

**2004 HSC Notes from  
the Marking Centre  
Vietnamese Continuers**

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# 2004 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 2004 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 2004 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 2004, approximately 102 candidates attempted the Vietnamese examination.

Teachers and candidates should be aware that candidates may be asked to respond to questions that address the syllabus outcomes in a manner that requires candidates to integrate 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 own 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 responded with spontaneity and originality.
- Most gave direct answers to the points raised and tried to expand as well as justify their responses.

- Most of the candidates presented their views quite frankly and directly in questions that sought a personal view about an issue and justified their viewpoints with thoughtful and well-founded arguments.
- 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 responses were well constructed with linking words and, in some cases, sophisticated vocabulary.

### **Weaknesses**

- A few of the candidates still relied on a set of learned, prepared responses.
- Some responses were just clichés rather than personal views or feelings.
- A few candidates tried to steer the conversation to topics of their own choice by excessively expanding their responses without thinking about the relevance of the information.
- Some candidates seemed to be able to express opinions or points of view but responded in general terms to questions that required personal responses.
- A few candidates delivered their responses like a recitation.
- 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. However, there was a predominance of song, book and film reviews. 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 syllabus criteria, generally performed well.

Where candidates select a topic that incorporates knowledge and information gained from other HSC subjects, they need to ensure that the topic allows them to ‘explore aspects of the language and culture of Vietnamese speaking communities’ and that they can refer to ‘texts studied’.

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

### **Strengths**

- 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 discuss the topic with aplomb and enthusiasm.
- More and more candidates are demonstrating intelligent, sophisticated use of the internet to get information.
- Most of the candidates knew how to limit their topics or issues and restrict themselves in their choices of details and arguments to ensure that the discussion was focused and within the set time frame.
- A large number of candidates spoke with confidence and originality as in an authentic discussion.

### **Weaknesses**

- 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.
- Some of the chosen texts related to popular songs, books and films, which lacked sufficient substance to warrant discussion.
- A few candidates expressed views that belied any depth of understanding of the issue under discussion.
- Some candidates presented a huge collection 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 made little or no reference to ‘texts studied’ or the ‘language and culture of Vietnamese speaking communities’.
- Some candidates were not sufficiently selective and critical of the texts studied. This was especially evident with website texts.

## **Recommendations**

### **Conversation**

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

Responses and elaborations should be concise and relevant to the questions asked. References to adages and proverbs unrelated to the questions should be avoided.

Candidates should not try to steer the conversation in a certain way to the topics that they might have prepared. Candidates should understand that they 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. They should bear in mind that they are not judged according to the points of view and opinions they express but on the way in which they present and support them.

Candidates should try to avoid asking the examiner’s view of an issue or answering in a general way. Candidates should answer assertively and defend their views.

Teachers can help to develop candidates’ independent and creative thinking by exposing candidates to a range of questions that may be unexpected. This will strengthen their ability to think about a range of topics.

### **Discussion**

When preparing for the Discussion, candidates should spend time researching their chosen topics or issues (reading a variety of relevant texts from 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, and assist them in formulating a point of view. Candidates should also check the reliability of the sources they have consulted. (Teachers can help in judging the validity of the information from websites/books/magazines).

Teachers and candidates are again reminded that there is no syllabus requirement for a formal ‘presentation’ as part of a discussion. Candidates may or may not be asked to briefly outline the topic. Other introductory questions can include:

- Why are you interested in 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', demonstrated by the ability to identify issues and provide points for and against them. The discussion involves an exchange between the candidates and the examiner.

Candidates should limit the topic/issue from the beginning to have a clear focus while doing research. They also need to make the examiners aware of the limit or main points of their topics/issues to increase the chance of being asked questions relevant to their research.

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

## **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.

#### **Strengths**

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

There was an increase in the number of candidates who handled the questions about language features well.

#### **Weaknesses**

Some candidates misinterpreted some questions.

Some candidates did not read the questions carefully and did not understand the requirements of the question.

#### **Part A**

##### **Question 1**

Most candidates handled this question well. Some were unable to see more than one aspect of Thanh's personality. A few mistook Thanh for My Kieu or Mai.

##### **Question 2**

Candidates responded to this question at different levels. The majority of them concentrated on contact details and just listed the information without discussing or explaining the effects. Very few could see the importance of the court.

