

Victorian Certificate of Education  
**VIETNAMESE FIRST LANGUAGE**  
Study Design

Accreditation Period  
**2022–2026**  
Updated August 2021



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# Contents

<b>Important information</b> .....	<b>1</b>
<b>Introduction</b> .....	<b>2</b>
Scope of study .....	2
Rationale.....	2
Aims .....	2
Structure .....	2
Entry.....	3
Duration .....	3
Changes to the study design.....	3
Monitoring for quality .....	3
Safety and wellbeing .....	3
Employability skills .....	3
Legislative compliance.....	3
<b>Assessment and reporting</b> .....	<b>4</b>
Satisfactory completion.....	4
Levels of achievement .....	4
Authentication .....	5
<b>Cross-study specifications</b> .....	<b>6</b>
<b>Unit 1</b> .....	<b>12</b>
Area of Study 1.....	12
Area of Study 2.....	13
Area of Study 3.....	13
Assessment.....	14
<b>Unit 2</b> .....	<b>16</b>
Area of Study 1.....	16
Area of Study 2.....	17
Area of Study 3.....	17
Assessment.....	18
<b>Unit 3</b> .....	<b>20</b>
Area of Study 1.....	20
Area of Study 2.....	21
Area of Study 3.....	21
School-based assessment .....	22
External assessment .....	23

<b>Unit 4</b> .....	<b>24</b>
Area of Study 1.....	24
Area of Study 2.....	25
Area of Study 3.....	26
School-based assessment .....	27
External assessment.....	28

# Important information

## Accreditation period

Units 1–4: 1 January 2022 – 31 December 2026

Implementation of this study commences in 2022.

## Other sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The Bulletin also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the Bulletin. The Bulletin is available as an e-newsletter via [free subscription](#) on the VCAA’s website.

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE and VCAL Administrative Handbook](#) contains essential information on assessment processes and other procedures.

## VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

## Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full [VCAA Copyright Policy](#) is available on the VCAA website.

# Introduction

## Scope of study

VCE Vietnamese First Language is designed for students who will typically have spent some time as a resident of Vietnam and/or have had significant experience of studying Vietnamese in a country in which Vietnamese is a major language of communication.

## Rationale

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides continued access to the cultures of communities that use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Vietnamese develops students' abilities to understand and use the language of a country that is one of Australia's closest neighbours. There is a large Vietnamese-speaking community in Australia and there are links between Australia and Vietnam in areas such as business, tourism and education. The study of Vietnamese promotes the strengthening of these links.

Students may wish to study Vietnamese as an academic subject for educational purposes, to further develop their knowledge and use of a language already important to them or to link this study to other areas of interest such as tourism, technology, the arts, finance and business.

## Aims

This study enables students to:

- communicate with others in Vietnamese in interpersonal, interpretive and presentational contexts
- understand the relationship between language and culture
- compare cultures and languages, and enhance intercultural awareness
- understand the cultural contexts in which Vietnamese is spoken and appreciate their own and others' cultures
- learn about language as a system and themselves as language learners
- make connections between different languages, knowledge and ways of thinking
- become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work.

## Structure

The study is made up of four units.

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

The study of Vietnamese is offered at two levels in the VCE: Vietnamese First Language and Vietnamese Second Language. Entry to Vietnamese Second Language is governed by eligibility criteria, which are monitored regularly and published on the VCAA website and in the [VCE and VCAL Administrative Handbook](#).

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## Duration

Each unit involves at least 50 hours of scheduled classroom instruction.

## Changes to the study design

During its period of accreditation minor changes to the study will be announced in the [VCAA Bulletin](#). The Bulletin is the only source of changes to regulations and accredited studies. It is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the Bulletin.

## Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Vietnamese First Language to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [VCE and VCAL Administrative Handbook](#). Schools will be notified if they are required to submit material to be audited.

## Safety and wellbeing

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

## Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for Teachers* companion document provides specific examples of how students can develop employability skills during learning activities and assessment tasks.

## Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

# Assessment and reporting

## Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

## Levels of achievement

### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs), as specified in the VCE study design, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [VCE and VCAL Administrative Handbook](#) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Vietnamese First Language are as follows:

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examinations: 50 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.



## Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current [VCE and VCAL Administrative Handbook](#) for authentication procedures.

## Cross-study specifications

For the purposes of this study the following specifications apply across all units. Details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

In this study students learn Vietnamese for communicative purposes. In each unit, students gain opportunities to build on, and develop their knowledge of, intercultural awareness and the essential language skills of listening, speaking, reading, writing and viewing. The *Advice for teachers* provides further examples of these language skills.

