2022 VCE Vietnamese Second Language written external assessment report

General comments

Generally, students were familiar with the [examination specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Vietnamese-Second-Language.aspx) for the written examination and were able to identify general information from both listening and reading texts. However, not many students were able to answer the questions accurately, especially questions that had increased complexity and/or required specific information.

Students should pay attention to the required language in the responses to Section 1 and Part A of Section 2. Some students were not awarded marks because they did not answer in the correct language.

In Section 3 – Writing in Vietnamese, the most popular question was Question 5. This was a personal piece of writing in which students were to write a personal diary entry describing the process of inventing a smart home device. Not all responses to this question scored highly. Students need to read the topic carefully to understand the requirements of the response and should pay attention to choosing words that are appropriate to the type of writing and developing an appropriate structure and sequence for their writing so that the message is conveyed in a clear, logical, meaningful and effective way.

Students should revise the characteristics of the text types in the VCE Vietnamese Second Language study design to be able to write their response with the appropriate features of the required text type.

Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1

This section assessed students’ capacity to understand and convey general and specific aspects of texts.

Part A – Listening and responding in English

Question 1a.

An example of a correct response will include any four of:

* support residents in the community
* help them to get to know their neighbours to create a sense of belonging/familiarity
* become members of the community
* promote/increase/develop neighbourhood security
* promote care for / protection of the environment.

Question 1b.

|  |  |
| --- | --- |
| The program’s challenges | Suggestions |
| Elderly people have trouble using technology. | Design an application that is easier to use / user-friendly for the elderly and assist residents to learn how to use that application effectively. |
| Women who have to look after their children often can’t participate in community activities. | Organise activities for women/mothers, such as meet-ups for them to share knowledge and experiences in raising and caring for children. |
| Teenagers do not have healthy activities. | Organise sports such as basketball, volleyball and badminton. |

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 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.

Mai’s family influences are:

* Sự thành công mà cô có được ngày hôm nay là nhờ sự yêu thương che chở của ba mẹ. (The success she gains today is due to the love and support of her parents.)
* Cô học được từ mẹ tính chăm chỉ làm việc và kiên nhẫn, không từ bỏ việc gì mình theo đuổi. (She learnt from her mother the habit of hard work and patience, not giving up on her pursuit.)
* Cô học được từ ba, một người thích làm việc cộng đồng, tinh thần sẵn sàng giúp đỡ mọi người khi cần. (She learnt from her father, a person who likes to work for the community, the readiness to help people in need.)

Question 2b.

Mai’s benefits are:

* Cô/Mai tự tin hơn trong vai trò lãnh đạo (She gained a lot of confidence in her leadership role.)
* Cô/Mai cảm thấy tự hào hơn vì mình là người Úc gốc Việt. (She felt prouder to be a Vietnamese Australian.)
* Cô có cơ hội tìm hiểu và học hỏi thêm về văn hóa, phong tục, tập quán, và lối sống của người Việt. (She had the chance to explore and learn about the Vietnamese culture, traditions, customs and lifestyle.)
* Cô được hướng dẫn cách tổ chức các hoạt động của cộng đồng nhằm kết nối các thế hệ người Việt trong quá trình hòa nhập vào lối sống ở Úc. (She was guided on how to organise community activities to connect generations of Vietnamese people in the process of integrating into the Australian way of life.)

Question 2c.

* Mai plans areDự định đầu tiên của cô là giải quyết vấn đề biến đổi khí hậu. (Her first intention is to tackle climate change.)
* Cô sẽ đề nghị với hội đồng thành phố lập ra đơn vị hỗ trợ để giúp cư dân trong vùng sống thân thiện hơn với môi trường. (She will propose that the city council set up a support unit to help residents in the area live a more environmentally friendly lifestyle.)
* Dự định thứ hai của cô là kết nối các cộng đồng sắc tộc với nhau. (Her second intention is to connect ethnic communities.)
* Cô sẽ tổ chức các hoạt động giúp tăng cường sự hiểu biết về văn hóa của nhau, nhằm xây dựng cuộc sống hòa hợp và tôn trọng lẫn nhau. (She will organise activities to enhance cultural understanding among ethnic communities~~,~~ in order to build a life of harmony and mutual respect.)

