

**2008 HSC Notes from  
the Marking Centre  
Vietnamese Continuers**

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# **2008 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 Continuers. It contains comments on candidates responses to the 2008 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 2008 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 Continuers.

## **General comments**

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 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.
- 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 frankly and directly to questions that asked for a personal opinion about an issue and justified their viewpoints with logical and well-founded arguments.

## **Weaknesses**

- A few candidates relied on a set of pre-learned responses.
- Some candidates gave a long introduction before addressing the main point of the question, which resulted in unnecessarily lengthy and poorly structured 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 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 gave irrelevant responses to some questions.

## **Section II – Discussion**

### **General comments**

Candidates chose a wide range of topics including some 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.

### **Strengths**

In the better responses, candidates:

- responded to questions in a well-structured and logical manner with relevant supporting arguments
- limited any presentation of their topic 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 and literary texts
- responded fluently with confidence, enthusiasm and originality.

### **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 or participate in a discussion
- 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.

## Recommendations

### Conversation

In preparation for the conversation section of the oral examination, candidates should:

- take time to think about the topics in Theme 1 – Personal World, which includes 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
- listen to their classmates' performances and analyse the strengths as well as weaknesses of their responses
- pay attention to the teacher feedback on their oral presentation in class and try to identify their weaknesses, then work out strategies to improve their performance
- answer the questions directly and focus on the main points; unnecessarily lengthy introductions to respond should be avoided. Responses and elaborations should be concise and relevant to the questions asked
- try to avoid answering in a general way; candidates need to be specific in their responses and clear in their views
- answer assertively and defend their views
- ask the examiner to repeat or rephrase a question if they do not understand something; seeking such assistance does not penalise a candidate in any way
- 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 substantiate 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 to present and support an opinion, 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.

Teachers can help to develop students' independent and creative thinking by asking a variety of questions that could include those that are unexpected or unfamiliar to the student. Teachers should ask questions that follow on from students' responses to clarify an issue or explore it in greater depth. 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.

#### **Strengths**

- In general, candidates performed equally well 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 or misinterpreted some questions or did not address them well enough
- did not appear to understand the meaning of some words
- 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 to the question
- took a lot of notes but did not know how to use the information obtained to answer questions.

## **Part A**

### **Question 1**

Most candidates responded well to this question. However, some candidates did not identify all the reasons for the daughter's decision.

### **Question 2**

Quite a few candidates made no reference to Ms Tran's view that violence on TV was not necessary, or did not support their responses with reference to the text.

Some candidates misinterpreted the word 'comment' and gave their opinions on Ms Tran's attitudes towards violence on TV or her habit of watching TV, rather than explaining the reason why it would not be possible to contact her again.

In a few cases, the comment was in conflict with the ticked response, ie some candidates ticked 'Yes' but explained the reason why it would not be possible to contact Ms Tran again.

### **Question 4**

Quite a few candidates understood the question to mean 'What is most likely to happen to their plan on the night?' rather than 'What is most likely to happen next (in terms of their relationship)?' Some recounted the story or commented on the personality of the two characters rather than answering the question.

### **Question 5**

(b) Many candidates did not identify the speaker's point of view.

In the better responses, candidates supported their responses with reference to both content and language features.

Many candidates produced a list of language techniques some of which were not used in the text. Some identified the language techniques correctly but did not refer to relevant examples or explain their effect on the audience.

The best responses demonstrated a comprehensive understanding of the speaker's point of view and good analysis of the language techniques used in the text.

Quite a few candidates translated the whole text without responding to the question.

## **Part B**

### **Question 6**

Quite a few candidates summarised the information contained in the announcement without understanding its purposes. Some did not identify all the council's reasons for making the announcement.



### Question 7

Quite a few candidates did not make reference to the word ‘unsure’ in the question and understood the question to mean ‘Why would Mr Tran refuse to offer Miss Yen the job?’. As a result, they focused on her weaknesses only and did not recognise her strengths and suitability for the job.

Some candidates did not explain all the reasons for Mr Tran’s hesitation in offering Ms Yen the job.

Most candidates concentrated on analysing Ms Yen’s personality to explain her unsuitability for the job. Only a few recognised the inappropriateness of the language she used in the interview.

