2024 VCE Vietnamese Second Language written external assessment report

General comments

In the 2024 VCE Vietnamese Second Language written examination, student performance revealed a large gap between the highest and lowest scores, which demonstrated a wide range of language knowledge and skills among students.

Students who did well clearly understood the exam questions and knew how to choose relevant and accurate information to answer them. They demonstrated a broad and appropriate use of language and a very high level of accuracy and clarity in their use of vocabulary, spelling, grammar and punctuation. These students were also aware of the different elements of the various writing styles and text types in the examination, and they demonstrated a strong understanding of the requirements of the writing prompts in Section 3, providing excellent responses.

Some students did not score highly in the listening comprehension tasks. Most of the students knew how to select the appropriate information from the reading text to answer the questions. However, many students did not properly address the questions that required the ability to synthesise information from the reading and listening texts. Students should practise this skill throughout the year, as well as practise their note-taking skills, to ensure they obtain enough detail to answer the questions.

It is strongly recommended that students use the 15 minutes of reading time effectively. This time allows students to become familiar with the questions, which is key to enabling them to perform well in the examination. Students should also focus on improving their time management skills to ensure they allocate enough time to complete Section 3 of the examination.

Specific information

Section 1

Part A – Listening and responding in English

This section assessed the students’ capacity to understand and convey both general and specific aspects of texts. Responses that included the relevant and accurate information and were expressed clearly in Vietnamese were awarded full marks.

Question 1a.

The benefits to the writer’s career of being bilingual and bicultural are that:

* she gathers numerous ideas/inspirations for her writing process (from having met many people around the world)
* her works reach a more global audience.

Question 1b.

The activities Hoa often does to enhance her professional skills include:

* jogging/running to relax her mind
* watching TV programs in the evening to find inspiration for her plots and character development in her works
* reading many documents in two languages to conduct research on the topic she wants to write about
* participating in meetings/conferences of the Writers’ Association to learn more creative writing skills.

Question 1c.

Maintaining one’s bilingualism can help young people to:

* enhance their brain development / improve the development of their brain and intelligence
* live in harmony / interact with people from different cultures
* become more confident / build confidence in/when interacting with people from different cultures
* access more employment opportunities in the future.

Part B – Listening and responding in Vietnamese

In this part of the examination students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information drawn from the text in Vietnamese. The information presented in the response needed to be relevant to the question. Students were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in Vietnamese were awarded full marks.

Question 2a.

Người thợ sửa xe cần có (A mechanic needs to have):

* những kỹ năng ban đầu (initial skills)
* trực giác nhạy bén và kiến thức (sharp intuition and knowledge)
* đôi bàn tay kinh nghiệm và khả năng sử dụng khéo léo các dụng cụ cần thiết để sửa xe (experienced hands / skilfully controlling each tool)
* khả năng sử dụng công nghệ hiện đại ngày nay (the ability to use modern technology)
* dùng thiết bị chẩn đoán để xác định vấn đề (to use diagnostic equipment to determine problems)
* có thể sửa chữa những lỗi phức tạp hơn của xe hơi (to use technology that can help with diagnosing and repairing more complex car problems).

Question 2b.

Người thợ máy trước đây đã dựa vào những yếu tố sau để tìm giải pháp sửa chữa xe (The mechanic previously relied on the factors listed below to find solutions to car problems):

* Người thợ sửa xe trước đây dựa vào kiến thức trong sách để tìm giải pháp sửa xe. (The mechanic previously read books to find solutions to problems.)
* Người thợ sửa xe trao đổi với đồng nghiệpđể chẩn đoán và tìm ra giải pháp sửa xe. (The mechanic discussed with colleagues how to diagnose and find solutions to problems.)

Question 2c.

Người thợ máy thực hiện những bước sau đây để bảo đảm rằng ông ấy luôn cập nhật thông tin về ngành sửa chữa xe hơi (The mechanic takes the following steps to ensure that he stays up to date in the auto repair industry):

* Người thợ máy phải học cách sử dụng máy tính để đọc sách hướng dẫn kỹ thuật số. (The mechanic must learn how to use a computer to read digital manuals.)
* Người thợ máy phải tham gia các khóa học để cập nhật kiến thức và kỹ năng sửa chữa xe hơi. (The mechanic must attend courses to update his knowledge and skills in car repair.)