Section 2

Part A – Reading, listening and responding in English

Question 3a.

Elements created are

* residents from many different ethnicities and cultures
* balance in all cultural and religious values
* full range of necessary social services such as education and health care
* old social housing/building and private houses have been renovated
* a variety of high-quality apartments have also been built.

Question 3b.

Other benefits that urbanisation has brought to the local residents of big cities include the following:

* Large cities are built with modern technologies to make life more comfortable, healthy and eco-friendly.
* Residents can watch a range of live entertainment, such as sports matches and music concerts.
* There are many museums and exhibition centres, so residents can enjoy local/domestic and international displays.
* Residents can connect with the city’s history/learnt/understand about the history/origin of the city.

Question 3c.

Benefits for living in small regional towns are:

* being close to nature
* a relaxing home environment
* spacious homes
* enjoy local specialities and events, such as local food and restaurants, and farmer’s market.

Question 3d.

Four aspects of transportation in big cities and regional towns are:

* means of transport / reliance on cars
* In the city there is low reliance on cars, for example, you are never far from public transport, can often walk or ride a bike.
* In the country there is high reliance on cars, and trip destinations are spread out across larger distances.
* availability and cost of parking
* In the city many homes do not have a parking space, it is expensive to park in the city.
* In the country there are big garages, lots of street parking and free parking.
* public transportation services
* In the city, a large population allows for a wide range of services (such as trains, buses and trams) that run frequently.
* In the country, lower population means there are only buses that have limited frequency.
* cost
* In the city there are low petrol costs.
* In the country there are high petrol costs.

Part B – Reading and responding in Vietnamese

Students were required to demonstrate an understanding of the stimulus texts and address the requirements of the task by conveying the relevant information from the textsthat 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 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.

The content of the script of a speech must have included the following key points:

* based on the reading text:
* Mô tả sự di chuyển của thuyền thúng trên biển cả (Describe the movement of basket boats on the seas)
* Ứng dụng của thuyền thúng (Application of basket boats)
  + dùng để cứu sinh và chuyên chở hàng hóa và chở người với trọng lượng nhẹ (They are used to save lives and transport lightweight goods and people.)
  + đánh bắt cá bằng thuyền thúng đã trở thành một nghề gia truyền sẽ được các thế hệ sau nối tiếp (Fishing by basket boat has become a family occupation.)
* Đua thuyền thúng là một hoạt động phổ biến của lễ hội ở địa phương và cũng trở thành một dịch vụ thể thao du lịch giúp du khách có cơ hội trải nghiệm nét văn hóa đặc thù này của Việt Nam (Boat racing is a popular activity of the local festival and has also become a tourist sport service that visitors have opportunities to experience this unique culture of Vietnam.)
* based on the visual stimulus:
* Mô tả cuộc thi đua thuyền, lắc thúng: hào hứng, vui nhộn, thích thú v.v. … (description of the boat racing, basket-shaking contest: excitement, fun, enjoyment, etc.)

Section 3 – Writing in Vietnamese

The assessment criteria for this section focused on students’ capacity to demonstrate relevance, breadth and depth of content and the ability to demonstrate accuracy, range and appropriateness of vocabulary and grammar.

In this section, students were asked to write an original text in Vietnamese on one of four writing questions. Most students were familiar with the various text type features and were able to write complex sentences and expressions. However, some students demonstrated very limited vocabulary and were not able to use the appropriate grammar and develop reasonable structures for the required text type, writing style~~s~~ and audience for their piece of writing.

It is essential that students familiarise themselves with the text types and writing styles. Teaching and learning activities should clearly define the context, purpose and audiences to provide direction for the student. Students should read the questions carefully to ensure they are aware of what is required for each task. Responses that scored highly in Section 3 demonstrated careful planning and addressed appropriately the requirements of the task.

Question 5

Students were asked to imagine they had created a smart device for home use and had been awarded the first prize in the Youth Inventors Competition. They could write a personal diary entry about the experience of inventing the device.

Kind of writing: Personal

Text type: Journal entry

Audience: Yourself

Thirty-nine per cent of students chose this question, the highest ratio of the four questions in this section. The responses that achieved high scores met the requirements of the question, describing the device and the process of creating it in a logical and reasonable way, and including their personal feelings and thoughts about the experience of creating the device. Responses that did not score well failed to describe or name the device, had poor choices of language and included illogical sequence~~s~~ of information.

