

**2007 HSC Notes from
the Marking Centre
Vietnamese Continuers**

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2007 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 contains comments on candidates responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 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 2007, approximately 125 candidates attempted the Vietnamese Continuers 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

In general, there has been a continuing improvement in the performance of candidates in this section. Most candidates relied less on set formulas and responded with more spontaneity, initiative and originality. Most of the responses were well thought out, well expressed and straight to the point. There were fewer Anglicisms used in responses. For questions that required candidates to express their own opinions or personal feelings about an issue, most were able to provide quick, frank and direct responses.

Strengths

- Candidates were confident and responded with initiative, spontaneity and originality.
- Most gave direct answers to the points raised and tried to expand as well as justify their responses.
- Most candidates presented their views quite frankly and directly to questions which asked for a personal opinion about an issue and justified their viewpoints with logical and well-founded arguments.
- Most delivered their responses in a natural and conversational tone, eg stressing the key words, or using idiomatic expressions or dramatic pauses.

- Most of the responses were well constructed with linking words and, in some cases, sophisticated vocabulary.

Weaknesses

- A few candidates are still relying on a set of pre-learned responses.
- Some responses were just clichés rather than personal views or feelings.
- Some candidates gave a long introduction before addressing the main point of the question, which resulted in unnecessarily lengthy responses.
- On the other hand, a few candidates answered in monosyllables or used very short sentences.
- 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 either did not understand or misinterpreted some questions and, consequently, gave irrelevant 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 appeared reluctant to ask the examiner to repeat or rephrase the questions, even if they did not understand parts of the questions.

Section II – Discussion

General Comments

Candidates chose a wide range of topics including controversial issues, and there was less focus on song, book and film reviews. Those who chose and researched a topic or issue that interested them, and then met the criteria, generally performed well. The majority of candidates conformed to the set time frame of approximately eight minutes.

Strengths

In better responses, candidates:

- responded to questions in a well-structured and logical manner with relevant supporting arguments
- knew how to limit their topics or issues so that a discussion could occur
- researched their topic well and used information drawn from a variety of valuable resources such as the internet, magazines, newspapers, etc, or from their knowledge and skills gained in other subjects, eg English, Geography, Economics, Business Studies, Legal Studies and Science subjects
- responded fluently with confidence, enthusiasm and originality, as in an authentic discussion.

Weaknesses

Some candidates:

- came to the examinations ill-prepared and had difficulty sustaining a discussion
- did not focus on their chosen topic or issue
- expected to deliver a pre-learned presentation
- recited reference texts rather than presenting personal views or feelings
- gave long introductions before addressing the main point of the question asked or responded in monosyllables or very short sentences
- addressed their topics either too generally or too narrowly
- chose topics or issues that were expository/explanatory rather than discursive in nature, which limited the opportunity for candidates to express their personal views
- used information gained in class debates or lessons without thoughtful selection or critical judgments. Information and ideas presented were often contradictory and, at times, incoherent
- expressed views that lacked any depth of understanding of the issue under discussion
- were not sufficiently selective and critical of the materials chosen. This was especially evident with website texts
- presented opinions unrelated to any formal research and without any consideration of the accuracy of the information or the appropriateness of the argument.

Recommendations

Conversation

In preparation for Section I of the oral examination, Conversation, candidates should:

- take time to think about the topics in Theme 1 – Personal World, which include Self, Lifestyles, Friendship, Family, Relationships and Future Aspirations. They should write down their thoughts and views and, more importantly, consider how they would justify their choices and opinions.
- ask the examiner to repeat or rephrase the question if they do not understand the whole question or parts of the question. Seeking such assistance does not penalise a candidate in any way.
- answer the questions directly and focus on the main points. Unnecessarily lengthy introductions should be avoided. Responses and elaborations should be concise and relevant to the questions asked.
- try to avoid answering in a general way. They need to be specific in their responses and clear in their views.
- answer assertively and defend their views.
- bear in mind that they are not judged according to the point of view they express but by the way in which they present and defend their views.
- not try to steer the conversation in a certain way. Candidates should understand that they are assessed on their ability to communicate in Vietnamese and give their own opinions, not on their ability to recite pre-learned responses.
- remember that it is easier to be yourself than pretending to be someone else. Therefore, they should try to be sincere, independent and creative in their responses rather than regurgitating pre-learned material often only marginally related to the question asked.
- listen to their classmates' performances and analyse the strengths as well as weaknesses of their responses.
- also pay attention to the teacher's feedback on their oral presentation in class and try to identify their weaknesses then work out strategies to improve their performance.

Teachers can help to develop students' independent and creative thinking by asking unexpected or unfamiliar questions. Teachers should ask questions that follow on from students' responses to explore in greater depth or clarify an issue. It is useful for students to practise in small groups asking each other questions about a topic and giving their own answers as well as evaluating responses.