Themes and topics are prescribed and create a framework of subject content for the activities and tasks that students undertake to demonstrate achievement of the outcomes of each unit. Language content suited to the level and scope of the themes and topics is also specified and includes grammar, text types and writing styles that students are expected to be familiar with by the end of Unit 4. There is no prescribed order in which this learning should occur.

## Communicating

The study of VCE Vietnamese First Language requires communication in a variety of situations and for multiple purposes. These purposes include socialising, exchanging information, creating texts, interpreting texts and reflecting on language experiences to improve communication in the future.

### Interpersonal communication

Interpersonal communication requires interaction with other speakers of the language in oral or written form. Information is exchanged in a manner that is accessible to others, offers coherent views and creates reasoned responses in Vietnamese in a range of contexts.

Interactions will relate to the themes and topics selected for the unit and may include text types such as a conversation, email exchange, a letter and participation in a debate or discussion.

### Interpretive communication

Interpretive communication requires the location, interpretation and analysis of information obtained in Vietnamese. The content is drawn from the themes and topics selected for the unit and includes listening and reading texts and may include visual materials that reflect some aspect of language or culture. Differences should be identified between individual speakers of Vietnamese and broader cultural perspectives that influence interpretation. Translation issues and justification of specific interpretations are explained.

### Presentational communication

Content related to the themes and topics selected for the unit is presented to a specified audience in oral or written form, and may include visual elements. In Units 1 and 2, the presentation focus is on exchanging information, opinions and experiences, through recounting and explaining in an informative, personal or imaginative way. In Units 3 and 4, the focus is on integrating concepts, information and ideas about language and culture from a range of sources, and presenting them in an imaginative form or to persuade an audience or evaluate information.

## Understanding language and culture

Understanding language and culture requires an investigation of the roles of language and culture in shaping meaning, and reflection on the practices, products and perspectives of the cultures of Vietnamese-speaking communities.

### Connections

The study of any language provides access to additional information on new and familiar topics, including those of immediate interest and relevance to students. Within the themes and topics selected for each unit, students are encouraged to draw on perspectives and ways of thinking and acting in the world which complement what they have learned from other disciplines, research or informal sources.

Intercultural awareness requires students to reflect on the process of learning other languages while they investigate another culture or participate as a global citizen in areas such as travel, tourism, work, economic activity or research.

### Comparisons

Comparisons are undertaken between Vietnamese and other languages, generally English, in order to consider the dynamic nature of language, the notions of language as a system, limitations on equivalence between languages and the interplay between language, culture and the individual.

Vietnamese is used to reflect on and explain the similarities and differences between the cultures studied.

### Communities

One of the overarching themes is 'Tradition and change in Vietnamese-speaking communities'. Under any one of the topics of *Literature and the Arts*, *Stories from the past* or *Youth issues*, students are required to conduct an extended study, which draws on the notion of their Vietnamese community and how it expresses itself through language and culture.

Vietnamese First Language students may be citizens of many communities and their responses may redefine what these communities mean to them. At the very least, the students who take this study are familiar with two cultures and their communities. Having come into contact with more than one culture, it is important that students can reflect on and express how their contact evolves.



## Prescribed themes and topics

There are three prescribed themes:

- Self and others
- Tradition and change in Vietnamese-speaking communities
- The world around us.

These themes have a number of prescribed topics and suggested subtopics.

All the themes and topics are to be studied over the course of Units 1 to 4. Although the order in which the themes and topics are studied is not prescribed, consideration should be given to their order to create logically sequenced language skill development and the depth of study required in each unit. It is not expected that all topics will require the same amount of study time and some may be more suited to Units 1 and 2 or to Units 3 and 4, depending on the learning program.

Generally, teachers select one subtopic chosen from one prescribed topic for each area of study. However, they may choose to offer more than one subtopic for an area of study if it is closely related to the topic. The subtopics provide the context for teaching, learning and assessment of achievement of the outcome.