### Question 3

- (a) A significant number of candidates selected (A) or (D) instead of the correct answer (B). Candidates are reminded that multiple-choice questions can target the full range of performances.
- (b) This question was handled well with most candidates identifying at least two trends in the labour market.
- (c) Only a few candidates addressed the question fully. Many did not address the key words in the question – ‘How’ and ‘view’. Consequently, they just explained why women would be the breadwinners rather than comment on Mrs Tran’s view of this fact. Most candidates referred exclusively to the information presented without referring to language features.

### Question 4

- (a) Many candidates appeared not to understand the word ‘typify’ and referred to Mr and Mrs Tam’s personal experiences without relating this to the broader experience of Vietnamese migrants. It was common that candidates focused on the experience of working hard. Only a few could relate to cultural experiences (high expectation of children or disapproval of marrying outside the community).
- (b) Only a few candidates addressed the question fully and referred to both the content and language features of the caller in his presentation of his own view and that of Mr and Mrs Tam. Most of the candidates concentrated more on one side’s views than on the other’s. Besides, not all views of a person were stated. Quite a significant number of candidates did not analyse the way in which the caller presents his view or that of Mr and Mrs Tam.

### Part B

#### Question 5

- (a) This question was generally handled well. Some had difficulty in understanding the words *don dieu, bien dao vu*.
- (b) Most of the candidates responded satisfactorily to this question. Some did not identify the last thing that Vietnamese troupes needed to do to improve their standard (modernisation of traditional dance).

#### Question 6

Most of the candidates did not give all the three counter-arguments or did not demonstrate sufficient understanding of the text and, consequently, mistook monitoring the internet for banning the internet. However, a few wrote outstanding responses.

## Section II – Reading and Responding

### General Comments

Generally 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 were still not sufficiently familiar with the requirements of questions that assess 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 without making the link between these language features and the effects on the reader.

Quite a number of candidates relied on the dictionary without any regard to context to find meanings of certain words.

### Part A

#### Question 7

- (a) Most candidates performed well in this question. However, some wrote about the conflicts between the writer and her mother-in-law instead of the writer’s ‘complaint’ about her mother-in-law.
- (b) This question was generally handled well but some candidates still did not understand *tin vui* and did not fully explain the reason why the relationship between the writer and her mother-in-law had worsened.
- (c) While most candidates could identify the writer’s strategies to avoid conflict at home, many did not comment on these strategies.

Some candidates just suggested their own strategies without identifying or commenting on the strategies used by the writer.

A few candidates appear not to have quite understood the meaning of the expression ‘strategies’.

- (d) Many candidates responded well and demonstrated an excellent knowledge of words that can be used to describe personality. However, most focused more on the writer’s actions than on her personality.

Most candidates held positive views on the writer’s personality but some viewed her in a more negative light. In either case, when candidates supported their views with evidence from the text they scored well.

### Question 8

- (a) Most candidates handled this question well but some just quoted from the poem without explaining the meaning of the quotation.
- (b) Most candidates identified the language technique used (metaphor: *con gio nhe* and *ben bo thuong nho*) but weaker candidates did not satisfactorily comment on the effects of the language features. Only a few candidates referred to the juxtaposition of *chi* and *luon*.
- (c) Very few candidates received marks in this question in the top range. Quite a few candidates did not understand the word ‘portray’ or interpreted the question as ‘How do the two husbands impress you?’ rather than ‘How do the writers portray the two husbands?’. Many candidates concentrated more on one husband, resulting in an imbalance in the analysis of the two husbands. There was a greater focus on the relationship between the husbands and their mothers than on husbands and wives. While the majority of candidates thought that both husbands loved their mothers more than their wives, only a few could see that the husband in question 8 actually loved his wife deeply. In most cases, candidates did not refer sufficiently to the language features of both texts.

### Part B

#### Question 9

Most of the candidates wrote their responses using the correct text type: an interview script. However, a few misidentified the interviewee (they interviewed Mr Tran Huu Nghi or a young person) or wrote an article or a report of their interview. Many candidates did not use their own words and just quoted exclusively from the text. Quite a few wrote well beyond the word limit of 500–600 words. This often led to repetition or poor organisation of ideas.

In relation to content, most did respond to the issue of the difficulties of Vietnamese elderly people (loneliness, insufficient care, illnesses). However, not many addressed the issue of changes in the views of the Vietnamese society and/or Vietnamese people regarding sending Vietnamese elderly people to nursing homes. Some candidates were distracted by the title of the article ‘Elderly People and Loneliness’, resulting in their misidentification of the issues raised. Quite a few just reflected on personal problems without drawing conclusions that relate to issues of elderly people more generally.

