

**2006 HSC Notes from
the Marking Centre
Vietnamese Continuers**

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2006 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 2006 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 2006 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 2006, approximately 115 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 formulae 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 appeared to be well prepared. They were quite confident and responded with spontaneity, originality and initiative.

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 to questions which asked for a personal opinion about an issue and justified their viewpoints with well-founded and at times sophisticated 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 appeared reluctant to ask the examiner to repeat or rephrase the questions, even if they did not understand parts of the questions.

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 are still relying on a set of pre-learned responses.

Some responses were just clichés rather than personal views or feelings.

Some candidates seemed to be able to express opinions or points of view but responded in general terms to questions that required personal responses.

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.

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. However, markers noted a decline in the performance of candidates in the Discussion section this year.

Candidates are reminded to draw on a range of resources and not just the internet.

Strengths

Candidates who scored in the high range for this part were able to respond to questions in a well-structured and logical manner with relevant supporting arguments.

Most of the candidates knew how to limit their topics or issues so that a discussion could occur.

Candidates researched their topic well and used information drawn from a variety of valuable resources.

Many candidates were able to respond fluently with confidence, enthusiasm and originality, as in an authentic discussion.

Weaknesses

Some candidates are still expecting to deliver a pre-learned presentation.

A few candidates came to the examinations ill-prepared and had difficulty sustaining a discussion.

Some candidates addressed their topics either too generally or too narrowly.

Some chosen topics or issues were of exposition nature rather than for discussion, which limited the opportunity for candidates to express their personal views.

Some merely used information gained in class debates or lessons without thoughtful selection or critical judgements. Information and ideas presented were often contradictory and, at times, incoherent.

Some candidates were not sufficiently selective and critical of the materials chosen. This was especially evident with website texts.

Some candidates presented a huge collection of information gained from texts, but did not express their own points of view or discuss issues related to the topic.

A few candidates expressed views that lacked any depth of understanding of the issue under discussion.

Some candidates presented opinions unrelated to any formal research and without any consideration of the accuracy of the information or the appropriateness of the argument.

Some candidates recited reference texts rather than presenting personal views or feelings.

Some candidates did not focus on their chosen topic or issue.

Some candidates gave long introductions before addressing the main point of the question asked or responded in monosyllables or very short sentences.

Recommendations

Conversation

Candidates should 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.

Candidates should 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.

Candidates should 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.

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, views and, 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. 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.

Candidates should try to avoid answering in a general way. They need to be specific in their responses and clear in their views. Candidates should answer assertively and defend their views. Candidates should 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. However, an awareness of a differing viewpoint often added depth to the conversation.

Candidates should listen to their classmates and analyse the strengths of their responses. Candidates should also pay attention to teacher 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 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

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 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 great variety of relevant texts from websites, books, stories, poems, plays, magazines, 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?

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.

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.

It is useful to have candidates practise in small groups asking one another questions about a topic and giving their own answers as well as evaluating their group members’ answers. Candidates should listen to their classmates who are performing well and analyse the strengths of their responses. Candidates should also pay attention to teacher feedback to improve their performance.

Teachers can help candidates better prepare for their topics by having candidates brainstorm possible questions about the topic. Teachers should ask questions that follow on from candidates’ responses to ensure that students are able to demonstrate a thorough understanding of their topic and to clarify their views on the issues.

Written Examination

Section I – Listening and Responding

General Comments

Generally candidates performed satisfactorily in this section. Most made good use of the Notes column and selected appropriate relevant information.

Strengths

The majority of candidates performed better in Part B (answer in Vietnamese) than in Part A (answer in English).

Some candidates handled the questions about language features and the questions that require interpretation of the texts well.

Weaknesses

Some candidates did not understand or misinterpreted some questions.

Some candidates did not read the questions carefully and, consequently, did not meet the requirements of the question.

Some candidates just copied or listed the facts from the texts rather than answering the questions.