Question 2d.

Người thợ sửa xe khuyên những người muốn làm việc trong ngành sửa chữa xe hơi (The mechanic advises those who want to work in the car repair industry):

* Sẵn sàng học hỏi và nâng cao kỹ năng của mình. (Be open to learning and improving their skills.)
* Công nghệ giúp chúng ta làm việc chính xác, nhanh chóng nhưng vẫn cần có sự tự tin để sử dụng nó. (Technology helps us work accurately and quickly, but we still need confidence to use it.)

Section 2

Part A – Reading, listening and responding in English

In this part of the examination, students were assessed on their capacity to understand and convey general and specific aspects of the reading and listening texts. The information presented in the response needed to be relevant to the question.

Some students used the same information to answer Questions 3b and 3e. Students need to be aware that different questions require different answers and that the same information will not be required in multiple questions. It is important that students read each question carefully and ensure that they respond to the key words of the question rather than providing a response that does not relate to the question.

Question 3a.

According to the article, the following personality traits are closely associated with lotus flowers and the life of the Vietnamese people:

* nobility
* resilience
* overcoming challenges.

Question 3b.

According to the article, lotus plants contribute to local development in the following ways:

* by creating job opportunities for residents
* by supporting the development of the local economy
* fields and ponds are economically efficient and enhance the beauty of rural landscapes
* by promoting eco-tourism development to share the unique cultural values of Vietnam with the world.

Question 3c.

In addition to aesthetic values, the director aims to emphasise:

* sustainability/durability
* safety for consumers.

Question 3d.

Based on the interview, Ms Trang’s company uses artificial resin to dry lotus flowers:

* to preserve the original colours of lotus flowers
* to retain the softness of lotus petals
* to make them look like fresh flowers.

Question 3e.

Artistic uses:

* Poetry – lotus flowers teach people to find beauty in everything.
* Architecture – the famous One Pillar Pagoda incorporates the lotus symbol, representing purity, wisdom and nobility.
* Music – the lotus serves as inspiration for countless songs praising the homeland and romantic love.
* Painting – lotus flowers are depicted in both traditional and contemporary art, often conveying messages of prosperity and happiness (on ceramic products).
* Dried lotus flowers are used for interior decoration.

Practical uses:

* Lotus roots, lotus stems and lotus nuts are nutrient-rich dried foods.
* Lotus leaves and stamens are used to make lotus tea, which has a distinctive flavour and promotes health by providing medicinal benefits.
* Food packaging made from lotus leaves is an environmentally friendly product.

Part B – Reading and responding in Vietnamese

Students were required to demonstrate an understanding of the stimulus text(s) and to address the requirements of the task by conveying the relevant information from the text(s) that was appropriate for the audience and the prescribed writing style and text type.

The reading text included a visual stimulus. High-scoring students were able to successfully incorporate information from the visual stimulus text in their response.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published on the VCAA website. Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment.

It was possible to achieve a high score for this question without exceeding the specified word/character limit, which is shorter than the limit specified for Section 3.

A fairly large number of students did not address this question properly. They did not use the stimulus information from the reading text, instead using their own ideas in their written response. The responses suggest that many of the students did not clearly understand the requirements of this task. They did not know how to structure their writing and did not include the relevant features of a formal letter or interpret or include the information from the visual text.

The formal letter to the Chairman of Phu Quoc Island district could include the following:

