

**2002 HSC Notes from
the Marking Centre
Vietnamese Continuers**

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2002 HSC NOTES FROM THE MARKING CENTRE

VIETNAMESE CONTINUERS

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Vietnamese. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Vietnamese

General Comments

In 2002, approximately 146 candidates attempted the Vietnamese examination..

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections, should accumulate to a more comprehensive understanding than may be described in each section separately.

Oral Examination

Section I – Conversation

General Comments

Markers noted an improvement in the performance of candidates in this part. Most candidates relied less on set formulae and responded with more spontaneity and originality. Most of the responses were well thought out and to the point. There were fewer Anglicisms used in responses. For questions that required candidates to express their opinions, personal feelings or thoughts about a problem, most were able to provide direct and frank responses.

Strengths:

- Candidates appeared to be better prepared than in 2001. They were more confident and they responded with spontaneity and originality.
- Most answered the points raised and tried to expand them.

- Most delivered their responses in a conversational tone, stressing the relevant words, using idiomatic expressions, dramatic pauses or using strategies to involve the interlocutor such as ‘as you know’, ‘do you agree with me that...’, ‘as you were saying...’
- Most of the candidates presented their views quite frankly and directly in questions that sought a personal view about an issue and justified their viewpoint with well founded arguments.
- Most translated into Vietnamese English words they used in their responses.
- Most of the responses were well constructed with link words and, in some cases, with sophisticated vocabulary.

Weaknesses:

- A few of the candidates still relied on a set of learned, prepared responses.
- A few candidates tried to steer the conversation to topics of their choice by excessively expanding their responses without thinking about the relevance of the information.
- A few delivered their responses like a recitation.
- A few overused adages, proverbs and quotations in every response.
- Some were able to express an opinion or point of view and responded in general terms to questions that required a personal response.
- A few still answered in monosyllables or very short sentences.
- A few were reluctant to ask the examiner to repeat or rephrase the questions, even if they did not understand parts of the questions. Seeking such assistance does not penalise a candidate in any way.

Section II – Discussion

General Comments

Candidates chose a wide range of topics from controversial issues like the global economy, paid maternity leave, euthanasia, cloning, stem cell research, the death penalty, child labour in the Third World, nuclear energy, issues relating to life style eg keeping a pet, obesity, depression among Vietnamese women refugees, differences between Western and Eastern cultures, youth gangs, street kids, the care of the elderly in overseas Vietnamese families to topics like reviews of films, songs, novels, composers, singers, to aspects of Vietnamese culture eg the Tet festival, the traditional woman’s long dress, contemporary Vietnamese pop songs, significance of Vietnamese names, future aspirations like in-depth study of a profession.

Those who chose and researched a topic or issue that interested them, and then related it to the prescribed themes and topics, generally performed well.

The majority of candidates did try to conform to the set time frame (7 to 8 minutes).

Strengths

Candidates who scored in the high range for the Discussion presented their study in a well-structured and logical manner with relevant supporting arguments. They also demonstrated that they had given a lot of thought to their topics and mastered them quite well by answering the follow-up questions with aplomb and by presenting relevant arguments.

- The quality of some presentations was impressive.
- Most of the candidates used knowledge and skills gained in other subjects like English, General Studies, Economics, Business Studies, Legal Studies, and Science subjects to build their Discussion.
- More and more students used the Internet to get their information.
- Most candidates knew how to restrict themselves in their choice of details and arguments to keep their presentation cohesive and to the set time frame.
- Most of the candidates spoke with confidence as in an authentic discussion.

