section was a general conversation between the student and the two assessors about the student’s personal world and their interactions with the Vietnamese language and culture as learners. Students were able to support their personal reflections by referring to any of the relevant subtopics studied in class from the prescribed theme ‘The individual’ and the prescribed theme ‘The Vietnamese-speaking communities’.

Students who engaged in higher-scoring conversations:

* demonstrated an excellent level of understanding by responding readily and communicating confidently
* carried the conversation forward with spontaneity
* provided an excellent range of information, ideas and opinions clearly and logically with highly relevant responses
* clarified, elaborated on and defended information, ideas and opinions very effectively
* used sophisticated vocabulary and structures accurately and appropriately
* used language naturally
* used excellent pronunciation, intonation, stress and tempo.

Overall, students were well prepared for the conversation, indicating that they had practised questions and answers to develop their fluency and confidence in carrying on a conversation. It is important for students to be prepared to talk not only about their personal world but also their interaction with the Vietnamese language and culture, for example ‘Do you participate in community activities, for example, Tet festival?’ ‘What relevance does speaking Vietnamese have in your life?’ and ‘Do you know how Vietnamese culture has influenced Australian society?’

It is recommended that students make the most of practising Vietnamese, either with their families, community or with friends to further improve their fluency and gain confidence in their interaction with assessors.

Content and communication

Students showed very good preparation and responded readily and confidently to questions on the various subtopics. They could elaborate and reflect on information, ideas and opinions, and responded to questions on personal opinions with spontaneity.

Most students interacted well with assessors and were able to ask for clarification when required, for example:

* *Xin thầy cô vui lòng lặp lại câu hỏi vì em chưa hiểu rõ lắm* (Please repeat the question because I don’t understand it very well)
* *Em không biết nhưng em nghĩ* (I don’t know but I think …)

Students showed their ability to communicate effectively, recognised when they had made a mistake and used appropriate repair strategies.

* *Dạ xin lỗi thầy cô, em xin được nói lại* (I’m sorry, I would like to say it again)

Language

Most students were well prepared and demonstrated very good pronunciation, intonation, stress and tempo. They had practised questions and answers to develop their fluency and confidence in carrying on a conversation. Students who scored highly used an outstanding range of vocabulary and grammar structures, and their responses were quite sophisticated. For example, they understood ‘*phương tiện*’ as in ‘*Em đến đây bằng phương tiện gì?*’ (‘means of transport’ – ‘How did you get here?‘) ‘*Khắc phục*’ as in ‘*Em làm thế nào để khắc phục những khó khăn đó?*’ (‘How did you overcome those difficulties?’) Some students who were not as well prepared used poor sentence structures or displayed only limited understanding of basic grammatical structures.

Section 2 – Discussion

Students discussed their chosen subtopic and their supporting visual material, which had to be related to either the prescribed theme ‘The Vietnamese-speaking communities’ or the prescribed theme ‘The world around us’. The focus of the discussion was on exploring aspects of the subtopic, including information, opinions and ideas. Students were expected to respond to questions on their subtopic and supporting visual material.

Students who engaged in higher-scoring discussions:

* provided an excellent range and depth of information, ideas and opinions with an original perspective on the subtopic
* elaborated on complex information and defended ideas and opinions clearly and logically with highly relevant responses
* used the image skilfully to support the discussion on the subtopic
* communicated information, ideas and opinions very confidently and carried the discussion forward with spontaneity.

Following the conversation, students were required to discuss their chosen subtopic and the supporting visual material that they had brought with them. It is important to carefully consider the choice of subtopic and supporting image when preparing for this section of the examination.

The specifications require students to explore aspects of the subtopic and to be able to elaborate on information, ideas and opinions. Students are encouraged to explore subtopics that contain a variety of aspects to talk about so that they can provide an insight that goes beyond ordinary descriptions. Subtopics that would lend themselves to exploration in this way could include, but are not limited to, Tet Festival, festival preparations and some New Year customs, the migrant experience and success stories. Some of the subtopics presented by students were not sufficiently detailed and did not appear to reflect adequate hours of practice. The use of a range of learning resources should give students a deeper understanding of their chosen subtopic.

Students who achieved higher scores were able to elaborate on their responses when prompted and were able to move smoothly from one aspect of their subtopic to another. They demonstrated the ability to support and defend opinions in a confident manner. Students who did not score highly repeated information and presented a limited range of ideas. Students and teachers should choose subtopics that provide the opportunity for depth of study and scope for students to present their opinions.

Most students used an image to support their discussion, and state why they considered the image to be important. Students who did not score highly were only able to describe the supporting image and answer questions insufficiently. Images that are carefully selected to present a certain degree of complexity provide more opportunity for students to be able to offer a greater depth and range of information, ideas, opinions and reflections on the subtopic. Students are reminded that it is not the image that is being assessed – it is the quality of the discussion. Students should therefore select an image that adequately enables them to integrate that image into a discussion about their selected subtopic.

Students who bring a visual object, like a picture, map or diagram, into the examination must ensure that the visual object has only minimal Vietnamese writing.

Content and communication

Students were well engaged in the discussion, showing relevance, depth and range of information, ideas and opinions. Students showed their capacity to elaborate and reflect on information, ideas and opinions, especially when asked about what their opinion was on a certain aspect of the subtopic and how they could relate to their personal/family experience (such as New Year celebrations or migrants’ difficulties / success stories).

Students showed clarity of expression by using appropriate pronunciation, intonation, stress and tempo.

Only a small number of students did not pronounce the tonal marks clearly enough.

Students showed their capacity to interact with assessors and to communicate effectively using repair strategies, by asking them to repeat or rephrase questions, or politely stating that they hadn’t studied a particular aspect of the subtopic.

Language

Most students were well prepared and demonstrated very good pronunciation, intonation, stress and tempo. Students who scored highly used an outstanding range of vocabulary and grammar structures, and their responses were quite sophisticated. Some students used poor sentence structures or displayed only limited understanding of basic grammatical structures. For example, on the topic of Tết Lunar New Year, students could understand ‘*kiêng cử ngày Tết*’ as in ‘*Em hãy kể và giải thích ý nghĩa của một số kiêng cử ngày Tết*’ (‘Can you list and explain the meaning of some New Year taboos?’)

Overall, students were well prepared for the discussion, indicating that they had practised questions and answers to develop their fluency and confidence in carrying the discussion forward.

More information

Refer to [VCE Vietnamese Second Language study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/vietnamesesecondlanguage/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Vietnamese-Second-Language.aspx) for full details on this study and how it is assessed.