* Chó Phú Quốc là giống chó bản địa quý hiếm của Việt Nam cần được bảo tồn. (The Phu Quoc dog is a rare native dog breed of Vietnam that needs to be preserved.)
* Giống chó này có nhiều phẩm chất đặc biệt như thông minh, trung thành; có nhiều tài năng như bắt cá, đi săn; và phù hợp với lối sống ở vùng biển đảo, nên cần được bảo tồn. (This dog breed has special qualities such as intelligence and loyalty; has many talents such as fishing and hunting; and is suitable to live in coastal areas, so they need to be preserved.)
* Loài chó này rất thích hợp để huấn luyện cho mục đích hỗ trợ biên phòng tuần tra biển bởi vì nó tuyệt đối trung thành, khó bị mắc bẫy, dễ huấn luyện vì rất thông minh; biết bảo vệ lãnh địa của mình đến cùng, biết hoạt động theo đàn một cách có tổ chức, biết làm hết sức để bảo vệ chủ. (This dog breed is well-suited for training to assist coast guards to patrol as they are loyal, hard to be trapped, easy to train because of their intelligence; are able to protect their territory to the end, to work in a well-organised pack, to do their best to protect their owners.)
* Loài chó này cũng khá dễ nuôi, chỉ cần chú ý đến chế độ ăn không có chất béo hay xương và chích ngừa đầy đủ. (This species is fairly easy to look after, just need to stick to a diet without fat or bones and keep them fully immunised.)
* Chó Phú Quốc là giống chó quý hiếm trên thế giới. (The Phu Quoc dog breed is a rare dog breed in the world.)
* Loại chó này đã tồn tại rất lâu trên đảo Phú Quốc. (These dogs have been living on Phu Quoc Island for a long time.)
* Loại chó này có chân màng vịt (giúp bơi nhanh và săn cá giỏi). (This kind of dog has webbed feet (which helps it to swim and hunt).) [This point must be included in the answer because it comes from the visual text.]

Section 3 – Writing in Vietnamese

Questions 5–8

In this section of the examination, students were required to write an original response in Vietnamese to one of four questions, which required different writing styles and text types. Each question specified a context, purpose, audience, text type and writing style. Students must allow enough time to complete this section of the examination. They should read the questions carefully to understand the requirements of each task. Planning is strongly encouraged to enable students to produce a well-structured and relevant response.

Students were assessed according to the following criteria:

* relevance, breadth and depth of content
* appropriateness of structure and sequence
* accuracy, range and appropriateness of vocabulary and grammar.

The highest-scoring responses demonstrated an original interpretation of the task and highly effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task. Such responses included appropriate features of the required writing style and text type and a broad range of sophisticated vocabulary as well as outstanding control of grammatical structures.

Question 6 was the most popular choice of the four questions, with 44 per cent of students responding, followed by Question 8, with 23 per cent. While many students understood the question and their responses were relevant, some students were constrained by limited vocabulary and could not provide adequate depth in their responses.

It is highly recommended that students practise their expression and expand their vocabulary. This will help them to write more coherent and convincing responses. Students should familiarise themselves with the writing styles and text types required for this section, which are outlined on page 12 of the *VCE* *Vietnamese Second Language Study Design*.

Question 5

Text type: story

Writing style: imaginative

Audience: creative writing competition judges

Question 5 was the least popular of the four questions in Section 3, with only about 15 per cent of the students choosing to respond to it. Students were asked to write an imaginary story about a visit to a cave. High-scoring responses included a dramatic turning point and a message or a lesson. These responses also paid attention to the ending of the story and the resolution of the conflict, using a wide range of descriptive words. Students should practise imaginative writing to improve their skills in developing effective and interesting plots, characters and settings.

The story could have included the following points:

* Giới thiệu thông tin cơ bản về nhân vật chính trong cuộc sống đời thường và kinh nghiệm chuẩn bị cho chuyến đi. (Introduce background information about the protagonist in everyday life and their experiences in preparing for the trip.)
* Miêu tả quang cảnh trong hang: màu sắc/hình dạng. (Describe the scene in the cave: colour/shape.)
* Điểm nổi bật của hang động/mô tả những gì em nhìn thấy. (Highlights of the cave/describe what you see.)
* Cốt chuyện/Cao trào của câu chuyện. (Plot/climax of the story.)
* Chuỗi sự kiện xảy ra do mâu thuẫn hay xung đột. thường trở nên hơn theo thời gian. (The sequence of events that occur because of a conflict. These events often become more stressful over time.)
* Phần thú vị, hấp dẫn nhất của câu chuyện: bước ngoặt. (The most exciting part of the story: the turning point.)
* Những chi tiết của câu chuyện để làm cho nó thú vị hơn, ví dụ như: một bất ngờ, một cú sốc, hay một cuộc xung đột. (Details of the story that make it more interesting, such as a surprise, a shock or a conflict.)
* Những sự kiện/việc xảy ra sau cao trào câu chuyện. (The events that happen after the climax.)
* Phần kết/kết thúc của câu chuyện. (The ending/resolution of the story.)