## Prescribed themes and topics, and suggested subtopics

Self and others	Tradition and change in Vietnamese-speaking communities	The world around us
<ul style="list-style-type: none"> <li>• <b>Personal world</b> <i>For example, relationships with family and friends, personal values and qualities, identity, personal beliefs.</i></li> <li>• <b>Contributing to the community</b> <i>For example, voluntary work, sport and social groups, caring for the aged, plans for community service.</i></li> <li>• <b>Education and aspirations</b> <i>For example, aspirations and expectations, future of work, tertiary studies, lifelong learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literature and the Arts</b> <i>For example, modern and traditional literature, famous authors, music and dance, film, art, celebrations and ceremonies, craft villages.</i></li> <li>• <b>Stories from the past</b> <i>For example, folklore, legends and myths, the impact of famous people and significant historical events.</i></li> <li>• <b>Youth issues</b> <i>For example, social media, social issues, significant experiences, study and leisure.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lifestyles</b> <i>For example, impact of travel, rural and urban life, changing role of women, changing patterns of work, leisure activities.</i></li> <li>• <b>Current issues</b> <i>For example, universal human rights, censorship and freedom of speech, the gap between rich and poor, the impact of technology, the environment.</i></li> <li>• <b>Studies of Australia</b> <i>For example, cultural diversity, migration, Aboriginal and Torres Strait Islander histories and cultures, Vietnamese migration to Australia.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested subtopics.

## Text types

A wide range of text types is included in the teaching and learning of Vietnamese. Text types for receptive language use in teaching, learning and assessment are not prescribed.

The following list of text types recommended for productive use is not intended to be exhaustive. Text types may include:

Article	Discussion	Personal letter/email	Role-play
Blog	Formal letter/email	Presentation	Script
Conversation	Interview	Report	Short story
Debate	Journal entry	Review	Social media post

## Writing styles

Students are expected to be familiar with and produce different styles of writing. Writing styles include: personal, imaginative, persuasive, informative and evaluative.

While students need to be aware of the general features of the writing styles, teaching and learning activities should clearly define the context, purpose and audience to provide direction for students on managing the writing style required for each activity.

Details of each kind of writing are published in the *Advice for teachers* document available on the VCE Vietnamese First Language webpage.

## Vocabulary

There is no prescribed vocabulary list for VCE Vietnamese First Language. Students are expected to be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design.

## Grammar

The student is expected to recognise and use the following grammatical items:

Phonology	Crisp quality of vowel sounds Pattern and rhythm Intonation and stress	e.g. Nguyên âm a, ă, â, e, ê, o, ô, ơ, u Phương ngữ miền Bắc, Trung, Nam
Tone	Distinction between six tone markers	e.g. ma, má, mà, mạ, mả, mã
Intonation	Question, statement, negation	e.g. lên giọng, xuống giọng
Initial consonants	Distinction between tr- and ch-, s- and x-, v- and d- etc.	e.g. trẻ-chẻ; sa-xa; vì-dì
Final consonants	Distinction between -n and -ng, -c and -t etc.	e.g. đăn-đang; mặc-mặt

Punctuation	Comma (,), full stop (.), semi-colon (;), colon (:), hyphen (-), exclamation (!), question mark (?) etc.	e.g. Hôm nay, tôi đi học. Trời nóng quá! Bạn thích mùa nào?
Verbs	Tense expression (present, past, future) Transitive, Intransitive Voice (active and passive)	e.g. đang, đã, rồi, sẽ, sắp, hôm qua, hôm nay, ngày mai Tôi phạt nó. Nó bị phạt
	Imperative forms including prohibitive forms Various shades of command, request and invitation extras With markers and modifiers With negators With accompanying prepositions	e.g. Không được ồn ào! Đi nhanh lên! Xin mời ngồi! Nên, phải làm như vậy. Không nên, không được, không cho Ăn cơm với cá, đi tới trường
Adverbs	Time, place, manner	e.g. Lúc 2 giờ, ở Việt Nam, rất đẹp
Nouns	Common/proper Singular/plural Single/compound	e.g. sông Cửu Long, nhà, nhiều nhà, nhà cửa, áo quần, thợ điện
Pronouns	Personal, demonstrative, interrogative First person Second person Combined first and second persons Third person Other terms used in place of pronouns Name of person, title of person With the negator	e.g. Tôi, ông kia, ai, gì Tôi, ta, em, con, cháu, mình, chúng ta, chúng mình, tụi mình Bạn, cô, bác, anh, chị, mi Cô ấy, anh ấy, chị ấy, họ Ông, ảnh, bà Nàng, chàng, cô bé, ông cụ Bác sĩ Mạnh, giáo sư Lan Không phải tôi, anh, cô ấy
Adjectives	Single/compound Comparative	e.g. đẹp, duyên dáng, bằng, hơn, nhất
	Simple descriptive With affixation/reduplication Two-word phrases comparatives With degree markers With other modifiers With negators	e.g. rộng rãi, đẹp đẽ, chật chội, nhỏ nhắn xanh xanh, xinh xinh, nhỏ nhỏ đẹp hơn, đẹp nhất sáng quá, rất xinh, đẹp lộng lẫy không xấu, không xa bằng
Conjunctions		e.g. Và, nhưng, còn, vì vậy, do đó, cho nên, mặc dù
Prepositions		e.g. Lúc, ở, vào, trong, ngoài, lên, xuống
Articles	Definite Indefinite Plural	e.g. Cái, con, một một số, cuốn, cây những, vài