Discussion

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. The discussion involves an exchange between the candidates and the examiner.

In selecting a topic, teachers and candidates need to be very clear about syllabus requirements: *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 the opportunity to discuss relevant issues and give their own opinions.

When preparing for the Discussion, candidates should spend time researching their chosen topic or issue. Their research can be done through reading a wide variety of relevant texts from websites, books, stories, poems, plays, magazines or articles either in English and/or in Vietnamese. This will help them develop an in-depth understanding of the topic so they can justify their opinions with reasonable arguments and engage themselves fully in the discussion. Candidates should also check the reliability of the sources they have consulted.

Candidates should limit the topic so that the research is focused. They should make the examiners aware of the extent of their research so that relevant questions can be asked.

Teachers and students are strongly reminded that there is no syllabus requirement for the 'presentation' of a discussion. Students may or may not be asked to give a brief outline of the topic. Other introductory questions might include:

- Which topic/issue are you going to present?
- Why are you interested in this topic?
- Which resources have you used?
- What did you learn as a result of your research into this topic/issue?

Candidates should avoid taking an extreme view 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.

Written Examination

Section I – Listening and Responding

General Comments

Most candidates made good use of the Notes column and selected appropriate relevant information.

Some candidates struggled with unfamiliar types of questions (eg 1, 2, 3, 6(b)).

Many candidates were confused due to the huge amount of information given and, therefore, could not grasp the main idea of the text.

Strengths

- In general, candidates performed equally in Part A (answer in English) and in Part B (answer in Vietnamese).
- There was an increase in the number of candidates who handled well the questions relating to outcomes 3.2 and 3.3.

Weaknesses

Some candidates:

- did not understand the meaning of some words, leading to their misinterpretation of the question
- did not understand or misinterpreted some questions
- did not read the questions carefully and, consequently, did not meet the requirements of the questions
- just copied or listed the facts from the texts rather than answering the questions
- noted a lot of minor details without considering the relevance of the information, and, therefore, missed out the main points of the texts
- took a lot of notes but did not know how to use the information obtained to answer the questions.

Part A

Question 1

Most candidates responded well to this question. However, some candidates could not distinguish the main points from minor details and could not identify the ‘conflict’ between parents and children.

Question 2

Many responses did not explain why the radio broadcast was aired during Gender Equality Week. Quite a few responses did not support their justification with reference to the text. Some only translated the whole text without responding to the question.

Question 3

Many candidates did not understand the meaning of the word ‘significant’ and the requirement of the question. They just translated the text, stating Hung’s and Mai’s views of fashion without recognising the significance of their exchange, which was the difference in their views of fashion and also lifestyles and its consequence (their relationship could not go any further).

Question 4

Most candidates did not provide sufficient details and/or could not match the purposes with their corresponding events.

Question 5

A significant number of candidates just responded to only one part of the question (either the speakers’ attitudes towards each other or their attitudes to the modern world).

Quite a few candidates translated the whole text without selecting relevant information or the main points.

Many candidates did not comment on the speakers’ attitudes towards each other and/or did not quote relevant examples to illustrate the speakers’ attitudes.

The best responses demonstrated a comprehensive understanding of the speakers’ attitudes towards each other and their attitudes to the modern world.

Part B

Question 6

Many responses just described Ethan Tran’s personality without explaining the reason for his suitability for the radio interview. Some stated in general that Ethan Tran was a famous person without recognising his achievement of the title of ‘Young Australian of the Year’.

Question 7

Some candidates did not know how to write an appropriate email, leaving out the email address and the subject. Some wrote letters instead of emails. Quite a significant number of students misinterpreted the manager’s intention, resulting in their providing unwanted information (eg hotel/air fare discount arrangement).

In the best responses, candidates used language appropriate for an email and included all relevant required information.

Section II – Reading and Responding

General Comments

A significant number of candidates were still not sufficiently familiar with the requirements of questions that assess outcome 3.2 in relation to ‘inferring points of view, attitudes and emotions from language and context’. They could not identify the characters’ views, attitudes and emotions and failed to fully explain the effects of the language features.

Many candidates did not refer to the texts in their responses.

Part A

Question 8

- (a) Some responses only identified the problems at an individual level (Nam’s cousin’s addiction).

Many responses did not link the issue of gambling promotion (the advertisement/opening of casinos, clubs) with its consequence (the cost for society).

- (b) In the weaker responses, candidates identified only one aspect of Bac’s personality. Many candidates demonstrated a very limited ability to use adjectives of personality and to refer to appropriate examples in the text in support of their point of view. Some candidates translated the text without answering the question.

In the best responses, candidates identified two or more aspects of Bac’s personality supported by evidence from the text.

- (a) Many candidates appeared to have misunderstood the phrase ‘to what extent’ and, therefore, just focused on either Bac and Trung’s agreement or disagreement with each other.