Some candidates took a lot of notes without considering the relevance of the information, and, therefore, missed out the main points of the texts.

Some candidates 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 identified all criteria.

Question 2

Some candidates misinterpreted the question as ‘Why **can’t** Lan join the study group?’

Many candidates did not recognise the relationship between Lan and Hoa.

Question 3

- (a) Some candidates incorrectly stated that Lan was the number one of ITF or gave partial information, stating that Lan was the number one.
- (b) Many candidates translated the text without answering the question. They included some facts but did not satisfactorily explain why Mai became upset during the interview.

Quite a few candidates interpreted the word ‘refugee’ as ‘migrant’ to indicate Mai and as a result appeared not to have understood the political issue raised in the interview.

Some candidates responded well to this question, demonstrating the ability to infer the points of view from the language of the text and its context.

Question 4

This question proved challenging to most candidates. Most candidates did not provide sufficient reasons or details. Their responses did not focus on the main benefits of the project.

Question 5

Many candidates did not address part of the question, ie ‘appropriate for this occasion’. They understood this to mean ‘effective’ and drew on what appeared to have been a pre-learned response related to effectiveness.

Many candidates analysed the content well but were not able to analyse language features. Some listed language features without considering their relevance or explaining satisfactorily their effects. Some linked language techniques to inappropriate examples.

Some candidates focused on either the content or the language features of the text, not both, as required by the question.

Only a few candidates responded well to this question, demonstrating a comprehensive understanding of the appropriateness of the speech.

Part B

Question 6

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

Question 7

- (a) Many candidates were confused by the word ‘ethnic’ and did not demonstrate an understanding of the phrase ‘outside of Sydney’. The majority translated the text without

selecting and processing information to explain satisfactorily why this broadcast was intended for a non-Sydney audience.

- (b) In the best responses, candidates identified the major issues raised. In the weaker responses, candidates translated or summarised the text without considering the relevance of the information to the question. Many candidates did not distinguish between ‘facts’ and ‘issues’.

Section II – Reading and Responding

General Comments

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 requirements of the questions or only responded partially to the questions. Some candidates struggled with unfamiliar types of questions.

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 did not link language features with their effects.

Quite a number of candidates relied on the dictionary rather than context to identify meanings of unfamiliar words.

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

Part A

Question 8

- (a) A large number of candidates did not fully meet the question requirement because they described Ly An without relating this description to a young audience. Most of those who did tended to address minor issues such as pregnancy or parents’ strictness rather than her pursuit of freedom or privacy.
- (b) Some candidates did not understand the ‘technical aspects’ of film making and just focused on the film content. Many simply referred to the awards achieved as mentioned in the advertisement. Only a few analysed the technical aspects of the movie as flashback or as adopting a fragmented approach.
- (c) Most candidates found the interpretation of a visual text challenging.

Some did not answer the question, and summarized the movie plot instead.

A number of candidates understood the girl’s facial expression but did not relate this to the film content and mood.

Most candidates identified the sadness in the girl’s expression. Very few interpreted her pose and clothes or the background of the picture.

In the best responses candidates demonstrated their excellent ability to link visual interpretation with textual analysis.

Question 9

- (a) Many candidates had difficulty understanding the word ‘expression’ and explained the meaning of the phrase quoted. The writer’s intention was not referred to in most responses. For those who identified the writer’s intention, the majority concentrated on analysing the contrast between work and home environment rather than the contrast between the beginning and the end of the story.
- (b) This question was generally handled well but many candidates focused on the fact that the couple used sweet language to each other. Only a few could see that they shared everything with each other or respected and asked for each other’s opinions.
- (c) A significant number of candidates found this question challenging. They misinterpreted the story title as a Vietnamese proverb ‘Money does not come for free’. Therefore, they treated it as a situation rather than the story itself. In addition, some did not understand the meaning of ‘critique’, so they could not see the negative implication of the statement.

