Vietnamese SEE marking guide

External assessment 2024

SEE 1: Extended response (35 marks)

SEE 2: Combination response (59 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend Vietnamese to understand information, ideas, opinions and experiences related to relationships, roles in society, socialising and societal issues and ideas, and/or future plans and responsibilities

2. identify tone, purpose, context and audience to infer meaning, values and attitudes related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

3. analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

4. apply knowledge of Vietnamese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

5. structure, sequence and synthesise information to justify opinions, ideas and perspectives related to relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities

6. use strategies to maintain communication and exchange meaning in Vietnamese to discuss relationships, roles in society, socialising and societal issues and ideas, future plans and responsibilities with peers and Indonesian-speaking community members.

Purpose

This document consists of a marking guide.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

Marking guide: SEE 1

Section 1: Analysing Vietnamese texts in Vietnamese

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
The response:							
• examines relevant understanding of purpose, audience, context and tone in two or more stimulus texts • provides a discerning interpretation of these stimulus texts • provides a discerning personal response, including their own perspectives, on two or more stimulus texts	5	• shows discerning inference of meaning, values or attitudes in two or more stimulus texts • provides a valid judgment on these stimulus texts	5	• establishes an insightful focus • provides a well-considered selection of evidence from the stimulus texts to explicitly support the focus • demonstrates coherent sequencing of information and ideas • provides valid conclusions	5	• identifies the text type of two or more stimulus texts • provides two examples of language elements with a high level of accuracy • provides two examples of textual conventions across the response	5
• examines relevant understanding of three of purpose, audience, context and tone in two or more stimulus texts • provides an appropriate interpretation of these stimulus texts • provides an effective personal response, including their own perspectives, on two or more stimulus texts	4	• shows appropriate inference of meaning, values or attitudes in two or more stimulus texts • provides an opinion on these stimulus texts	4	• establishes a valid focus • provides an effective selection of evidence from the stimulus texts to support the focus • demonstrates mostly coherent sequencing of information and ideas • provides clear conclusions	4	• identifies the text type of two or more stimulus texts • provides one example of a language element with accuracy • provides one example of a textual convention across the response	4

Analysis of perspectives	M	Evaluation	M	Structure	M	Language features	M
• examines relevant understanding of two of purpose, audience, context, tone in one stimulus • provides a summary of this stimulus • provides a personal response, including some personal perspectives on one stimulus	3	• shows inference of meaning, values or attitudes in one stimulus • provides an opinion on this stimulus	3	• establishes a valid focus • includes evidence from one stimulus to support the focus • provides conclusions	3	• identifies the text type of one stimulus • provides one example of a language element with a few errors • provides one example of a textual convention across the response	3
• identifies a relevant purpose, audience, context or tone in one stimulus • includes fragmented perspectives	2	• provides an opinion on one stimulus	2	• includes some statements on one stimulus • uses evidence from one stimulus	2	• identifies the text type of one stimulus • provides one example of a language element or textual convention across the response	2
• identifies an idea in one stimulus	1	• identifies some meaning, values or attitudes in one stimulus	1	• includes fragmented information from one stimulus	1	• identifies the text type of one stimulus	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Section 2: Exchanging information and ideas in Vietnamese

Meaning	M	Communication	M	Fluency	M
The response:					
• purposefully conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked • uses a wide range of vocabulary and grammar with a high level of accuracy	5	• comprehends thoroughly to sustain the exchange • communicates skilfully with contextually appropriate register	5	• manipulates language elements and structures fluently and proficiently • uses pause fillers and self-correction strategies purposefully	5
• effectively conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked • uses a range of vocabulary and grammar with accuracy	4	• comprehends effectively to sustain the exchange • communicates effectively with contextually appropriate register	4	• manipulates language elements and structures effectively • uses pause fillers and self-correction strategies effectively	4
• conveys information, ideas, opinions and experiences related to their multimodal presentation and questions asked • uses a range of familiar vocabulary and grammar with some accuracy	3	• provides an exchange with lapses, though some comprehension is discernible • demonstrates some hesitance	3	• uses language elements and structures appropriately • uses pause fillers and some self-correction strategies	3
• conveys some simple meaning related to their multimodal presentation and questions asked • uses familiar vocabulary and grammar	2	• provides an exchange with lapses • demonstrates hesitance	2	• uses fragmented language elements • uses pause fillers	2
• conveys fragmented information • uses limited vocabulary and grammar	1	• requires significant prompting	1	• uses disjointed language	1
• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0	• does not satisfy any of the descriptors above.	0