#### Recommendations for Sections I and II

Candidates should be familiar with the key words in the Board’s Assessment Support Document as well as a variety of question words (content = what someone says, language = the way in which (s)he says it) and with the requirements of the questions, especially for ‘How’ questions.

Candidates should feel confident in the use of expressions to describe personalities, values, attitudes, emotions, points of view, etc, as well as common language terminology that they can use to describe the impact of language used, in both English and Vietnamese.

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 regard to longer items).

Candidates should pay attention to the organisation and 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.

For questions about language features, candidates should follow the three required steps: identify the language techniques used, quote examples from the text, and analyse the effects of these techniques on readers/listeners.

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, supported statements. Candidates should analyse the task carefully to identify the required text type and content of the response. Candidates should also be more selective, creative and independent in their thinking and avoid giving lengthy responses and/or reciting theory lessons in class.

### **Section III – Writing in Vietnamese**

#### **General Comments**

Most candidates chose Question 10 (b).

#### **Strengths**

The majority of the candidates wrote using the correct text type and conformed to the requirements of the topic and genre, both in content and language features: appeal for the fund raising (question a), reflection on the changes in the relationship between themselves and their parents (question b), use of emotive language (questions a-b) and persuasive language (question a).

Some expressed their thoughts and feelings with supporting statements, illustrations from the media or from personal experience.

#### **Weaknesses**

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

#### **Question (a)**

Some candidates were not sufficiently specific about the audience, purpose or context of the speech. They did not provide sufficient detail about the organisation they represented, why and for whom the money was needed.

Some candidates gave a general moral lecture on the personal benefits of helping someone rather than specifically addressing the requirement of the task.

### **Question (b)**

Most candidates concentrated on the changes in their feelings for and/or attitudes towards their parents rather than their parents' changes.

Many candidates just stated their parents' actions but did not express their thoughts and feelings about these actions.

Some candidates did not address the question as written. They wrote about the conflicts between themselves and their parents or the reasons why they had to work part-time or just recounted their work experience.

In some instances, candidates wrote too long (500–600 words) or made multiple diary entries for several days.

### **Recommendations for Section III**

Candidates should read questions carefully and try and put themselves into the role of the writer of the text. Most tasks will require them to address audience, purpose and context and it may be helpful for candidates to make a note of this while planning their response.

Candidates should make careful selection of ideas to avoid giving irrelevant information or lengthy responses.

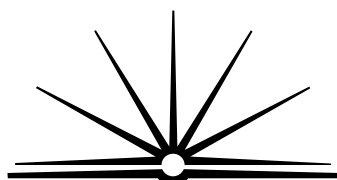
Candidates should organise their ideas logically to avoid repetition or poor sequencing of ideas.

Candidates should use a greater variety of vocabulary and sentence structures with more focus on using appropriate words to link ideas and information.

# Vietnamese Continuers

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1	2	Personal identity — phone message	H3.1
2	3	Future aspirations — announcement	H3.1
3 (a)	1	World of work — interview	H3.1
3 (b)	2	World of work — interview	H3.1
3 (c)	4	World of work — interview	H3.1, H3.2
4 (a)	3	Youth issues — radio talk-back	H3.1
4 (b)	5	Youth issues — radio talk-back	H3.1, H3.2
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
5 (a)	1	Folk/contemporary literature — radio interview	H3.1
5 (b)	3	Folk/contemporary literature — radio interview	H3.1
6	6	Science and technology — talk-back	H3.1
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
7 (a)	1	Personal identity — formal letter to the editor	H3.1
7 (b)	2	Personal identity — formal letter to the editor	H3.1, H4.2
7 (c)	3	Personal identity — formal letter to the editor	H3.1, H3.3
2–4	3	Personal identity — formal letter to the editor	H3.3, H4.2
8 (a)	2	Personal identity — poem	H3.1
8 (b)	4	Personal identity — poem	H3.1, H3.4
8 (c)	5	Personal identity — poem	H3.2, H3.4
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
9	10	Traditional values — article	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Vietnamese</b>			
10 (a)	15	Migration — script of speech	H2.1, H2.2, H2.3
10 (b)	15	Personal identity — diary entry	H2.1, H2.2, H2.3