## 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 did not identify the characters’ views, attitudes and emotions and did not fully explain the effects of the language features.

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

### Part A

#### Question 8

- (a) A few responses did not identify all the views of Louise Hall. Some just translated the text without answering the question.
- (b) In the weaker responses, candidates summarised Janice Leonard’s and Margaret Bolton’s opinions without contrasting their views. Quite a few could not identify all the main points of view, especially their opinions on the law about under-aged models.

#### Question 9

- (a) In the better responses, candidates demonstrated a good analysis of how the background and the changing attitude of the father helped to build up the tension in the scene.

Quite a few candidates did not address the question, and instead summarised the play without explaining how tension was built up.

- (b) The best responses demonstrated a description of the progression of Dung’s changes.

In the weaker responses, candidates described Dung’s personality and actions rather than commenting on his changes in the course of the scene.

Quite a few candidates did not know how to use adjectives to describe how Dung changes.

- (c) Most candidates identified the traditional values reflected in the play, but some did not refer to the text to support their point of view. On the other hand, some summarised the conflict without describing its relationship to traditional values.

A few candidates translated the text without referring to the question.

## **Part B**

### **Question 10**

In the best responses, candidates responded to all of Le's concerns and gave some good advice. Some demonstrated a good understanding of cultural values.

Some candidates responded to only one of Le's concerns, and did not propose a realistic solution to her problems.

Very few candidates identified Le's conflict as demonstrated in her email (She was afraid that tutoring would cost her parents a lot, which proved she was a caring daughter, but she would like to move out, which might cause her parents a lot of emotional pain and financial cost).

### **Recommendations for Sections I and II**

Candidates should:

- have a bilingual dictionary when sitting for the examination and be familiar with its use. In addition, 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 and supporting statements. Candidates should analyse the task carefully to identify the required text type and content of the response.

### Section III – Writing in Vietnamese

In the better responses, candidates:

- 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 from personal experiences and/or others' experiences
- demonstrated initiative and independence in their thinking, as well as the ability to manipulate language authentically.

In the weaker responses, candidates:

- misinterpreted the task
- did not demonstrate a good understanding of the convention of text types
- repeated their ideas or structured them poorly
- 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 pre-learned material rather than giving their own opinion or point of view.

#### Question 11

- (a) A few candidates described the grandfather in general and did not make any reference to the relationship. Some candidates did not refer to any impressive or remarkable memories.
- (b) Some candidates did not use an appropriate register or content suitable to the audience (primary students).

#### Recommendations

Candidates should:

- read the question carefully
- be familiar with all the prescribed productive text types stated in the syllabus
- make a 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.



## **2008 HSC Vietnamese Continuers Marking Guidelines**

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Vietnamese Continuers, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

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## Section I — Listening and Responding

### Part A

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies all the reasons	3
• Identifies some reasons	2
• Identifies some relevant information	1

**Sample answer:**

She needs to have a change and to get some experience. This will enable her to get a better job after her graduation.

#### Question 2

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Completes the survey form with all relevant information	4
• Completes the survey form with some relevant information	2–3
• Identifies some relevant information	1

**Sample answer:**

Full name:	Hoa Trần
Age:	16–20 <input type="checkbox"/> 21–25 <input checked="" type="checkbox"/> 26–30 <input type="checkbox"/> over 30 <input type="checkbox"/>
Occupation:	Working: Part time <input checked="" type="checkbox"/> Full time <input type="checkbox"/>
Attitudes towards violence on TV	<i>Too much violence on all TV programs (nature programs, cartoon programs). She thinks the details about violence are unnecessary and affects children greatly.</i>
Can we contact this person again?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comment	<i>She is concerned about privacy issues</i>

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

Criteria	Marks
• (B) or (C)	1

**Question 4***Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of what is most likely to happen	5
• Demonstrates good understanding of what is most likely to happen	3–4
• Demonstrates some understanding of what is most likely to happen	2
• Identifies some relevant information of what is most likely to happen	1

***Sample answer:***

- Thuy and Duc will become good friends, because they know each other well. Thuy also wants Duc to change, to be more assertive. They will try and maintain their relationship.

**Question 5 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies the Y generation	2
• Identifies some relevant information	1

***Sample answer:***

Someone born between 1980 and 1994.

