



BOARD OF STUDIES
NEW SOUTH WALES

1998 HSC

**EXAMINATION
REPORT**

Vietnamese

© Board of Studies 1999

Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9262 6270

Internet: <http://www.boardofstudies.nsw.edu.au>

May 1999

Schools, colleges or tertiary institutions may reproduce this document, either in part or full, for bona fide study purposes within the school or college.

ISBN 0 7313 4299 2

Contents

2 UNIT	3
LISTENING AND SPEAKING EXAMINATIONS.....	3
<i>Listening Skills</i> (20 marks).....	3
<i>Speaking Skills</i> (20 marks).....	3
WRITTEN EXAMINATION.....	4
<i>Section I — Reading Skills</i> (20 marks).....	4
<i>Section II — Writing Skills</i> (20 marks).....	5
<i>Section III — Options</i> (20 marks).....	6

1998 HIGHER SCHOOL CERTIFICATE VIETNAMESE EXAMINATION REPORT

2 Unit

Listening and Speaking Examinations

Listening Skills (20 marks)

No information supplied on this section.

Speaking Skills (20 marks)

Section I – Oral Presentation

General Comments

Questions 1 and 4 were the most popular. The most frequent errors included:

- no introduction included;
- the questions appeared not to have been read properly. Some students repeated what they had pre-learned about an issue without referring to the main points in the passage provided. For example, students talked about population pressure instead of the one child/two children policies of some countries;
- some presentations were not well structured, they lacked a logical progression of ideas or the one idea was repeated many times;
- some presentations were far too long (twice the requirement);
- some students presented facts without supporting arguments.

Question 1

Most students presented the effects/consequences of drink-driving. Most suggested one efficient way to prevent drink-driving, however, some students digressed to talk about problems of alcoholism, drug abuse or the distinction between legal and illegal drugs.

Question 2

Well answered by most students.

Question 3

Well answered by most students, however, some students misunderstood the question and talked about overpopulation.

Question 4

Well answered by most students even if they did not present the issue of divorce within the Vietnamese community. These students used the facts they learned in issues such as the role of women in traditional and modern Vietnamese society or westernisation to support their case.

Question 5

Not particularly well answered by students. Students spoke about the problems of pollution in modern society and presented some solutions to remedy the problem. The question asked why some city councils specify that builders are required to recycle building materials and asked students to provide two additional suggestions that would protect the environment from the point of view of the building industry.

Section II – Stimulus Picture and Questions

General Comments

Most students performed well in this section although very few achieved the maximum score.

Question 6

Most students were able to find the two details/items that linked the picture to the problem of gambling, however, some students did not know the Vietnamese word for ‘dice’.

Question 7

Most students could recall the proverb either in verse or in prose and most could explain its meaning within the context of the picture. A minority of students answered this question with an expression popular among the youth but inappropriate for the picture, for example, ‘To be a man, one has to have a pack of cards in one’s pocket at any time, anywhere’ in place of ‘Gambling is the mother of misery: (your) house and land will be sold and you will end up with shackles on your feet’.

Question 8

Very few students performed well in this question. This appeared to be due to two factors. Firstly the use of the word ‘van nan’ which is quite recent although it is used frequently in the Vietnamese media (it is a translation of the word ‘problematic’). Secondly, a misunderstanding of the question which students should have read as ‘Is gambling a problem specific to the Vietnamese community or is it a problem for Australian society in general?’, however, most students read the question as ‘Is gambling a problem affecting only the Vietnamese community or does gambling (in the Vietnamese community) also affect the whole of Australian society?’. This assumption is based on the students’ answers. Most students said that because of gambling, some Vietnamese are facing difficulties like family break-ups, accumulating debts in addition to losing jobs and relying on the dole and crimes to satisfy their habit. In the end, the whole of society is affected by gambling.

Question 9

Most students were able to supply three, rather than the required four reasons why people like to gamble.

