

**2003 HSC Notes from
the Marking Centre
Vietnamese Continuers**

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2003 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 2003 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 2003 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 2003, approximately 122 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 previous years. 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 of the responses were well constructed with link words and, in some cases, 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 candidates delivered their responses like a recitation.
- Some candidates were able to express an opinion or point of view and responded in general terms to questions that required a personal response.
- A few candidates still answered in monosyllables or very short sentences.
- A few candidates 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 including controversial issues. In selecting a topic, teachers and candidates need to be very clear about syllabus requirements ie ‘The focus of the discussion will be to explore aspects of language and culture of the Vietnamese speaking communities.’ (p 25) The topic must relate to an individual syllabus topic or a combination of topics. The topic must also allow candidates to make reference to ‘texts studied’.

Those who chose and researched a topic or issue that interested them, and then met these criteria, generally performed well.

The majority of candidates conformed to the set time frame of 7 to 8 minutes.

Candidates who scored in the high range for the Discussion were able to present information in a well-structured and logical manner with relevant supporting arguments. They also demonstrated that they had prepared their topics well and drawn their information from a variety of texts. As a result they were able to engage enthusiastically and with aplomb in a discussion of the topic.

A few candidates came to the examinations ill-prepared and had difficulty in sustaining a discussion. Some merely used information gained in class debates or lessons, without thoughtful selection or critical judgement. Information and ideas presented were often contradictory and, at times, incoherent. A few candidates expressed views that belied any depth of understanding of the topic selected. Some candidates presented a vast array of information gained from texts, but were not able to express their own points of view or discuss issues related to the topic.

Some candidates were not sufficiently critical of the texts studied. This was especially evident with website texts. Candidates who select such texts must be prepared to discuss their validity and relevance.

Recommendations

Conversation

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

Responses should be relevant to the question asked. Elaboration must relate to the question. References to adages and proverbs were often unrelated to the question and detracted from the overall response.

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 preparing for the oral examination, Section I – Conversation, candidates should take time to think about the topics in Theme 1, eg Personal World, which include 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 and justify their thoughts and viewpoints. 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 assertively and defend their viewpoints.

Discussion

When preparing for the Discussion, candidates should spend time reading texts relating to their chosen topic. These can include books, stories, poems, plays, magazines, articles either in English and/or in Vietnamese and websites. This will help them develop an in-depth understanding of the topic, to justify and support their opinions and ideas, and to engage fully in 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).

Teachers and students are strongly reminded that there is no syllabus requirement for a ‘presentation’. Students may or may not be asked to briefly outline the topic. Other introductory questions can include:

- Why did you select this topic?
- Which texts did you study?
- What did you learn as a result of researching this topic?
- Would you recommend this topic to another student? Why?

The point of the discussion is to assess candidates’ ability to ‘maintain a discussion’. One definition of discuss is ‘to identify issues and provide points for and against’. The Macquarie Dictionary states that it means ‘to examine by argument’. The discussion involves an exchange between the candidates and the examiner.

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 and did not pick up the main points of some questions.

Part A

Question 1

Most candidates selected the correct information. A few listed the consequences of family conflict between Vietnamese parents and their offspring.

Question 2(a)

A few candidates linked ‘the opportunity to meet others who have landed recently in Australia’ to the correct answer. Many others selected option D.

Question 2 (b)

Most candidates did not refer to both the content and language features of the advertisement. They referred either to one or the other.

Question 3(a)

A few candidates listed all the relevant detail. Most did not indicate the fact that the Vietnamese team came first in the competition. Instead they wrote that they had come first in designing the best robot.

Question 3(b)

A significant number of candidates answered this question by referring to the impact on those who have taken part in the competition and not to Vietnamese youth.

Question 4(b)

This question was handled well although some had difficulty in translating *kinh phi* into English.

Question 4 (c)

Only a few candidates addressed the question fully and referred to the language features and content as they related to Nhat Nan as a director and as a person.

Part B

Question 5

Most of the candidates used the information from the text to write a letter, but only some created an invitation that had an authentic tone.

Question 6

While most of the candidates filled in the table, they misinterpreted the question and instead of writing which candidate would be chosen and the reasons, they just listed the strong and weak points of each candidate.

Only a few addressed the criterion, ‘Reasons for selection/non selection’, appropriately.