Responses could have included some of the following points:

* Mô tả phát minh của em. Ý tưởng cho sáng chế này là tình cờ hay được ấp ủ từ lâu? (Describe your invention. Was it intentional or accidental?)
* Thiết bị công nghệ thông minh cho nhà ở có thể là thiết bị cảm biến nhiệt độ, máy theo dõi chế độ ăn kiêng, máy chuẩn bị thức ăn, hoặc những đồ nội thất thông dụng như giường, bàn hay ghế, v.v. (Smart technology devices can be thermostats, diet monitoring, food preparation or be related to common furniture including beds, desks, chairs, etc.)
* Điều gì đã truyền cảm hứng cho em để tạo ra phát minh này? (What inspired you to create your invention?)
* Thiết kế này có gì đặc biệt để đoạt được giải nhất trong cuộc thi? Nó hoạt động như thế nào? (What is unique about the design that helped you win the competition? How does it work?)
* Sáng chế này giúp gì cho người tiêu dùng? Một số tính năng tuyệt vời của công nghệ nhà thông minh như là điều chỉnh theo nhu cầu của khách hàng, điều khiển từ xa, quản lý được năng lượng để tiết kiệm năng lượng, chi phí, thời gian, v.v. (How does the invention help consumers? Provide some benefits for consumers.)
* Một số vấn đề mà thiết bị này cần được khắc phục? ví dụ như là giá cả hơi mắc. (What problems or disadvantages of the device must be overcome or solved? For example, the cost could be high.)
* Mô tả quá trình sáng tạo và nêu cảm xúc của em trong suốt thời gian đó (lo lắng, hồi hộp, hạnh phúc, mãn nguyện, mong đợi, tự hào v.v. …) (Describe the process of inventing the device and your emotional journey – worried, nervous, happy, contented, high expectations, proud, etc.)
* Giải thưởng quan trọng như thế nào đối với em? (How important is the prize to you?)

Question 6

Students were asked to imagine they were in their final year of school, had been asked to be the principal for one day, and could write an imaginative story about that day to be published in the school magazine.

Text type: Story

Kind of writing: Imaginative

Audience: Parents and students

This was the second-most popular question, with 26% of students choosing this question. The highest-scoring responses developed a very interesting storyline which included a surprise, or a conflict that added tensionand created the desired atmosphere.

Responses could have included the following points.

If I was principal for one day, I would:

* tìm hiểu thật kỹ học sinh xem các em cần gì (thoroughly research students to see what they need)
* tạo cho học sinh một môi trường học tập thật thoải mái không gò bó hay gây quá nhiều áp lực (create a comfortable learning environment for students without being constrained or putting too much pressure on them)
* tạo cho học sinh một nơi để vui chơi sau những giờ học (provide students a place to have fun after school)
* trang bị những lớp học ngoài trời để học sinh có thể học tập thoải mái hơn (provide outdoor classrooms so that students can study more comfortably)
* đầu tư những đồ dùng thể thao cho học sinh chơi cũng như rèn luyện sức khỏe (invest in sports equipment for students to play as well as exercise)
* cố gắng học hỏi thêm nhiều kiến thức để biết nhiều thứ hơn (try to learn more to get to know more things)
* tạo một môi trường thật sự thân thiện giữa giáo viên và học sinh, nơi đó học sinh sẽ được rèn luyện tư duy để được phát triển trí tưởng tượng, phát huy những ý tưởng … (create a really friendly environment between teachers and students, where students will be trained to develop their imagination and promote ideas)
* áp dụng phương pháp học tập siêu đẳng đã được nghiên cứu và chứng minh (learn superior teaching methods that have been researched and proven)
* dạy học sinh biết yêu gia đình biết yêu quê hương đất nước (teach students how to love their family and love their country)
* **đến từng lớp để kiểm tra xem lớp nào hay có rác không (go to each class to check if there is any litter on the floor)**
* **luôn luôn nói trên loa là không được đánh nhau, không được gian dối trong học tập (always say on the loudspeaker not to use violence, not to cheat in exams)**
* **khuyên các em học sinh luôn luôn tưới cây, không vứt rác bừa bãi để trường ngày càng xanh, sạch và đẹp (tell the students to always water the plants, not to throw garbage indiscriminately, so that the school becomes more green, clean and beautiful.)**

**Question 7**

**Students were asked to imagine they lived in an area with a large Vietnamese-speaking community, and to write a letter to their local council persuading them to build a monument for a famous Vietnamese historical person. The letter should have included information about the type of monument and where it should be built.**

**Text type: Persuasive**

**Kind of writing: Formal letter**

**Audience: Local Council Committee**

The letter could have included the following points.