### Question 5 (b)

Outcomes assessed: H3.3

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the way in which the speaker persuades his audience	5
• Demonstrates a good understanding of the way in which the speaker persuades his audience	4
• Demonstrates some understanding of the way in which the speaker persuades his audience	2–3
• Identifies some relevant information	1

**Sample answer:**

Content:

Nhung addressed a very hot issue, her purpose is very clear. She has a very confident attitude. 'Future is in good hands. Let's do it together.'

Language features:

Nhung uses strong language, comparisons, images ("những đồng rác", "thùng rỗng kêu to") and persuasive language ("Chính ta mới", "chúng ta sẽ nắm", "sẽ quyết định"). She also uses first person 'I' and 'we' to relate her and the audience.

## Section I — Listening and Responding

### Part B

### Question 6

Outcomes assessed: H3.1

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the purposes	4
• Demonstrates some understanding of the purposes	2–3
• Identifies some relevant information	1

**Sample answer:**

The Council's reasons are to inform the community about the project, to test public opinion about the new development, to tell people how and where to vote and to allay fears.

## Question 7

*Outcomes assessed: H3.1, H3.3*

### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive ability to evaluate the applicant's suitability for the job	6
• Demonstrates a good ability to evaluate the applicant's suitability for the job	4–5
• Demonstrates some ability to evaluate the applicant's suitability for the job	2–3
• Identifies some relevant information	1

### *Sample answer:*

Miss Yen has relevant qualification, good practical experience. She is also enthusiastic and fluent in English and Vietnamese. However, the way she addresses to the employer is inappropriate (name her "em", call employer "chú"). Her language use is too casual ("cháu nói nghe nhé") and her hobbies (she loves privacy and own quiet time) conflict with her job.

It is not appropriate during the interview to mention the previous job in a negative way.

## Section II — Reading and Responding Part A

### Question 8 (a)

*Outcomes assessed: H3.1, H3.3*

### MARKING GUIDELINES

Criteria	Marks
• Provides an appropriate summary	3
• Lists most points	2
• Attempts to provide a summary	1

### *Sample answer:*

- Evelyn Georges is a good role model.
- Evelyn Georges' dream comes true.
- Nobody has the right to interfere with someone else's dreams.



### Question 8 (b)

*Outcomes assessed: H3.1, H3.2, H3.4*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive ability to compare	5
• Demonstrates a good ability to compare	4
• Demonstrates some ability to compare	2–3
• Identifies some relevant information	1

#### *Sample answer:*

According to Margaret Bolton, Evelyn Georges deserves to win the face of Fashion Week. She has the freedom to choose her career path. Teenagers can develop their own potentials in early age and can be more independent and more confident.

On the other hand, Janice Leonard thinks that the fashion industry is not suitable for people of such young age. Evelyn Georges is not mature enough in fashion industry. She might be exploited. She is distracted from study, which is more important at this age.

### Question 9 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the way tension is built up in the scene	3
• Demonstrates some understanding of the way tension is built up in the scene	2
• Identifies some relevant information	1

#### *Sample answer:*

- Window starts to bang
- (Dad) Raising his voice
- Window slams
- (Dad) In a very loud voice

### Question 9 (b)

*Outcomes assessed: H3.1, H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the way Dung changes	4
• Demonstrates a good understanding of the way Dung changes	2–3
• Identifies some relevant information	1

**Question 9 (b) (continued)*****Sample answer:***

First, Dung hesitated to mention his intention to move out. Then when he sees that dad approves his moving out, he gains confidence to speak out for Lan. Finally, he becomes determined to state his opinion about Australians' way of life.

**Question 9 (c)**

*Outcomes assessed: H3.1, H3.2, H3.3*

**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the way traditional values are replaced	5
• Demonstrates a good understanding of the way traditional values are replaced	4
• Demonstrates some understanding of the way traditional values are replaced	2–3
• Identifies some relevant information	1

***Sample answer:***

- Authoritarian dad conflict between parents and children
- Gender equality
- Career's choice. Status.
- Australian versus Vietnamese culture
- Good relationship between brother and sister

## Section II — Reading and Responding

### Part B

#### Question 10

*Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2*

#### 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 11

*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