Quantifiers	<p>Cardinal, ordinal numbers                  Collectives                  With terms of measurement                  Indefinite terms                  Ordinal adjectives                  Fractions                  Classifiers, group of nouns on the basis of some perceived characteristics                  Group of nouns on the basis of how they are measured, assembled, or processed                  Singularity                  Plurality, for example, through duplication, through context, through use of compound words</p>	<p>e.g. Một, hai, thứ nhất, thứ nhì                  bè, rừng, đám, bụi, nhóm                  một vài, đa số                  đầu, cuối, đầu tiên, chót                  Một phần, hai phần ba, một nửa                  Một mét, hai khúc, ba đoạn                  Một, cái, con                  hàng hàng, lớp lớp                  bạn bè, chợ búa, nhà cửa</p>
Question markers	<p>End of sentence tags                  With other prepositions                  Use of ... showing indefiniteness                  Reduplication showing indefiniteness</p>	<p>e.g. Không, hay sao, đấy chứ, nhỉ, hả, được không, được chứ?                  Với ai, ở đâu, hỏi nào</p>
Phrase types	<p>Adverbial, noun, verb and adjectival</p>	<p>e.g. Nói một cách tổng quát....</p>
Sentence types	<p>Statement, affirmative, negative, question, exclamatory, imperative                  Simple, compound</p> <p>Extension of basic sentences by addition of information on place, instrument, time, manner, purpose, participant, means, similarity, cause                  Emphatic sentences                  Active and passive sentences                  Direct and indirect speech                  Combined phrases</p>	<p>e.g. Hai học sinh giỏi được lãnh phần thưởng.                  Chú bé đang đi chậm chậm.                  Đẹp tuyệt vời!                  Tôi đến trễ.                  Tôi đến trễ vì tôi bị kẹt xe.</p> <p>e.g. Trong kỳ nghỉ hè, gia đình tôi đi máy bay du lịch 3 tuần ở Sunshine Coast.                  Chúng ta không bao giờ quên ơn những chiến sĩ đã hy sinh bảo vệ Tổ quốc.                  “Bạn đã từng xuất ngoại chưa?”</p>
Cohesive devices	<p>Coordinating conjunctions                  Connective particles                  Response words and polite particles</p>	<p>e.g. Và, hay                  Thế, thì, mà                  Dạ, vâng, ạ</p>
Style	<p>The forms of address                  Contrast between written and spoken forms                  Style variations related to social relationships                  Distinction between formal and informal styles</p>	<p>e.g. Thưa, kính thưa, thân mến</p>

# Unit 1

In this unit students develop an understanding of aspects of language and culture through the study of subtopics from the prescribed themes and topics listed on [page 8](#).

Generally, students study one subtopic chosen from one prescribed topic for each area of study. However, more than one subtopic for an area of study may be included if it is closely related to the topic. The subtopic(s) provide the context for teaching, learning and assessment of achievement of the outcome.

Through the use of Vietnamese, students access and share useful information on the topics and consolidate and extend vocabulary, knowledge of grammar and other language skills.

The cross-study specifications common to Units 1 to 4 are detailed on [pages 6 and 7](#) of this study design.

## Area of Study 1

### Interpersonal communication

In this area of study students develop skills and knowledge in establishing and maintaining a spoken or written exchange related to an issue of interest or concern on a selected subtopic.

Students develop understanding that the content and the direction of an exchange are influenced by the participants and by the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding.

### Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to an issue of interest or a concern.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### Key knowledge

- structures related to explaining, persuading and commenting on issues, either real or imaginary, related to the selected subtopic
- a range of vocabulary and expressions to, for example, add emphasis
- appropriate intonation, stress and pitch
- communication in a range of text types.

#### Key skills

- link and sequence ideas and information in a spoken or written exchange
- initiate, maintain and close an exchange
- build upon cues provided
- use correct spelling and punctuation
- deal with misunderstanding appropriately and seek clarification.