Weaknesses

- A few candidates came to the Examinations ill-prepared and had difficulty in sustaining their presentation to the recommended time frame.
- Some merely used information gained in class debates or lessons, without thoughtful selection or critical judgement. Such presentations were full of contradictory information and were, at times, incoherent.
- A few candidates expressed views that belied a depth of understanding of the issue under discussion.
- Some candidates presented a vast array of information gained from the sources, but were not able to express their own points of view or discuss the issues raised by the examiners as a result of their presentations.
- Some were not selective enough in their research. They trusted too much the information on the website and did not judge the validity of the arguments presented.
- There was a great number of candidates who did not pay attention to the structure of their presentation. There were too many repetitions, no clear progression in thoughts, no clear indication of the message the student wished to express or which viewpoints they wanted to communicate. This is not consistent with the requirements of the syllabus. Candidates are required to discuss a topic they have studied in depth, not present an oral report.

- A few memorised their presentations, which they recited in a monotonous way.
- A few had chosen titles that did not match with the content.

Recommendations

For the conversation, candidates should listen to the samples available on the Board's website and analyse the strengths and weaknesses of the speakers. Candidates are advised not to try to learn answers by heart.

Responses should not be too long with irrelevant details, nor should they include too many adages and proverbs, that might sound sophisticated, but that do not bring any depth.

Candidates should not try to steer the conversation in a certain way to topics that they may have prepared. Candidates are assessed on their ability to communicate in Vietnamese and not their ability to recite previously learned text.

In the Discussion, candidates should try to be natural and to avoid 'reciting'.

In preparing for the oral examination, Section I – Conversation, candidates should take time to think about the topics in Theme 1 eg Personal World including friendship, family relationships, future plans for a career, hobbies... They should write down their thoughts, not necessarily in full sentences, but more importantly consider how they would justify their choices and opinions. Candidates should remember that it is easier to be yourself than pretend to be someone else; and that they will be judged on how they present their thoughts, viewpoints and how they justify them. Candidates are not judged according to the points of view and opinions they express.

Candidates should try to avoid asking the examiner's viewpoint on an issue or answering in a roundabout way. Candidates should answer with assertion and defend their viewpoints.

When preparing for the Discussion, candidates should spend time researching their chosen topic (consult different websites, books, magazines, articles either in English and/or in Vietnamese). This will help them to have an in depth view on the topic, to choose their arguments and to engage fully in the discussion. Candidates should not rely entirely on teachers' notes. The purpose, language used and audience of these notes are different from those of the Discussion. Candidates should also check the reliability of the sources they have consulted. (Teachers can help in determining the validity of the information from websites/ books /magazines).

Candidates should also avoid taking an extremist viewpoint on controversial issues. It is not about being politically correct, but about respect for other human beings in general, for the ethical and social values of the society in which we live.

Candidates should pay attention to the organisation and sequencing of ideas when drafting the Discussion. The oral presentation should demonstrate that candidates have a sound knowledge of the subject/topic of their choice. There must be a clear direction, a purpose in the given information. Candidates should keep in mind that quantity is not quality. Too much irrelevant information or superficial argumentation will affect the quality of the presentation.

Written Examination

Section I – Listening and Responding

General Comments

Generally candidates performed well in this Section. Most made good use of the Notes Column and selected relevant information.

In general, candidates performed better in part B (Answer in Vietnamese) than in Part A (Answer in English).

Most candidates handled the questions about language features well.

Some candidates misinterpreted some questions.

Some candidates did not read the questions carefully or did not pick up the main points of some questions.

Most of the candidates, when analysing the effect of a song, failed to mention either the melody, the quality of the voice of the singer or the musical arrangement of the song and mainly concentrated on the lyrics.

Part A

Question 2 (b)

Most candidates got the right answer. Some had problem in translating *di ung voi may bay*. Possible responses included air sickness, fear of flying, allergy to airplanes, to flying and afraid of flying.

Question 3 (b)

A good number of candidates gave three examples from the text. Some gave only two. Some misinterpreted ‘the Christian population has increased by 10%’ as ‘has increased to 10% of the population’. Some candidates gave the acceptable alternative response, ‘that Christmas decorations on the shopfronts do entice people to celebrate Christmas’. A few used the expression ‘Noel Old Man’ (literal translation from Vietnamese) for Santa Claus.