Section II – Reading and Responding

General Comments

Candidates performed better than last year. They were better prepared to answer a range of questions that assessed the outcomes of the syllabus.

Some candidates did not read the questions carefully or did not check the 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.

A significant number of candidates are still not sufficiently familiar with the requirements of a question that assesses aspects of outcomes 3.2 and 3.3. In relation to ‘inferring points of view, attitudes and emotion from language’ many wrote about different types of figures of speech (the

most popular one being rhetorical questions) without making the link between these language features and the effect on the reader.

Quite a number of candidates relied on the dictionary rather than context to find meanings of words. One of several meanings of *nhan ban* is ‘cloning’. Although not the most common meaning of the word it can be deduced from the context.

Part A

Question 7(a) & 7(b)

These questions were generally handled well.

Question 7(c)

Quite a few candidates summarised the events rather than answering the question.

Question 8(b)

While most of the candidates had no difficulty in selecting information, some did not clearly link it to the question asked.

Question 8(c)

The majority of the candidates selected most of the information from the text, but only a few stated that the speaker is a strong supporter of gender equity (or some similar statement).

Question 8 (d)

The majority referred either to the content or to the language features, instead of to both elements.

Part B

Question 9

Most of the candidates wrote their responses using the conventions of the designated text-type, ie an informal letter. A few wrote a review of the book.

Many candidates had a problem with the chosen translation of the word for ‘cloning’. Some used some requirements of the genre of book reviewing to overcome this obstacle, others re-used the wording of the question to write their letters.

Recommendations for Sections I and II

Candidates should be familiar with the key words in the Board’s Assessment Support Document and with what is expected in response to examination and assessment tasks.

Candidates should have a bilingual dictionary when sitting for the examination and be familiar with its use. Candidates should, however, use the context to find the correct definition if there are alternative translations of the word.

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

In the Listening and Responding section, candidates should read questions and take down relevant information first, and then compose their responses (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 copying down/translating the information word by word.

In Part B of Section II (response in Vietnamese), candidates should consider the response as composing an ‘essay’ and take all the necessary steps recommended for this type of task, such as draft, main ideas, support statements to ideas.

Section III – Writing in Vietnamese

General Comments

Most candidates chose Question 10(b).

Strong points

The majority of the candidates wrote using the required text type and conformed to the requirements of the topic and genre.

Some expressed their viewpoints with supporting statements, illustrations from first hand experience or from the media.

Weak points

Spelling was problematic for a great number of candidates and some used Anglicisms.

Some candidates focused quite extensively on the introduction and wrote mainly about the personal details of the interviewee.

Some candidates did not answer the question. They wrote about changes in their personal lives when migrating to Australia, or how they have adapted to the Australian lifestyle. Others wrote about lifestyle changes in Australia, but did not comment on these changes.

In some instances, candidates did not organise their responses sufficiently well. This was especially evident in the responses to 10(c).

Recommendations for Section III

Candidates should read questions carefully, plan a response and check their responses once completed.

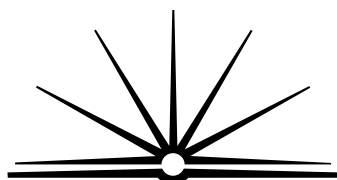
Candidates should use a greater variety of sentence structures.

Vietnamese Continuers

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
Conversa- tion	15	Theme: The Individual	H1.1, H1.2, H1.3, H1.4
Discussion	10	Themes: The Individual, The Vietnamese-Speaking Community, The Changing World	H1.3, H4.2, H4.3
Written Examination			
Section I — Listening and Responding			
Part A			
1	2	Youth issues — conversation	H3.1
2(a)	1	Migration — radio advertisement	H3.2
2(b)	3	Migration — radio advertisement	H3.1, H3.2
3(a)	2	Science and technology — news item	H3.1
3(b)	4	Science and technology — news item	H3.1, H3.3
4(a)	1	Personal identity — interview	H3.1
4(b)	2	Personal identity — interview	H3.1
4(c)	5	Personal identity — interview	H3.3, H4.3
Written Examination			
Section I — Listening and Responding			
Part B			
5	4	Folk/Contemporary Literature — radio announcement	H3.1
6	6	Future aspirations — conversation	H3.2, H3.3
Written Examination			
Section II — Reading and Responding			
Part A			
7(a)	2	Personal identity — diary	H3.1
7(b)	3	Personal identity — diary	H3.2
7(c)	4	Personal identity — diary	H3.1, H3.3
8(a)	1	World of work — speech	H3.2
8(b)	2	World of work — speech	H3.1
8(c)	3	World of work — speech	H3.1
8(d)	5	World of work — speech	H3.1, H3.2, H3.3