Question 6

Text type: report

Writing style: evaluative

Audience: students and teachers

This was the most popular of the four questions in Section 3. Students were asked to write an evaluative report for the school magazine, discussing the advantages and disadvantages of adopting a ‘four-day school week’. While many students performed well in terms of the content of their evaluative report, some students wrote their response in the form of persuasive writing. Students need to revise the five writing styles and the appropriate features of each text type in preparation for the exam.

The report could have included the following points.

Tác động đối với học sinh (Effects on students):

* Tích cực (Positive):
* Học sinh có thêm một ngày nghỉ để học sinh nghỉ ngơi, tham gia hoạt động ngoại khóa và theo đuổi sở thích cá nhân. (Students have an extra day to rest, undertake extracurricular activities and pursue personal interests.)
* Thời khóa biểu dầy đặc có thể giúp nâng cao khả năng tập trung trong giờ học và cải thiện kết quả học tập. (A compressed timetable might enhance concentration during class hours and improve academic results.)
* Thêm một ngày nghỉ có thể làm giảm bớt căng thẳng và cải thiện sức khỏe tinh thần của học sinh. (An extra day off can reduce stress and improve students’ mental health.)
* Tiêu cực (Negative):
* Một tuần học ngắn hơn có thể làm gián đoạn tính liên tục của việc học. (A shorter school week may disrupt the continuity of learning.)
* Giảm thời gian dành cho học sinh hấp thụ và hiểu các môn học phức tạp. (Reduce the time available for students to absorb and comprehend complex subjects.)
* Dùng ngày nghỉ để chơi nhiều hơn là học hỏi để phát triển cá nhân. (Use the day off to play rather than learn for personal development.)

Tác đông đối với giáo viên (Effects on teachers):

* Tích cực (Positive):
* Có thêm một ngày để phát triển về chuyên môn, lập kế hoạch công tác và chăm sóc bản thân. (Have an extra day to develop professionally, plan work and take care of yourself.)
* Tăng hiệu quả giảng dạy. (Increase teaching effectiveness.)
* Tạo sự hứng khởi cho giờ dạy bằng những phương pháp giảng dạy sáng tạo. (Make their lessons more exciting and interesting through the use of creative teaching methods.)
* Tiêu cực (Negative):
* Thời khóa biểu dầy đặc có thể gây khó khăn cho giáo viên trong việc đạt được các mục tiêu của chương trình giảng dạy của họ. (Overcrowded schedules can make it difficult for teachers to achieve their curriculum goals.)
* Khó khăn trong việc sắp xếp thời khóa biểu. (Difficulty in arranging schedules.)
* Tăng áp lực cho giáo viên, đặc biệt là nếu ngày nghỉ thêm không được sử dụng hiệu quả để nghỉ ngơi và tái tạo năng lượng. (Increased pressure on teachers, especially if the extra day off is not used effectively to rest and recharge.)

Tác động đối với phụ huynh và xã hội – có thể có hoặc không (Effects on parents and community –optional):

* Tích cực (Positive):
* Về lâu dài, hệ thống giáo dục cân bằng hơn và ít căng thẳng có thể đóng góp vào một xã hội khỏe mạnh và hạnh phúc hơn. (In the long run, a more balanced and less stressful education system can contribute to a healthier and happier society.)
* Tiêu cực (Negative):
* Công việc làm của phụ huynh có thể bị ảnh hưởng. (Parents’ jobs may be affected.)
* Nhu cầu điều chỉnh các dịch vụ cộng đồng, chẳng hạn như cơ sở chăm sóc trẻ em và các chương trình ngoại khóa, cần được tổ chức cho hợp lý. (The need to streamline community services, such as childcare facilities and after-school programs.)

Question 7

Text type: script for a speech

Writing style: personal

Audience: members of the local youth club

Around 16 per cent of students chose to respond to this question. They were asked to share their personal experiences of the learning process involved in getting a driver’s licence with members of the local youth club. High-scoring responses were those that met the requirements of the task, including by detailing the steps of the learning process. The responses that did not score well were unpolished and poorly structured and did not address the audience. Students are advised to plan before they begin writing to ensure that their responses are well balanced and meet all the requirements.