Question 4 (a)

Most candidates did not have any problems with this question. However, the wording of some of the responses was awkward. Instead of referring to ‘the Phong Dien forest is difficult to access’, some wrote ‘the Phong Dien forest has traffic problems’.

Question 4 (b)

A great number of candidates gave all the measures mentioned in the text. Many had problems expressing the concepts in English of ‘fire fighting and prevention’, ‘illegal logging’ or ‘rewards for reporting illegal activities’.

Question 5 (a)

Many candidates, rather than giving the physical features of the mini disk-man ‘LCD screen, pocket size, oval shape, plastic earphone’, gave the technical features like ‘the life of batteries, the capacity of the memory, the ability to play or record from the PC’.

Question 5 (b)

Only a few candidates got full marks. Most wrote about the language used in the advertisement, but did not specify or justify why it was effective.

Part B

Question 6 (a)

Most of the candidates gave the correct answer. Only a few did not mention either the contribution that elderly people had made when they were young, or that they are more tolerant, wiser than young people.

Question 6 (b)

While most of the candidates knew how to infer from Mr. Fahey’s answers about elderly people, including his opinion on youth, a number of candidates had problems supporting their responses due to the wording/translation of part of the question in Vietnamese, *neu dan chung* which usually means ‘justify with quotations’.

Question 7

Only a few candidates achieved full marks for this question. Most did not mention the melody or the singer’s voice or the musical arrangement (alternative responses to melody) in their responses. A few just analysed the lyrics of the song, but did not connect their analysis to the question of the effectiveness of the song in attracting tourists to Ha Tien.

Section II – Reading and Responding

General Comments

Candidates performed better than last year. They were more used to the types of questions and the wording of these questions (especially the ones referring to language features and ones along the lines of ‘how does the text underline...’). Both texts were also in prose.

Some candidates still did not read the questions carefully or did not check meanings of some words that they were not sure of. As a result candidates misinterpreted the demands of the questions or only responded partially to the questions.

There was also a tendency among some candidates to learn some sample answers by heart and to rewrite them without thinking about the relevance of their responses to the questions (for example in Question 10 some candidates wrote more about the difficulties facing new migrants/refugees or

about the integration of Vietnamese migrants into Australian society than about Vietnamese students in Australia. Instead of writing an article, some candidates wrote a script of a speech about difficulties facing the new migrants).

Most candidates still had problems with the demands of the discussion-type question. They did not mention in their responses what they thought about the author's view point (for or against/agree or disagree).

A significant number of candidates are still not sufficiently familiar with the requirements of a question about language features. Many wrote about the different types of figures of speech (the most popular one, rhetorical questions) without making the link between these language features and the effect they have on the reader.

Part A

Question 8(b)

Most candidates stated the contrast between modern Vietnamese girls and traditional Vietnamese women about clothes, but only a number of candidates could state the one about characters. Some did pick up the right details about modern Vietnamese girls but as for the ones about the traditional Vietnamese women, they based their responses more on their acquired knowledge than on the text.

Question 8(c)

Most of the candidates got full marks for this question. A few gave only either the concerns of the parents about their children's attitude or about their children's lifestyle. Some just translated some passages in the text for their response.

Question 8(d)

Only a few candidates based their responses on the language features of the text, most based theirs on the content: summary of the parents' concerns and dissatisfaction.

Question 9(d)

Most of the candidates could pick up and expand Le Van's view of life, but only a few gave their opinion about it. Some just gave her view about fashion and a few just translated the sections of the text that they thought were relevant to the question.

Question 9(e)

Only a few responded fully to the question. Some analysed the language features of both texts without mentioning their impact on teenage readers. Many based their response solely on the second text. Most analysed the ideas expressed in the texts but not their language features.

Part B

Question 10

Most of the candidates chose the right text type: an article for the school newspaper. Quite a few wrote a script of a speech and some just wrote a letter responding to the stimulus, which is a letter to the editor.

As for content, most did respond to the main points of the question: difficulties facing Vietnamese students in Australia and proposals to overcome these difficulties.