In the weaker responses, candidates explained the meaning of the expression ‘*khong ai ngoi cho sung rung*’ which means ‘Money does not come for free’ but did not relate this to the story.

In some responses, candidates related only one part of the question to the text, ie the Vietnamese community either in Vietnam or abroad. Very few candidates commented on Vietnamese communities both in Vietnam and abroad with reference to the text.

Part B

Question 10

This question was generally handled well but there were still some issues of concern. In regard to content, some candidates misinterpreted the task as imagining themselves as flight attendants or suggesting methods of improving the working conditions of flight attendants. Some did not reflect on their personal view or could not see the positive sides of this profession. In relation to language use, some used the wrong text type – article or report rather than diary – or wrote multiple diary entries. Although some presented their work in the form of a diary, their tone was too formal.

Some candidates did not use their own words and just quoted verbatim from the text. Some did not select appropriate information or identify the main points of the text. A few wrote too much (400-500 words), leading to repetition or the 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. They also need to be familiar with the requirements of the questions, especially for questions with 'how', 'explain', 'analyse'. Practice in analysing the requirements of past HSC listening and reading questions will be helpful.

Candidates should 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.

Candidates should read 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 relation to the latter, longer items.

Candidates should pay attention to the organisation and sequencing of ideas/information in the composition of their responses. Candidates should rephrase information from the text rather than copying down or translating the information word by word.

Candidates should be aware of a range of adjectives to describe personality and should be able to identify a person's attitude or feelings from his/her actions or language.

Candidates must 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 used as it relates to the context and the questions asked.

For questions requiring an analysis of language features, candidates should follow the three required steps: identify the language techniques used, quote the relevant examples in the text, and analyse the effects of these techniques on the audience or readers. This latter point is often neglected in most responses. 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) 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, supporting 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.

Teachers can help candidates improve their answering techniques by having them practise doing the past HSC exam papers and giving them other texts, as well as questions of the same level of difficulty.

Teachers should select texts from a range of sources including those requiring some degree of analysis, which is required for band 6 performance.

In regard to questions, teachers should study the HSC syllabus and HSC examination papers carefully and try to design questions that address outcomes 3.2, 3.3, 3.4, 4.1. Teachers should also try to create new types of questions so that candidates can handle unfamiliar questions.

NOTE: Syllabus Outcomes:

3.2 infers point of view, attitudes or emotions from language and context

3.3 summarises, interprets and evaluates information

3.4 compares and contrasts aspects of texts

4.1 recognises and employs language appropriate to different social contexts

Teachers should try to develop and encourage candidates' independent thinking and logical reasoning skills and welcome a range of responses that may not necessarily conform to the usual expectations.

It is important that teachers teach candidates how to analyse texts as well as interpret questions correctly and provide them with good sample answers. In the feedback, teachers should explain clearly to candidates the requirements of the responses to certain types of questions that address specific outcomes.

Section III – Writing in Vietnamese

General Comments

More candidates chose Question 11(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 terms of content and language features: commenting on the place of sport in Australian society for question 11(a), suggesting how to maintain the Vietnamese cultural heritage and still integrate with the wider Australian society for question 11(b); having the correct format and appropriate tone for an article for question 11(a) and an interview for question 11(b).

Some candidates expressed their thoughts and feelings with supporting statements or from personal experiences and/or others' experiences.

In general candidates performed equally well in both questions.

Weaknesses

Some candidates did not understand or misinterpreted the task.

Some candidates did not have a good understanding of the text types.

Quite a few candidates repeated or poorly structured their ideas.

Some candidates did not select relevant ideas and information.

Some candidates focused too much on one idea or, on the other hand, mentioned superficially many ideas without sufficient analysis, expansion or elaboration.

Many candidates relied on or recited pre-learned material rather than giving their own opinion or point of view.

Question 11

(a) Many candidates did not provide a title for their article.

Some still did not organise the material into an article format.