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Written Examination			
Section II — Reading and Responding			
Part B Folk/Contemporary Literature			
9	10	Folk/contemporary literature — review	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in Vietnamese			
10 (a)	15	Environment — report	H2.1, H2.2, H2.3
10 (b)	15	Personal identity — interview	H2.1, H2.2, H2.3
10 (c)	15	Traditional values — story	H2.1, H2.2, H2.3



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

2003 HSC Vietnamese Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies both issues	2
• Identifies only one issue	1

Question 2 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the way the text attracts people	3
• Demonstrates some understanding of the way the text attracts people	2
• Demonstrates a limited understanding of the text OR • Cites isolated references from the text	1

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

Criteria	Marks
• Identifies all ‘number 1’ titles with most detail	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the text by identifying the possible impact	4
• Demonstrates some understanding of the text by identifying the possible impact	2–3
• Demonstrates a basic understanding of the text by identifying some relevant information	1

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

Criteria	Marks
• (D)	1

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

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

Question 4 (c)*Outcomes assessed: H3.3, H4.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding the effect of content and language features	5
• Demonstrates a good understanding of the effect of content and language features	3–4
• Demonstrates some understanding of the effect of content and language features	1–2

Section I — Listening and Responding

Part B

Question 5

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates depth in the treatment of the task through the identification of all relevant information and the presentation of appropriate text type	4
• Demonstrates satisfactory understanding of the relevant information by providing some details	2–3
• Demonstrates basic understanding of the information by providing only one detail	1

Question 6

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Responds to all the information in the interview about both candidates • Demonstrates depth in the treatment of the task through the reasonable justification of (non)-selection of both candidates	5–6
• Responds to most of the information in the interview about both candidates • Demonstrates a satisfactory understanding of the task through some justification of (non)-selection of only one candidate	3–4
• Responds to some information in the interview about both candidates	1–2

Section II — Reading and Responding

Part A

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies the major conflict in the writer's familyPresents and explains relevant references from the text	2
<ul style="list-style-type: none">Only identifies the major conflict in the writer's family	1

Question 7 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies and describes all the writer's experiences	3
<ul style="list-style-type: none">Identifies and describes some of the writer's experiences	2
<ul style="list-style-type: none">Identifies or describes only one of the writer's experiences	1

Question 7 (c)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a perceptive understanding of the writer's personalityExplains using relevant references from the text	4
<ul style="list-style-type: none">Demonstrates some understanding of the writer's personalityExplains using some relevant references from the text	2–3
<ul style="list-style-type: none">Demonstrates a limited understanding of the writer's personality <p>OR</p> <ul style="list-style-type: none">Cites isolated references from the text	1

Question 8 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">(C)	1

Question 8 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of the relevant information by providing all details indicating that the audience is university-educated	2
• Demonstrates a basic understanding of the information by providing only one detail indicating that the audience is university-educated	1

Question 8 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of the relevant information by providing most detail about the speaker	3
• Demonstrates some understanding of the information by providing some detail about the speaker	2
• Demonstrates basic understanding of the information by providing only one detail about the speaker	1

Question 8 (d)*Outcomes assessed: H3.1, H3.2, H3.3***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 text• Demonstrates a thorough understanding of the use of language in the text to present the speaker's effort to persuade the audience to her point of view• Cites relevant references from the text to highlight and explain how the speaker uses language to persuade the audience to her point of view	5
<ul style="list-style-type: none">• Responds to most of the information, ideas and/or opinions relating to the text• Demonstrates a satisfactory understanding of the use of language in the text to present the speaker's effort to persuade the audience to her point of view• Cites relevant references from the text, without satisfactorily explaining how the speaker uses language to persuade the audience to her point of view	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the use of language in the text to present the speaker's effort to persuade the audience to her point of view <p>OR</p> <ul style="list-style-type: none">• Cites some references from the text, without satisfactorily explaining how the speaker uses language to persuade the audience to her point of view	1–2

Section II — Reading and Responding

Part B

Question 9

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

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 10

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

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