## Area of Study 2

### Interpretive communication

In this area of study students interpret and reorganise information and ideas from two texts based on a selected subtopic. The texts may be spoken, written or viewed. Students hone their skills and knowledge to read, listen to or view texts in Vietnamese, to interpret content and combine information from the texts in a written response in a different text type from those presented. Viewed texts could include photographs, charts, drawings, paintings, films, menus, maps, posters, diagrams or advertisements.

### Outcome 2

On completion of this unit the student should be able to interpret and reorganise information and ideas from two texts on the same subtopic selected from a combination of spoken, viewed or written texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### Key knowledge

- a range of vocabulary, structures and content related to subtopics studied
- context and grammatical markers to infer meaning of unfamiliar words or phrases
- cultural aspects critical to understanding texts.

#### Key skills

- respond appropriately for context, audience and purpose described
- extract and reorganise information from one text type to another
- identify main points and supporting ideas
- link items from various parts of the text
- establish and confirm meaning through re-reading and referring to dictionaries.

## Area of Study 3

### Presentational communication

In this area of study students present content in Vietnamese related to a selected subtopic. They develop understanding of the conventions of both imaginative writing and speech, and prepare a presentation that includes imaginative elements in either spoken or written form.

The presentation recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

### Outcome 3

On completion of this unit the student should be able to produce an imaginative piece in spoken or written form.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

## Key knowledge

- structures and techniques to create a strong impression, context or situation for effect
- vocabulary and expressions for describing and commenting
- an appropriate response for the context, purpose and audience specified.

## Key skills

- apply the conventions of relevant text types such as journal entry, story or spoken personal account
- use structures related to describing, recounting and narrating
- use a range of appropriate vocabulary and expressions
- use stylistic techniques such as imagery, repetition, questions and exclamations
- structure writing or speech to sequence main ideas/events logically
- use appropriate intonation, stress and pitch
- use correct spelling and punctuation.

# Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

In Outcomes 1 and 3, teachers must ensure that students are assessed on a different macro skill for each outcome. For example, if a spoken exchange is selected in Area of Study 1, then a written piece should be selected for Area of Study 3.

Suitable tasks for assessment in this unit may be selected from the following list:

### Outcome 1

- Discussion between the teacher and each student
- A personal letter or email.

### Outcome 2

- Responses to a spoken text and a viewed text, extracting and using information and ideas to produce a response in a different text type
- Responses to a written text and a viewed text, extracting and using information and ideas to produce a response in a different text type.

### Outcome 3

- A journal entry
- A spoken personal account
- A short story.

Where teachers allow students to choose between tasks, teachers must ensure that the tasks they set are of comparable scope and demand.

## Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of subtopics from the prescribed themes and topics listed on [page 8](#). Generally, students study one subtopic chosen from one prescribed topic for each area of study. However, more than one subtopic for an area of study may be included if it is closely related to the topic.

Through the use of Vietnamese, students access and share useful information on the topics and consolidate and extend vocabulary, knowledge of grammar and other language skills.

Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1 to 4 are detailed on [pages 6 and 7](#) of this study design.

## Area of Study 1

### Interpersonal communication

In this area of study students participate in a spoken or written exchange focusing on the resolution of an issue related to the selected subtopic. They develop skills and knowledge that enable them to explore and engage with the issue chosen, and then express themselves with an interlocutor in a written or verbal form to resolve the issue.

### Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange focusing on the resolution of an issue.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### Key knowledge

- structures related to informing, explaining, persuading, agreeing and disagreeing
- a range of vocabulary and expressions appropriate to the topic areas
- a range of culturally appropriate fillers, affirming phrases and exclamations related to persuasion (oral exchange).

#### Key skills

- come to agreement, reach decisions and conclude a case
- link and sequence ideas to add weight to an argument
- initiate, maintain, direct (as appropriate) and close an exchange
- use stance, gesture and facial expression to enhance meaning and to persuade (oral exchange)
- use examples and reasons to support arguments and to convince and/or persuade
- initiate and respond appropriately for the context, purpose and audience specified
- use appropriate intonation, stress and pitch
- use correct spelling and punctuation.

## Area of Study 2

### Interpretive communication

In this area of study students interpret spoken, viewed or written texts on a chosen subtopic. They interpret the meaning of two selected texts and discern linguistic nuance, beyond mere comprehension. Students extract relevant and appropriate information from the texts, compare the perspectives expressed in the two texts and produce a spoken or written response.

Students develop their skills and knowledge to read, listen to or view texts in Vietnamese and to use information in a new context.