In the best responses, candidates demonstrated a perceptive and comprehensive understanding of the extent to which Bac and Trung agreed with each other by stating both what they agreed and disagreed on in relation to the topic.

Candidates are reminded that the mark value and the number of lines are a good indication of quality and quantity in terms of the response to a question.

Question 9

- (a) In the best responses, candidates identified Phuong’s concern about her goal in life (eg Is it really what she wants? Just to own a shop?).
- (b) In the weaker responses, candidates based their response on guesswork, and not on the actual texts.

Some candidates misinterpreted the question and commented on Kien's and Khoa's personality, or they gave advice to Khoa from their own point of view rather than from Kien's (by stating that Khoa should think and act like Kien).

Many responses did not link the two texts to each other and just referred to one text only. Most did not recognise Kien's view of relaxing/having a break/travelling to widen his vision of life after the HSC or his view of life-time study.

- (c) Most responses presented the reasons for Trang's frustration, but only in the best responses did candidates comment on the way in which it is conveyed.

In some weaker responses, candidates listed the language features without satisfactorily explaining their effects. Some named the language techniques correctly but did not refer to appropriate examples. Many translated the text without referring to the question.

Part B

Question 10

This question was generally handled well, but there are still some issues of concern.

In regard to content, some candidates misinterpreted the task as about travelling within Australia or giving positive comments on the trip. Many candidates understood the task requirement but included illogical or unrealistic criticism. Quite a few did not refer to the stimulus text.

Many candidates focused too much on only one aspect of the advertisement or listed complaints without any satisfactory explanations. A few exceeded the word limit leading to repetition or poor organisation of ideas.

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. Practice in analysing the requirements of past HSC listening and reading questions would be beneficial.
- have a bilingual dictionary when sitting for the examination and be familiar with its use. However, candidates should use the context to find the correct definition if there are alternative translations of a word.
- read questions and instructions carefully, and highlight or underline the key words if necessary.
- in the Listening and Responding section, read questions and take down relevant information first, and then compose their responses, especially in relation to the longer items.
- pay attention to the organisation and sequencing of ideas/information in the composition of their responses.
- rephrase information from the text rather than copying down or translating the information word for word.
- be aware of a range of adjectives to describe personality, ‘points of view, attitude or emotions’ (outcome 3.2).
- practise answering the question asked. When reading or listening to the texts they need to go beyond a literal translation to identify the purpose of the language features used as they relate to the context and the questions asked.
- for questions requiring analysis of a language feature, follow the three required steps: identify the language technique used, quote a relevant example in the text, and analyse the effects of the technique on the audience or reader. This latter point is often neglected. Candidates should select only the relevant language techniques or quote relevant examples rather than reciting a list of language techniques studied without considering their relevance or appropriateness.
- in Part B of Section II (response in Vietnamese), consider the response as composing an ‘essay’ and take all the necessary steps recommended for this type of task, such as draft, main ideas, supporting statements. Candidates should analyse the task carefully to identify the required text type and content of the response.

Section III – Writing in Vietnamese

Better responses:

- used the correct text type and conformed to the requirements of the topic and genre, both in terms of content and language features
- expressed their thoughts and feelings with supporting statements or from personal experiences and/or others’ experiences
- demonstrated initiative and independence in their thinking, as well as the ability to manipulate language authentically.

Weaker responses:

- misinterpreted the task
- did not demonstrate a good understanding of the text types
- repeated or poorly structured their ideas
- did not include relevant ideas and information
- focused too much on one idea or, on the other hand, mentioned superficially many ideas without sufficient analysis, expansion or elaboration
- relied on or recited pre-learned material rather than giving their own opinion or point of view.

Question 11

- (a) Quite a few candidates wrote an article instead of a report, and occasionally, even a speech. Some did not organise the material into an appropriate report format.

Some candidates based their reports on common knowledge of the causes and consequences of, as well as the solutions for, smoking and drinking, without personal observation.

In some weaker responses, candidates made no reference to a survey as required by the question, nor did they include recommendations.

Most recommendations were neither practical nor effective, or lay outside school contexts. Some candidates made recommendations that were not suitable for an Australian school context.

- (b) Some candidates wrote a conversation instead of a speech.

Some candidates did not read the question carefully and, consequently, misinterpreted the task as writing about the strategies for 'reading comprehension'.

Many candidates wrote about the benefits of reading and their motivation for reading, not a reading competition as required by the task.

Quite a few candidates did not promote the reading competition to their fellow students as required.