Marking guide: SEE 2

Short response in English

Q	Sample response	The response:
1	Tam seems very committed to being invited for a 10-day trip to visit Vietnam during the Lunar New Year with his colleague, Annie, and the students. He exclaims that the trip 'sounds great!' because they will be visiting Vietnam during Tet. Tam's enthusiasm is demonstrated when he promises to take Annie and the students to visit famous tourist attractions in Hue, Vietnam. Tam also promises to take everyone to visit his parents' house so they can experience making traditional rice cakes.	• identifies a valid tone **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]** • provides a third relevant example to justify the response **[1 mark]**
2	A likely audience could be those who would like to know about Lunar New Year traditions in Vietnam. The stimulus mentions cultural traditions associated with Tet that visitors to Vietnam may be interested in, such as the traditional foods people make and eat during New Year, including crystallised ginger and rice cakes. Annie and Tam also discuss the activities that form part of the New Year festival, such as the folk games that visitors can play at the fun fair.	• identifies a valid audience **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]**
3	Stimulus 1 is a conversation between teachers, Annie and Tam, who meet to talk about an upcoming school trip to Hue, Vietnam. At the start of the meeting, Annie invites Tam to attend the school trip with her. She believes Tam's experience and knowledge will help the group to have the best experience in Vietnam because he has lived in the country and understands the cultural traditions of Tet. During the conversation, Annie and Tam also talk about a possible itinerary for the students when visiting Hue.	• identifies a valid context **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]**
4	The purpose of Stimulus 2 is to inform readers about an education provider that offers assistance to young people with future education and employment planning, including pathways for study, internships and careers. The organisation offers courses for those who plan to work in the fields of education, health, business administration and IT. Participants can obtain internship opportunities to gain experiences through community service providers such as aged care facilities, childcare centres, hospitals and schools. They will be able to enrol in short-term and long-term courses, such as university preparation, vocational and other alternative study options.	• identifies a valid purpose **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]** • provides a third relevant example to justify the response **[1 mark]**

Q	Sample response	The response:
5	A likely audience for Stimulus 2 would be school leavers or young people who want to pursue higher education or seek career pathways. Specific details are provided for interested people who are aged between 18 and 25 years old. The program flyer offers participants information about opportunities to enrol in various university courses which might be suitable for school leavers. Information is also provided in relation to several courses and internships which might be suitable for young people who are interested in specific vocational pathways.	• identifies a valid intended audience **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]** • provides a third relevant example to justify the response **[1 mark]**
6	This information would be extremely beneficial if the potential reader is uncertain about future career and/or studies. The services provided by the organisation include courses that are led by industry experts. This would allow potential students to develop skills before entering short-term university preparation courses. The flyer additionally provides a number of different pathway options for young people. It offers useful suggestions about different ways that young people can enter their chosen career, and the length of time that it will take them to complete their studies, depending on the study option that they choose.	• draws a valid conclusion about how the information is beneficial to the audience **[1 mark]** • provides a relevant example to justify the conclusion **[1 mark]** • provides a second relevant example to justify the conclusion **[1 mark]** • provides a third relevant example to justify the conclusion **[1 mark]**