### Outcome 2

On completion of this unit the student should be able to produce a spoken or written response to two texts on the same subtopic, selected from a combination of spoken, viewed or written texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### Key knowledge

- a range of vocabulary, structures and content related to topics studied
- stylistic features such as contrast, repetition and understatement
- cultural aspects and perspectives that are critical to understanding the texts.

#### Key skills

- infer meaning from linguistic and contextual features
- summarise, explain and compare ideas and information from different texts
- infer points of view, opinions and ideas
- extract and reorganise information and ideas
- link items from various parts of the texts.

## Area of Study 3

### Presentational communication

In this area of study students present in Vietnamese content related to a selected subtopic. They respond to a fictional text, and develop their understanding of the techniques and characteristics of informative and personal writing or speech. They prepare a presentation in either spoken or written form.

### Outcome 3

On completion of this unit the student should be able to produce a personal or informative spoken or written response to a fictional text.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

## Key knowledge

- the key ideas in the chosen fictional text
- the conventions of relevant text types
- a range of appropriate vocabulary and expressions
- an appropriate response for the audience, context and purpose of the task.

## Key skills

- provide personal comment and/or perspectives on aspects of the text
- respond appropriately for the context, purpose and audience described
- use structures related to describing, comparing and commenting
- compare and comment on experiences, opinions, ideas, feelings and reactions
- support views with evidence
- select and make use of relevant materials.

# Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes, should be used for course design and the development of learning activities and assessment tasks. Assessment must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

In Outcomes 1 and 3, teachers must ensure that students are assessed on a different macro skill for each outcome. For example, if a spoken exchange is selected in Area of Study 1, then a written piece should be selected for Area of Study 3.

Suitable tasks for assessment in this unit may be selected from the following list:

### Outcome 1

- A formal letter or email
- A role-play.

### Outcome 2

- Responses to a spoken text and a viewed text and comparison of information and ideas obtained in a given format
- Responses to a written text and a viewed text and comparison of information and ideas obtained in a given format.

### Outcome 3

- An oral presentation
- A personal blog
- An article
- A personal email.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

## Unit 3

In this unit students develop their understanding of aspects of language and culture through the study of subtopics from the prescribed themes and topics listed on [page 8](#).

One subtopic is selected from one prescribed topic for each area of study. However, more than one subtopic for an area of study may be selected if it is closely related to the topic. The subtopic(s) provide the context for teaching, learning and assessment of achievement of the outcome.

Through the use of Vietnamese, students access and share useful information on the topics and consolidate and extend vocabulary, knowledge of grammar and other language skills.

The cross-study specifications common to Units 1 to 4 are detailed on [pages 6 and 7](#) of this study design.

## Area of Study 1

### Interpersonal communication

In this area of study students develop their skills in oral communication on a selected subtopic to exchange points for and against an aspect of the subtopic. Students research evaluative arguments through related texts to exchange information, opinions and experiences. They discover a variety of ways to acknowledge other speakers' points of view, and how to negotiate and present opposing evaluations. They present their findings in a linguistically and culturally appropriate manner and use relevant information to respond clearly to questions.

### Outcome 1

On completion of this unit the student should be able to present and exchange information, opinions and experiences and respond to questions.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

#### Key knowledge

- ideas and concepts related to the subtopic
- the structure and stylistic features of evaluative arguments
- the differences between information, opinions and experiences
- language used to present ideas both for and against a proposition
- how to extract information from a variety of texts to support the development of an evaluative presentation
- the different ways to interpret questions and formulate concise responses.

#### Key skills

- account for different opinions, views and perspectives
- vary style and register for context and purpose
- organise and sequence ideas
- respond to questions in a culturally appropriate manner
- use stylistic techniques including repetition, rhetorical questions, imagery or changes in tone, and speed of delivery
- ask questions and build upon the ideas of others



- respond clearly to questions using relevant information
- exchange, negotiate, justify and elaborate upon attitudes, values and ideas
- use and understand a variety of complex structures to imply meaning or indicate mood.

## Area of Study 2

### Interpretive communication

In this area of study students analyse and use information from spoken and viewed texts relating to a selected subtopic and write responses in Vietnamese. The viewed texts may be pictorial or printed and may consist of a text, such as a film or documentary, already seen and studied in class in this unit, or a photograph, chart, drawing, map, diagram, menu, poster, painting or advertisement.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken and viewed texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

#### Key knowledge

- structure of the language to establish and confirm meaning
- the distinction between different registers and stylistic features including repetition and tone
- ideas and concepts related to the subtopic
- methods of analysing a range of spoken and viewed texts.