Some students only responded partially to the question: difficulties facing the Vietnamese students. Some wrote about difficulties facing the Vietnamese migrants or the problem of integration into the Australian society. While there are some similarities in the difficulties facing the two groups, the students have their specific problems and the solutions to these problems are different from the ones facing adult migrants (as examples, some candidates proposed that the students learn English at the AMES or to go to Centrelink for career counselling.)

Recommendations for Sections I and II

Candidates should accustom themselves to the key words in the Board's Assessment Support Document and with what is expected in responses to examinations and assessment tasks.

Candidates should have a bilingual dictionary when sitting for the examination.

Candidates should read the questions and instructions carefully. Highlight or underline the key words if necessary.

In the Listening and Responding, candidates should read questions and take down relevant information first and compose their responses later (especially in longer items).

Candidates should pay attention to the organisation, sequencing of ideas/information in the composition of their responses. Candidates should try to rephrase information from the text rather than copy down/translate the information word by word.

In part B of Section 2 (Response in Vietnamese), candidates should consider the response as composing an 'essay' and take all the necessary steps recommended for this type of task: draft, main ideas, support statements to ideas.

Section III – Writing in Vietnamese

General Comments

Most candidates chose Question 11(a).

Strong points

The majority of the candidates chose the right text type and a great number conformed to the requirements of the topic and genre, both in content and language features: reflection on the changes, reminiscence on the good time at school, future and alternative plans for the future and determination to fulfil their dreams; use of emotive and informal language.

Weak points

Spelling was still a problem for a great number of candidates and some used Anglicisms. Some candidates did not read the question carefully or misinterpreted it: some wrote under the form of a diary entry, but the structure and tone of their writing were more like a speech about their future plans and how they would realise them; others wrote multiple diary entries from the day of their last examinations to the day they received their HSC results.

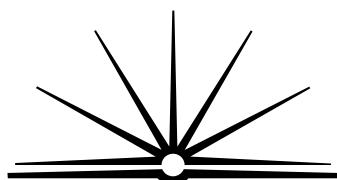
Better responses sounded genuine and included all the emotions that one would feel at that stage of life (anxiety, regret, fondness for their friends, school and determination to build a better future) and the language used was appropriate for the genre: informal with some familiar expressions and vocabulary, when they wrote about reminiscences of school life; and formal with a more serious tone when they wrote about their future plans and the determination to realise their dreams. Most of these candidates did provide an alternative plan in case they did not obtain the required UAI for their preferred course.

Weaker responses concentrated on future plans, explaining the reasons they had chosen this or that career. The language used was formal and the tone cold.

Vietnamese Continuers

2002 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — Text Type)	Syllabus outcomes
Oral Examination			
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3
Section I — Listening and Responding			
Part A			
1(a)	1	Lifestyle – Conversation	H3.1
1(b)	1	Lifestyle – Conversation	H3.1
2(a)	1	Lifestyle – Conversation	H3.1, H3.3
2(b)	2	Lifestyle – Conversation	H3.1, H3.3
3(a)	1	Celebrations – Radio news item	H3.1, H3.3
3(b)	3	Celebrations – Radio news item	H3.1, H3.2, H3.3
4(a)	2	Environment – Radio announcement	H3.1, H3.3
4(b)	3	Environment – Radio announcement	H3.1, H3.2, H3.3
5(a)	2	Technology – Radio Advertisement	H3.1, H3.3
5(b)	4	Technology – Radio Advertisement	H3.1, H3.2, H3.3
Section I — Listening and Responding			
Part B			
6(a)	1	Traditional Values – Interview	H3.1
6(b)	3	Traditional Values – Interview	H3.1, H3.2, H3.3, H3.4
7	6	Music – Song	H3.1, H3.2, H3.3, H3.4
Section II — Reading and Responding			
Part A			
8(a)	1	Generation Gap – Article	H3.1
8(b)	2	Generation Gap – Article	H3.2, H3.4
8(c)	2	Generation Gap – Article	H3.2, H3.3
8(d)	3	Generation Gap – Article	H3.2, H3.3, H4.1, H4.3
9(a)	1	Generation Gap – Interview	H3.2, H3.3, H3.4
9(b)	2	Generation Gap – Interview	H3.2, H3.3, H3.4
9(c)	2	Generation Gap – Interview	H3.1, H3.2, H3.3
9(d)	3	Generation Gap – Interview	H3.1, H3.2, H3.3, H3.4
9(e)	4	Generation Gap – Interview	H3.1, H3.2, H3.3, H3.4
Section II — Reading and Responding			
Part B			
10	10	Migration – Letter	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4
Section III — Writing in Vietnamese			
11	15	Future Inspiration – Diary entry Technology – Script	H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Vietnamese Continuers Marking Guidelines — Oral Examination