Short response in Vietnamese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
7	Thông tin trong bài báo sẽ rất có ích cho những học sinh có định hướng nghề nghiệp theo lĩnh vực nhà hàng và khách sạn ở Huế. Bài báo cũng nói rõ rằng khóa học về ẩm thực Huế được ra mắt tại một số trường cấp ba trong thành phố Huế là để trang bị kỹ năng nấu ăn cho học sinh trước nhu cầu ngày càng tăng của lĩnh vực nhà hàng và khách sạn trong thành phố. Học sinh có thể rèn luyện các kỹ năng nấu ăn, bao gồm chế biến nguyên liệu và mua sắm thực phẩm tươi sạch. Đồng thời, học sinh còn có thể học nấu các món ăn đặc trưng của Huế, chẳng hạn nhưcác món nấu trong nồi đất và các món xào.	• draws a valid conclusion about the usefulness of the information to students **[1 mark]** • provides a relevant example to justify the conclusion **[1 mark]** • provides a second relevant example to justify the conclusion **[1 mark]** • provides a third relevant example to justify the conclusion **[1 mark]**	• conveys meaning relevant to the question with few errors	4
			• conveys meaning relevant to the question with some errors	3
			• conveys meaning relevant to the question using some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above.	0
8	Giọng văn của bài báo rất hấp dẫn, lôi cuốn người đọc qua việc chia sẻ những lợi ích của khóa học mới được ra mắt tại một số trường cấp ba trong thành phố Huế. Bài báo cũng nhấn mạnh rằng các em học sinh sẽ có cơ hội tuyệt vời được làm việc thực tế trong nhà hàng và khách sạn khi tham gia khóa học. Tác giả cũng đề cập rằng trường học và cộng đồng địa phương đang mong đợi để ra mắt khóa học ẩm thực này trong năm học mới.	• identifies a valid tone **[1 mark]** • provides a relevant example to justify the response **[1 mark]** • provides a second relevant example to justify the response **[1 mark]** • provides a third relevant example to justify the response **[1 mark]**	• conveys meaning relevant to the question with few errors	4
			• conveys meaning relevant to the question with some errors	3
			• conveys meaning relevant to the question using some words and isolated phrases	2
			• conveys fragmented meaning	1
			• does not satisfy any of the descriptors above.	0

Extended response in Vietnamese — Question 9

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
• addresses and elaborates on all of the following – pursuing further study at TAFE or university – looking for a part-time job – planning for a more independent life	6	• develops an astute response relevant to the task • proficiently communicates through – selection of ideas – logical sequencing of ideas – synthesis of ideas	5	• uses a wide range of vocabulary purposefully and with a high level of accuracy • uses a wide range of grammar purposefully and with a high level of accuracy • uses a wide range of tenses purposefully and with a high level of accuracy • uses consistent register for context	8	• uses all of the following – an email convention, including salutations – an introduction and concluding remarks	2
• addresses all of the following – pursuing further study at TAFE or university – looking for a part-time job – planning for a more independent life • elaborates on two of these	5	• develops an effective response relevant to the task • communicates through – selection of ideas – sequencing of ideas – synthesis of ideas	4	• uses a wide range of vocabulary purposefully with few errors • uses a wide range of grammar purposefully with few errors • uses a wide range of tenses purposefully with few errors • uses consistent register for context	7	• uses one of the following – an email convention, including salutations – an introduction and concluding remarks	1
• addresses and elaborates on two of the following – pursuing further study at TAFE or university – looking for a part-time job – planning for a more independent life	4	• develops some parts of the response relevant to the task • communicates through – selection of ideas – sequencing of ideas	3	• uses a wide range of vocabulary with some errors • uses a wide range of grammar with some errors • uses a wide range of tenses with some errors • uses consistent register for context	6	• does not satisfy any of the descriptors above **OR** • is in English.	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M

• addresses two of the following
  – pursuing further study at TAFE or university
  – looking for a part-time job
  – planning for a more independent life
• elaborates on one of these
	3	• demonstrates some relevance to the task through
		  – selection of ideas
		  – sequencing of ideas
			2	• uses a range of vocabulary with some errors
				• uses a range of grammar with some errors
				• attempts to use a range of tenses
				• mostly uses consistent register for context
					5	

• addresses one of the following
  – pursuing further study at TAFE or university
  – looking for a part-time job
  – planning for a more independent life
	2	• attempts to convey relevance to the task	1	• uses a range of vocabulary and grammar with errors	4	

• uses words and/or phrases relevant to the task	1	• does not satisfy any of the descriptors above **OR** • is in English.	0	• uses cohesive, simple sentences with frequent errors	3	
• does not satisfy any of the descriptors above **OR** • is in English.	0			• uses fragmented sentences with frequent errors	2	
				• uses isolated words and phrases with accuracy	1	
				• does not satisfy any of the descriptors above **OR** • is in English.	0	