#### Key skills

- summarise and synthesise ideas and information from a range of sources
- recognise speakers' intentions, attitudes and perspectives
- convey meaning accurately and appropriately in writing
- analyse elements of spoken and viewed texts, noting their particularities
- use a selection of material from a variety of sources to answer specific questions and instructions.

## Area of Study 3

### Presentational communication

In this area of study students express ideas through the production of an imaginative text for a chosen subtopic. They study relevant stylistic elements of imaginative writing and how to present them through different text types.

Students create an original piece of imaginative writing in Vietnamese on an aspect of the selected subtopic. They analyse and reflect on content related to the selected subtopic to identify aspects suited to storytelling. Students consider the language and features of the types of text they encounter to ensure their writing includes culturally appropriate content and expression.

## Outcome 3

On completion of this unit the student should be able to express ideas through the production of original imaginative written texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

### Key knowledge

- the key ideas in the selected subtopic
- generally accepted conventions of a range of text types associated with imaginative writing
- registers for different audiences
- a range of vocabulary, including some specialist terms
- structures used to create imaginative writing
- cultural implications of imaginative writing and associated text types.

### Key skills

- use a variety of text types to write imaginatively
- choose grammatical elements and language to create imaginative writing
- create atmosphere, effect and character through imaginative writing
- write appropriately for different audiences.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

## Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<b>Outcome 1</b> Present and exchange information, opinions and experiences and respond to questions.	10	A four- to five-minute evaluative oral presentation, focusing on points for and against an aspect related to texts studied, and a response to questions.
<b>Outcome 2</b> Analyse and use information from spoken and viewed texts.	20	Written responses to specific questions or instructions, analysing and using the information provided in the texts.
<b>Outcome 3</b> Express ideas through the production of original imaginative written texts.	20	A 350–400-word imaginative written piece.
<b>Total marks</b>	<b>50</b>	

## External assessment

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

## Unit 4

### Extended study of language and culture

In Unit 4, Areas of Study 2 and 3, students are required to undertake an extended study. Over the course of the unit, approximately 15 hours of scheduled class time should be devoted to the extended study.

The extended study is conducted over Areas of Study 2 and 3. It should be based on a subtopic related to language and culture, drawn from one of the prescribed topics of *Literature and the Arts*, *Stories from the past* or *Youth issues* under the theme 'Tradition and change in Vietnamese-speaking communities' listed in the table of prescribed themes and topics, and suggested subtopics on [page 8](#).

One subtopic may be selected for the whole class or different subtopics may be selected for individuals or groups of students. The selected subtopic should be sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response.

The extended study should include a study of the author's/director's/composer's/artist's intent, as well as the relationship between the context in which the text was produced, the text itself, the author and the audience.

To enable students to explore their subtopic in sufficient depth it is suggested that at least three texts of adequate depth are selected. These should include a spoken text, a viewed text, and a written text, for example, a short novel, a film, a poem or song. The length of texts selected will vary, depending on the type of text, their density and level of complexity.

In Area of Study 1 students analyse and use information from written and viewed texts on a selected subtopic that is different from the subtopics studied in Areas of Study 2 and 3. Students build on their knowledge of Vietnamese-speaking communities, considering cultural perspectives and language. Students consolidate and extend vocabulary, grammar, knowledge and language skills to investigate the topics through Vietnamese.

The cross-study specifications common to Units 1 to 4 are detailed on [pages 6 and 7](#) of this study design.

## Area of Study 1

### Interpretive communication

In this area of study students analyse and use information from written and viewed texts on a selected subtopic that is different from subtopics studied in Areas of Study 2 and 3. Students provide insights into the chosen texts and respond to specific questions or instructions in writing to develop their analytical skills.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written and viewed texts.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 1.

## Key knowledge

- key terms and ideas related to the selected subtopic
- vocabulary and grammar suitable for analysing information from a variety of text types
- methods to assist with interpreting questions and instructions.

## Key skills

- identify and analyse key ideas and detailed linguistic information from written and viewed texts
- summarise and synthesise information from different texts
- convey meaning accurately and appropriately in writing
- present information relevant to questions and instructions
- link, compare or sequence a range of ideas to formulate clear responses to questions or instructions
- analyse and concisely reorganise ideas and information from written and viewed texts.