Question 10

Almost all students were able to provide two proposals to prevent gambling.

Written Examination

Section I — Reading Skills (20 marks)

Passage 1

General Comments

Most students performed well in this section, however, no student obtained full marks. Some details required in question 2 were not provided and in question 5, most failed to identify another free service provided, that is, help with the application for legal aid.

Question 1

All students answered this question well, however, some students did not change *Qui vi*, the formal ‘you’ to *chung ta*, ‘we/one’.

Question 2

All students failed to note that the advertised service stated ‘lease for commercial purpose’. Some students just copied out the main points in upper-case letters and missed words that would give meaning to their answers such as selling *and buying* (not ‘houses, business’), *certifying* (not ‘copies of legal documents, signature’).

Question 3

All students answered this question well.

Question 4

Most gave the right answer, only a few confused the conditions for traffic accident compensation with the ones for workers’ compensation.

Question 5

All missed out the free service for application for legal aid. Some also missed the detail ‘free first consultation’.

Passage 2

General Comments

Most found this passage quite challenging.

Question 6

Most students answered this question well.

Question 7

Most students gave more than four details.

Question 8

Most students gave details but not in chronological order. *Dien tien* implies a certain sequence.

Question 9

Most students answered the part detailing physical hardship well, but some had a problem with the mental state of the author while he was in a prison camp.

Section II — Writing Skills (20 marks)

General Comments

The topics in this section were relevant to students. Most students, however, exceeded the prescribed length. Question 11 – Asian migrants and their attachment to the new homeland – and question 10 – the debate concerning a second airport for Sydney – were the most popular. Most papers conformed to the form and language of the required genres.

Question 10

Most arguments were sound and relevant. Some students spent too much time writing a lengthy introduction or writing an extended exchange of trivialities before getting to the point. Most students did, however, know how to incorporate an introduction and a conclusion in the dialogue.

Question 11

Most students used the contributions of Asian migrants in various fields as proof of their attachment to Australia, but some students wrote about deep reflections, personal views or experiences in this question.

A few did not fully understand the words *thiet tha*: ‘attachment’.

Section III — Options (20 marks)

Part A — The Arts

General Comments

Most students chose questions 12 and 14. The few students who chose question 13 did not understand the question or had not studied other topics. Because of length restrictions (100 words), answers may be concise and need not include detailed introductions and conclusions.

Question 12

Most students identified three differences between traditional and modern Vietnamese music, but full marks were only given to answers that showed an in-depth knowledge about music, such as melody, rhythm, musical instruments or musical genres.

Question 13

All students wrote about the traditional wood prints in place of modern painting.

Question 14

Most students performed well in this question. Full marks were only given to answers that showed an in-depth knowledge of the topic, such as the different styles of houses in different parts of Vietnam, the disposition and use of the gian (rooms).

Part B — Literary Studies

Most students did quite well in this section, however, some students appeared not to be used to the style of question, ie ‘This word evokes what image in the reader?’ — question 16 part (c).

Some students did not read the questions carefully enough and answered with rehearsed responses they may have done in class an answer to similar questions but with different focus points. Most students did not know how to justify or argue their points of view. There were no full marks given in this section.

Question 15

- Part (a) Most students recognised the important details but few related them to the main theme or to the theme of the novel.
- Part (b) Most students obtained full marks.
- Part (c) Most students answered this part from what they had learnt (the usual meaning of the word ‘romantic’) but not in the quoted context. Some students missed the point: they tried to argue that Loan was not ‘romantic’ in either context.
- Part (d) Most students knew the theme of the novel but most did not know how to link it with the extract.

Question 16

- Part (a) All students answered this question well, however, some did not obtain full marks because they did not justify their answer.
- Part (b) All students quoted a verse to illustrate the required figure of speech, but some misunderstood the question as 'in which way did the poet exaggerate' and not his intention in using this figure of speech.

ISBN 0 7313 4299 2



9 780731 342990