Most candidates just wrote about their experiences in the reading competition, not as a school nerd. This might be due to the fact that they did not understand the word 'nerd'

Recommendations

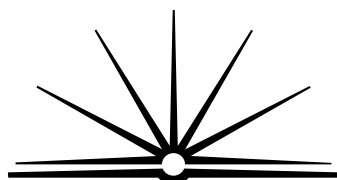
Candidates should:

- read the question carefully
- be familiar with all the prescribed productive text types stated in the syllabus
- make careful selection of ideas to avoid giving irrelevant information or unnecessarily lengthy responses
- organise their ideas logically to avoid repetition or poor sequencing of ideas
- use a greater variety of vocabulary and sentence structures, with more focus on conjunctions.

Vietnamese Continuers

2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversa- tion	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Written Examination			
Section I — Listening and Responding			
Part A			
1	3	Future aspirations – editorial	H3.3
2	3	World of work – conversation	H3.2
3	4	Personal identity – conversation	H3.3, H3.4
4	4	Folk/contemporary literature – advertisement	H3.1, H3.3
5	6	Traditional values – conversation	H3.1, H3.3
Written Examination			
Section I — Listening and Responding			
Part B			
6 (a)	2	Migration – interview	H3.1
6 (b)	3	Migration - interview	H3.3
7	5	Personal identity – conversation	H3.1, H3.3
Written Examination			
Section II — Reading and Responding			
Part A			
8 (a)	2	Youth issues – chatroom conversation	H3.1
8 (b)	3	Youth issues – chatroom conversation	H3.3
8 (c)	4	Youth issues – chatroom conversation	H3.3
9 (a)	3	Future aspirations – letter to editor	H3.1
9 (b)	3	Future aspirations – letter to editor	H3.3
9 (c)	5	Future aspirations – letter to editor	H3.2
Written Examination			
Section II — Reading and Responding			
Part B			
10	10	Personal identity – advertisement/diary entry	H1.2, H1.3, H2.1, H2.3
Written Examination			
Section III — Writing in Vietnamese			
11 (a)	15	Youth issues – report	H2.1, H2.2, H2.3
11 (b)	15	Youth issues – speech	H2.1, H2.2, H2.3



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

2007 HSC Vietnamese Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding Part A

Question 1

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Presents a concise accurate summary in dot point form	3
• Summarises most of the information in some form	2
• Attempts a summary of the information	1

Question 2

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the reasons for the broadcast during Gender Equality Week	3
• Demonstrates a good understanding of the reasons for the broadcast during Gender Equality Week	2
• Identifies at least ONE relevant reason	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the significance of the exchange	4
• Demonstrates a good understanding of the significance of the exchange	3
• Demonstrates some understanding of the significance of the exchange	2
• Identifies at least ONE aspect of the significance of the exchange	1

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

Criteria	Marks
• Completes the table with most of the information	4
• Completes the table with almost all of the information	3
• Completes the table with some of the information	2
• Identifies at least ONE event or purpose	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the attitudes of the speakers towards both each other and the modern word	6
• Demonstrates a good understanding of the attitudes of the speakers towards both each other and the modern word	4–5
• Demonstrates some understanding of the attitudes of the speakers towards both each other and the modern word	2–3
• Identifies some relevant information	1

Section I — Listening and Responding

Part B

Question 6 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Fully explain the ‘Buddy’ program	2
• Identifies more aspects of the ‘Buddy’ program	1

Question 6 (b)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of Ethan Tran’s suitability	3
• Demonstrates some understanding of Ethan Tran’s suitability	2
• Identifies some relevant information	1

Question 7

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Writes an appropriate email in clear Vietnamese including all relevant information	5
• Writes an appropriate email with most information	4
• Writes an email with most information	2–3
• Attempt to write an appropriate email	1

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies both problems	2
• Identifies some relevant information	1

Question 8 (b)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Perceptively describes all aspects of Bac's personality. Justify response with relevant information from the text	3
• Describes some aspects of Bac's personality with some textual justification	2
• Identifies at least One aspect of Bac's personality	1

Question 8 (c)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive and comprehensive understanding of the extent to which Bac and Trung agree	4
• Demonstrates a good understanding of the extent to which Bac and Trung agree	3
• Demonstrates some understanding of the extent to which Bac and Trung agree	2
• Identifies ONE point of agreement	1

Question 9 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Presents a concise accurate summary in dot point form	3
• Summarises most of the information in some form	2
• Attempts a summary of the information	1

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

Criteria	Marks
• Demonstrate a good understanding of the advice Kien would give to Khoa	3
• Demonstrate some understanding of the advice Kien would give to Khoa	2
• Identifies ONE piece of relevant advice	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the way in which Trang conveys his frustration in his letter	5
• Demonstrates a good understanding of the way in which Trang conveys his frustration in his letter	3–4
• Demonstrates some understanding of the way in which Trang conveys his frustration in his letter	2
• Identifies at least ONE way in which Trang's frustration is conveyed	1

Section II — Reading and Responding

Part B

Question 10

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

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: 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