* Nhân vật lịch sử được chọn: ví dụ như Vua Hùng, Hai Bà Trưng, Nguyễn Trãi, Vua Quang Trung … (Selected historical figures: for example, King Hung, Hai Ba Trung, Nguyen Trai, King Quang Trung, etc.)
* Lý do (Reasons):
* Ghi nhớ công lao đóng góp cho dân tộc (về mặt phong tục, văn hóa, giữ nước …) (remembering contributions to the nation in terms of customs, culture, national defence, etc.)
* Nhắc nhở thế hệ trẻ nhớ về nguồn gốc (remind the younger generation to remember the origin)
* Lợi ích của việc xây dụng tượng đàI (Benefits of building a monument):
* Tưởng niệm, nhắc nhở con cháu đến công lao của nhân vật lịch sử (commemorating and reminding children and grandchildren of their work in building and defending the country)
* Truyền bá văn hóa, lịch sử Việt Nam đến các cộng đồng khác (spreading Vietnamese culture and history to other communities.)
* Vật liệu: đồng, đá, thép, bê-tông v.v. (materials: copper, stone, steel, concrete, etc.)
* Nơi xây dựng: trung tâm giải trí ngoài trời của cộng đồng địa phương (place of construction: local community outdoor recreation centre)
* Dự toán chi phí: đưa ra một chi phí thích hợp (cost estimation: come up with an appropriate cost)
* Thuyết phục: Đưa ra những lý do xác đáng để thuyết phục (persuasion: give good reasons to convince)

Question 8

These days, the choice of presents for major festive occasions is often influenced by advertisements. Students were asked to write an evaluative review of this trend for the lifestyle column of a teen magazine.

Text type: Review

Kind of writing: Evaluative

Audience: Readers of teen magazine

The review could have included the following points.

* Introduction
* Quà tặng thường nên có trong những dịp đặc biệt như sinh nhật, Giáng sinh, ngày tốt nghiệp, v.v (Presents should be given in special occasions such as birthdays, Christmas, commencement ceremony, etc.)
* Quà tặng thể hiện sự quan tâm của người tặng đến người nhận (Presents show the care that the giver would like to extend to the recipient.)
* Agree
* Người tặng tiết kiệm được thời gian suy nghĩ về món quà thích hợp (The giver can save time brainstorming for a suitable present.)
* Người tặng có thêm lựa chọn và ý tưởng cho món quà (The giver has a wider range of options and ideas for the present.)
* Người tặng có thể tiết kiệm được tiền vì món hàng được hạ giá (The giver can save up if the items are on sale.)
* Người tặng được cập nhật về những sản phẩm mới và xu hướng mới (The giver is updated on new products and trends.)
* Disagree
* Việc theo xu hướng sẵn có như vậy nhiều khi không thể hiện được sự trân trọng và tình cảm của người tặng với người nhận quà (The adoption of the suggested trend cannot enable the giver to show their appreciation and love to the recipient.)
* Việc theo xu hướng không thể hiện sự quan tâm của người tặng đến nhu cầu, sở thích của người nhận quà (The adoption of the trend does not show the giver’s interest in the recipient’s needs and preferences.)
* Người tặng dễ bị ảnh hưởng bởi các xu hướng tiếp thị của các nhà sản xuất hay bán lẻ (The giver is easily directed by marketing trends of producers or retailers.)
* Người tặng không phát triển được khả năng đánh giá, sáng tạo và không có lựa chọn đúng đắn dựa theo nhu cầu và khả năng tài chính (The giver is not able to develop their creativity, critical thinking and make the right choice based on their needs and budget.)
* Gây ra sự lãng phí vì người nhận không thích món quà (It may create waste if the recipient doesn’t like the present.)