# Area of Study 2

## Presentational communication

In this area of study students undertake the extended study of language and culture. They respond critically to spoken, viewed and written texts which reflect aspects of language and culture from a selected subtopic related to any of the three topics, *Literature and the Arts*, *Stories from the past* or *Youth issues* from the theme 'Tradition and change in Vietnamese-speaking communities'.

Students create an original persuasive or evaluative written response in Vietnamese on an aspect of the subtopic in a specified number of words. Their writing will be presented through a selected text type, for example, report, article or review.

## Outcome 2

On completion of this unit the student should be able to respond critically to spoken, viewed and written texts which reflect aspects of language and culture through the extended study.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

## Key knowledge

- a writer's or presenter's intention and attitude in a text
- the notion of 'appropriateness' and its relationship to purpose, audience and context
- the extent to which texts can be interpreted differently by different readers
- how to read, listen to and view a variety of texts and respond critically
- the selection and use of relevant reference materials
- how language and culture is revealed through the extended study
- elements and forms of persuasive and evaluative writing.

## Key skills

- identify, compare and evaluate values, attitudes and beliefs expressed in a range of texts related to the extended study
- produce a text to present a particular stance on an issue
- analyse information and ideas to find similarities, differences and evidence of bias
- analyse and compare themes, experiences and the creation of effect in persuasive and evaluative texts

- organise and make effective use of evidence gathered
- read, listen to and view a variety of texts and respond critically
- use language to persuade and evaluate
- use correct spelling and punctuation
- consolidate knowledge of the extended study through writing.

## Area of Study 3

### Interpersonal communication

In this area of study students continue their extended study of language and culture. They respond critically to spoken, viewed and written texts which reflect aspects of language and culture from a selected subtopic related to any of the three topics, *Literature and the Arts*, *Stories from the past* or *Youth issues* from the theme 'Tradition and change in Vietnamese-speaking communities'.

Students participate in an interview with their teacher in Vietnamese on an issue related to the texts studied for the extended study.

### Outcome 3

On completion of this unit the student should be able to exchange information, ideas and opinions in response to spoken, viewed and written texts which reflect aspects of language and culture through the extended study.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 3.

#### Key knowledge

- appropriate techniques for exchanging information and ideas with an adult interlocutor
- ways of responding in spoken language to questions posed on spoken, viewed and written texts
- relevant information, ideas and opinions about the selected subtopic and associated issues
- the correct register for a formal interview.

#### Key skills

- speak to a particular stance or provide a balanced reflection on an issue
- exchange ideas, and negotiate, justify and elaborate on attitudes and values
- select and use relevant reference materials
- organise and effectively use evidence gathered
- justify conclusions or outcomes associated with their interpretation and understanding of the spoken, viewed and written texts studied
- use a range of vocabulary and structures including some specialist terminology
- use appropriate intonation, stress and pitch.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework.

School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

## Contribution to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated	Assessment tasks
<b>Outcome 1</b> Analyse and use information from written and viewed texts.	20	Written responses to specific questions or instructions analysing and using information provided from the texts.
<b>Outcome 2</b> Respond critically to spoken, viewed and written texts which reflect aspects of language and culture through the extended study.	20	A 350–400-word persuasive or evaluative written response to the extended study.
<b>Outcome 3</b> Exchange information, ideas and opinions in response to spoken, viewed and written texts which reflect aspects of language and culture through the extended study.	10	A four- to five-minute interview on an issue related to the texts studied for the extended study.
<b>Total marks</b>	<b>50</b>	

## External assessment

The level of achievement for Units 3 and 4 is also assessed by two end-of-year examinations.

### Contribution to final assessment

The examinations will contribute 50 per cent to the study score.

## End-of-year examinations

### Description

- an oral examination
- a written examination.

The written examination will be set by a panel appointed by the VCAA. All the relevant key knowledge and key skills that underpin the outcomes in Units 3 and 4 are examinable.

### Conditions

The examinations will be completed under the following conditions:

- Duration:
  - Oral examination: approximately 10 minutes
  - Written examination: 2 hours.
- Date: end-of-year, on a date to be published annually by the VCAA.
- VCAA examination rules will apply. Details of these rules are published annually in the [VCE and VCAA Administrative Handbook](#).



- The examination will be marked by assessors appointed by the VCAA.

### Further advice

The VCAA publishes specifications for all VCE examinations on the VCAA website. Examination specifications include details about the sections of the examination, their weighting, the question format(s) and any other essential information. The specifications are published in the year prior to implementation of the revised Unit 3 and 4 sequence together with any sample material.