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

## **2004 HSC Vietnamese Continuers Marking Guidelines — Oral Examination**

### **Conversation**

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3*

#### **MARKING GUIDELINES**

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

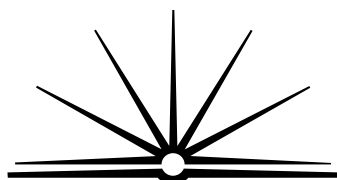


## Discussion

*Outcomes assessed: H1.3, H4.2, H4.3*

### MARKING GUIDELINES

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



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

## **2004 HSC Vietnamese Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding Part A**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the main traits	2
• Identifies some of the traits	1

#### **Question 2**

*Outcomes assessed: H3.1, H4.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies relevant details with reference to both content and language features	3
• Identifies relevant details with some justifications	2
• Identifies relevant details only	1

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

<b>Criteria</b>	<b>Marks</b>
• (B)	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies all the trends	2
• Identifies some of the trends	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies relevant details with reference to language and culture	4
• identifies some details with reference to language and culture	3
• identifies some details with reference to language only	2
• Response based on the content of the text only	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies relevant details with reference to the text	3
• Identifies relevant details only	2
• Identifies some relevant details	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies relevant details from both sides' point of view with reference to content and language features	5
• Identifies some relevant details from both sides' point of view with reference to content and language features	4
• Identifies some relevant details with the reference to either content or language features	3
• Identifies some relevant details only	2
• Identifies some relevant details only from one side	1

## Section I — Listening and Responding

### Part B

#### Question 5 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the main point	1

#### Question 5 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies relevant details	3
• Identifies some relevant details	2
• Identifies one relevant detail only	1

#### Question 6

*Outcomes assessed: H3.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
• Well-presented counter argument against each of Mr Tuan's point of view with acceptable justification and examples	6
• Well-presented counter arguments against some of Mr Tuan's point of view with justification and examples	4–5
• Well-presented personal argument but irrelevant to Mr Tuan's point of view with acceptable justification and examples	2–3
• Well-presented personal argument but irrelevant to Mr Tuan's point of view only	1

## Section II — Reading and Responding

### Part A

#### Question 7 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies main trait and explains with relevant references to the text	1

#### Question 7 (b)

*Outcomes assessed: H3.1, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the problem	2
• Presents and explains reason with reference to the text	
• Identifies the problem	1

#### Question 7 (c)

*Outcomes assessed: H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the two strategies used by the writer	3
• Analyses and presents viewpoint on the strategies	
• Identifies one of the two strategies	2
• Analyses and presents viewpoint on her strategies	
• Identifies only one strategies	1

#### Question 7 (d)

*Outcomes assessed: H3.3, H4.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies and explains with relevant reference to language and culture	3
• Identifies and explains with some relevant reference to the language and culture	2
• Identifies and explains with relevant reference to either language or culture	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies and explains with relevant main points of the poem	2
• Identifies only	1

**Question 8 (b)***Outcomes assessed: H3.2, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies and explains most of figures of the speech in the two verses	4
• Identifies and explains/analyses some figures of speech	3
• Identifies some figures of speech but explains mostly with reference to the content	2
• Identifies only some language features	1

**Question 8 (c)***Outcomes assessed: H3.2, H3.4***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies and explains with relevant references to the content and language features of both texts	5
• Identifies and explains with some relevant references to the content and language features of both texts	4
• Identifies and explains with relevance references to either the content or language features of both texts	3
• Identifies and explains with relevant references to the content and language features of one text	2
• Identifies and explains with irrelevant references	1

## 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"><li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li><li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li><li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li><li>• Manipulates language authentically and creatively to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	9–10
<ul style="list-style-type: none"><li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li><li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li><li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li><li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	7–8
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li><li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li><li>• Organises information and ideas to meet the requirements of the task</li></ul>	5–6
<ul style="list-style-type: none"><li>• Responds to some of the information, ideas and/or opinions of the text</li><li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li><li>• Demonstrates limited evidence of the ability to organise information and ideas</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the text</li><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Uses single words and set formulae to express information</li></ul>	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"> <li>• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task</li> <li>• Demonstrates the ability to sequence and structure ideas and information coherently and effectively</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Demonstrates the ability to sequence and structure ideas and information effectively</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions relevant to the task</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–3