Some candidates misinterpreted the task as writing about the benefits of sports or Australian sport achievements and facilities.

Most candidates did not provide enough evidence of the importance of sport in Australian society.

- (b) Some candidates wrote an article or a report rather than an interview transcript, while many gave a lengthy introduction with information irrelevant to the task.

Quite a few candidates misinterpreted the task as writing about the difficulties of growing up between two cultures or the difficulties of maintaining Vietnamese cultural heritage in or integration into the Australian society.

Many candidates addressed only one part of the question.

Recommendations for Section III

Candidates should read the questions carefully. This will enable candidates to satisfactorily meet the task requirements in terms of the purpose and target audience of their writing and to decide the appropriate content, text type and tone. Practise in analysing the requirements of past HSC writing questions will be of help.

Candidates should be familiar with all the prescribed productive text types stated in the syllabus.

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

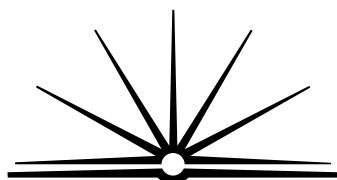
Candidates should organise their ideas logically to avoid repetition or poor sequencing of ideas.

Candidates should use a greater variety of vocabulary and sentence structures, with more focus on conjunctions.

Teachers should cover all the prescribed productive text types stated in the syllabus.

Teachers should have candidates practise doing past HSC writing questions with full analysis of the task requirements and detailed feedback on how candidates can improve their writing.

Teachers should encourage candidates to be independent and creative in their thinking.



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

2006 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 the main criteria	2
• Identifies some relevant information	1

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the reasons for Lan changing her mind	3
• Demonstrates a good understanding of the reasons for Lan changing her mind	2
• Identifies some relevant information	1

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

Criteria	Marks
• Complete the table accurately	2
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates ability to infer point of view from language and context	4
• Demonstrates some ability to infer point of view from language and context	3–2
• Identifies and summarises some information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the reasons for the interest	4
• Demonstrates a good understanding of the reasons for the interest with some detail	3
• Demonstrates some understanding of the reasons for the interest	2
• Identifies some relevant information	1

Question 5*Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the appropriateness of the speech • Makes perceptive reference to the language used	5
• Demonstrates a good understanding of the appropriateness of the speech • Makes some reference to the language used	3–4
• Demonstrates some understanding of the appropriateness of the speech	2
• Identifies some relevant information	1



Section I — Listening and Responding

Part B

Question 6

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates the ability to employ formal language in specific context	3
• Demonstrates some ability to employ formal language with some mistakes • Employs informal language to express all relevant details	2
• Identifies some relevant detail	1

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the reasons for the targeted audience	2
• Identifies some relevant information	1

Question 7 (b)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Describes the issues identified in the interview	5
• Identifies most issues identified in the interview	3–4
• Identifies some issues identified in the interview	2
• Identifies at least ONE issue identified in the interview	1



Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides a perceptive ability to analyse information	2
• Provides some relevant information	1

Question 8 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Provides relevant information and arguments	3
• Provides some relevant information	2–1

Question 8 (c)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates ability to make connection between picture and text	4
• Demonstrates some ability to make connection between picture and text	2–3
• Identifies some relevant interpretation of information	1

Question 9 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates ability to infer point of view from language/context	3
• Demonstrates some ability to infer point of view from language/context	2
• Identifies some relevant information	1

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

Criteria	Marks
• Ability to summarise, interpret and evaluate information with supported statement	3
• Ability to evaluate information supported with some relevant details	2
• Explains the title	1

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

Criteria	Marks
• Ability to identify values, attitudes of cultural significance, to compare and evaluate information	5
• Some ability to interpret, identify some relevant information of cultural significance and information	3–4
• Ability to interpret information with some knowledge of cultural significance	1–2

Section II — Reading and Responding

Part B

Question 10

Outcomes assessed: H1.2, H1.3, H1.4, H3.2

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