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

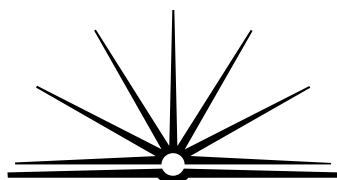
Criteria	Marks
<ul style="list-style-type: none">• Communicates confidently and fluently with correct intonation and pronunciation• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	13–15
<ul style="list-style-type: none">• Communicates effectively, with some degree of fluency and authenticity• Responds with relevant information and a range of relevant opinions and/or comment• Responds with a range of vocabulary and structures, but with some minor inaccuracies	10–12
<ul style="list-style-type: none">• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary• Responds with relevant information and opinions	7–9
<ul style="list-style-type: none">• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors• Presents some relevant information, opinions or ideas	4–6
<ul style="list-style-type: none">• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax	1–3

Discussion

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth in the treatment of the chosen topic through the development of relevant information, ideas and/or opinions with appropriate reference to texts studied • Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure • Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation • Consistently justifies and substantiates a point of view 	9–10
<ul style="list-style-type: none"> • Demonstrates depth in the treatment of the chosen topic through the development of some relevant information, ideas and/or opinions with appropriate reference to texts studied • Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies • Responds with relevant information, opinion or comment • Justifies and substantiates a point of view 	7–8
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied • Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary • Shows some evidence of justifying a point of view 	5–6
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the chosen topic and texts studied • Sustains basic communication • Responds using simple structures and vocabulary with frequent pauses and errors 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the chosen topic • Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax 	1–2



B O A R D O F S T U D I E S
NEW SOUTH WALES

2002 HSC Vietnamese Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (D)	1

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• To play in a band some day	1

Question 2 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 2 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates thorough understanding of the relevant information by providing all details	2
• Demonstrates basic understanding of the information by providing one detail	1

Question 3 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

Question 3 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates depth in the treatment of the task through the identification of all relevant information	3
• Demonstrates satisfactory understanding of the relevant information by providing two details	2
• Demonstrates basic understanding of the information by providing only one detail	1

Question 4 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates thorough understanding of the relevant information by providing all details	2
• Demonstrates basic understanding of the information by providing one detail	1

Question 4 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates depth in the treatment of the task through the identification of all relevant information	3
• Demonstrates understanding of the relevant information by providing two details	2
• Demonstrates basic understanding of the information by providing only one detail	1

Question 5 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates thorough understanding of the relevant information by providing most relevant details	2
<ul style="list-style-type: none">• Demonstrates satisfactory understanding of the information by providing some relevant details	1

Question 5 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the text• Presents and explains relevant references from the text	3–4
<ul style="list-style-type: none">• Demonstrates a satisfactory understanding of the text• Presents and explains some references from the text	2
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text <p>OR</p> <ul style="list-style-type: none">• Cites isolated references from the text	1

Section I — Listening and Responding

Part B

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Because of their contribution when they were young and their strengths compared to young people	1

Question 6 (b)