The script could have included the following points:

* Các bước trong quy trình thi lấy bằng lái xe. (The steps involved in the process of obtaining a driver’s licence.)
* Kinh nghiệm học để thi lấy giấy phép học lái xe. (Experience studying for the learner’s permit test.)
* Làm thế nào để chọn đúng người hướng dẫn: chọn người thân trong gia đình như bố mẹ hay thầy/cô hướng dẫn. (How to select a suitable instructor: a family member such as a parent or a driving instructor.)
* Làm thế nào để luyện tập đủ giờ. (How to practise enough driving hours.)
* Kinh nghiệm để vượt qua bài thi đánh giá mức độ nguy hiểm trên đường. (Experience to pass the road hazard test.)
* Kinh nghiệm luyện tập cho bài thi lái xe. (Experience practising for the driving test.)
* Những khó khăn trở ngại mà em đã gặp phải và em đã vượt qua như thế nào. (The difficulties and obstacles you encountered and how you overcame them.)
* Việc học được một kỹ năng khó như vậy giúp em trưởng thành hơn như thế nào. (How learning such a difficult skill helps you become more mature.)

Question 8

Text type: blog

Writing style: informative

Audience: parents and guardians

This question required students to write a blog post aimed at parents and guardians in the local community explaining how teenagers use various forms of social media to connect with their peers in different ways. This question was the second most popular in Section 3, with 23 per cent of students choosing it. High-scoring responses demonstrated fluency and depth with appropriate ideas and information. They also showed an ability to use a wide range of vocabulary and grammatical structures relevant to the task. Students are advised to practise identifying the specific requirements of questions to ensure their response is suitable to the task and avoids unnecessary or irrelevant ideas.

The blog could have included the following points:

* Đi sâu vào các loại mạng xã hội khác nhau như Instagram, Snapchat, Tik Tok, Twitter, Facebook. (Delve into the different types of social media like Instagram, Snapchat, Tik Tok, Twitter, Facebook.)
* Thanh thiếu niên sử dụng chúng như thế nào (How teenagers use them):
* Thông qua lượt thích, bình luận và tin nhắn trực tiếp, thanh thiếu niên có thể kết nối với bạn bè và xây dựng cộng đồng xung quanh những sở thích chung. (Through likes, comments and direct messages, teenagers can connect with their peers and build communities around shared interests.)
* Có thể thể hiện quan điểm và khả năng diễn đạt. (Be able to express opinions and express themselves.)
* Chia sẻ suy nghĩ, ý kiến ​​và kinh nghiệm của họ trong thời gian thực thông qua các bài đăng văn bản ngắn. (Share their thoughts, opinions and experiences in real time through short text posts.)
* Duy trì mối quan hệ với người thân và bạn bè, tham gia các nhóm cùng sở thích và tiếp cận tin tức, thông tin. (Maintain relationships with relatives, join interest groups and access news and information.)
* Người lớn có thể hỗ trợ thanh thiếu niên như thế nào (How adults can support teenagers):
* Hướng dẫn các em có những cuộc trò chuyện cởi mở và trung thực về trải nghiệm trực tuyến. (Guide students to have open and honest conversations about their online experiences.)
* Thiết lập các ranh giới và hướng dẫn sử dụng mạng xã hội lành mạnh. (Establish boundaries and guidelines for healthy social media use.)
* Khuyến khích thanh thiếu niên duy trì và phát triển các mối quan hệ tích cực cả trực tuyến và trong thực tế. (Encourage young people to maintain and develop positive relationships both online and in real life.)
* Điều quan trọng là cha mẹ và người giám hộ phải hiểu rằng mỗi nền tảng truyền thông xã hội đều mang đến cho thanh thiếu niên những cơ hội riêng để họ thể hiện bản thân, giao tiếp và kết nối. (It’s crucial for parents and guardians to understand that each social media platform offers teenagers unique opportunities for self-expression, communication and connection.)
* Thay vì coi mạng xã hội là rào cản đối với sự tương tác trong đời sống hiện thực, họ nên nhận ra tiềm năng của mạng xã hội trong việc nâng cao và làm phong phú đời sống xã hội của thanh thiếu niên khi được sử dụng một cách có trách nhiệm. (Rather than viewing social media as a barrier to real-life interactions, they should recognise its potential to enhance and enrich teenagers’ social lives when used responsibly.)