Outcomes assessed: H3.1, H3.2, H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Demonstrates depth in the treatment of the task through the identification of all relevant information	3
<ul style="list-style-type: none">Demonstrates satisfactory understanding of the relevant information by providing some details	2
<ul style="list-style-type: none">Demonstrates basic understanding of the information by providing only one detail	1

Question 7*Outcomes assessed: H3.1, H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Responds to all the information in the song• Demonstrates depth in the treatment of the task through the identification of relevant information	5–6
<ul style="list-style-type: none">• Responds to most of the information in the song• Manipulates language with some degree of authenticity	3–4
<ul style="list-style-type: none">• Demonstrates an elementary understanding of the song• Uses single words and set formulae to express information	1–2

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 8 (b)

Outcomes assessed: H3.2, H3.4

MARKING GUIDELINES

Criteria	Marks
• Identifies and describes the dress styles and manners of traditional Vietnamese women and Vietnamese girls nowadays	2
• Identifies and describes only the dress styles and/or manners of either traditional Vietnamese women or Vietnamese girls nowadays	1

Question 8 (c)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies and describes young people's attitudes to family and life	2
• Identifies and describes of young people's attitudes to either family or life	1

Question 8 (d)*Outcomes assessed: H3.2, H3.3, H4.1, H4.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Responds to all information, ideas and/or opinions of the text• Demonstrates a thorough understanding of the use of language in the text to address the generation gap issue• Cites relevant references from the text to highlight and explain how the writer uses language to address the generation gap issue	3
<ul style="list-style-type: none">• Responds to most of the information, ideas and/or opinions of the text• Demonstrates a basic understanding of the use of language in the text to address the generation gap issue• Cites some references from the text, without satisfactorily explaining how the writer uses language to address the generation gap issue	2
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Cites relevant references from the text, without satisfactorily explaining how the writer uses language to address the generation gap issue	1

Question 9 (a)*Outcomes assessed: H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

Question 9 (b)*Outcomes assessed: H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Identifies and describes all features of Le Van's view of fashion and that of elderly people	2
• Identifies and describes only Le Van's view of fashion or that of elderly people	1

Question 9 (c)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies and describes any two personalities of Le Van with justification	2
• Identifies and describes some of the personalities of Le Van without justification	1

Question 9 (d)*Outcomes assessed: H3.1, H3.2, H3.3, H3.4***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of Le Van's view of life • Cites relevant references from the text to fully discuss Le Van's view of life • Comments on Le Van's view with justification	3
• Responds to most information, ideas and/or opinions of the text • Demonstrates a basic understanding of Le Van's view of life • Cites some references from the text to satisfactorily discuss Le Van's view of life	2
• Demonstrates a limited understanding of Le Van's view of life • Cites references from the text, without discussing Le Van's view of life	1

Question 9 (e)

Outcomes assessed: H3.1, H3.2, H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to the two texts • Demonstrates a thorough understanding of the use of language in the two texts to present contrasting opinions relating to young people • Cites relevant references from the two texts to highlight this contrast 	4
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions relating to the two texts • Demonstrates a satisfactory understanding of the use of language in the two texts to present contrasting opinions relating to young people • Cites relevant references from the two texts to highlight this contrast 	3
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions relating to the two texts • Demonstrates a basic understanding of the use of language in the two texts to present contrasting opinions relating to young people • Cites some references from the two texts, without satisfactorily highlighting the contrast 	1
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the use of language in either one of the two texts to present contrasting opinions relating to young people • Cites some references from either one of the two texts, without satisfactorily highlighting the contrast 	1

Section II — Reading and Responding

Part B

Question 10

Outcomes assessed: H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9–10
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	7–8
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5–6
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–2

Section III — Writing in Vietnamese

Question 11

Outcomes assessed: H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task • Demonstrates the ability to sequence and structure ideas and information coherently and effectively 	13–15
<ul style="list-style-type: none"> • Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task • Demonstrates the ability to sequence and structure ideas and information effectively 	10–12
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions relevant to the task • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–3