

# Vietnamese SEE marking guide and response

External assessment 2023

## SEE 2: Combination response (69 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, 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

**Note:** Objective 6 is not assessed in this instrument.

## Purpose

This document consists of a marking guide and a sample response.

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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

## 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

## Section 1: Short response in Vietnamese

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
1	<p>Người nghe có thể sử dụng thông tin trong bài nghe để có thể hướng dẫn họ sử dụng mạng xã hội một cách hiệu quả hơn.</p> <p>Trước hết, học sinh nên hỏi ý kiến cha mẹ trước khi quyết định sử dụng mạng xã hội để cha mẹ có thể giúp các bạn quản lý được thời gian sử dụng điện thoại và mạng xã hội.</p> <p>Đồng thời, mọi người có thể sử dụng mạng xã hội để gửi những lời động viên cho bạn bè khi làm việc theo nhóm. Thêm vào đó, mạng xã hội sẽ là phương tiện hiệu quả để khen ngợi những người bạn của mình về những kết quả tốt mà họ đã đạt được để họ có thể tự tin hơn.</p>	<ul style="list-style-type: none"> <li>provides a valid conclusion about how the intended audience could use the information <b>[1 mark]</b></li> <li>provides a relevant example to justify this conclusion <b>[1 mark]</b></li> <li>provides a second relevant example to justify this conclusion <b>[1 mark]</b></li> <li>provides a third relevant example to justify this conclusion <b>[1 mark]</b></li> </ul>	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

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
2	<p>Người nói đã dùng những lời khuyên và ngôn ngữ tích cực để chia sẻ những kinh nghiệm của bản thân. Ví dụ như:</p> <p>1. Bạn của anh ấy đã nhắn tin và khen ngợi anh ấy rằng anh ấy đã làm bài thuyết trình rất tốt và sáng tạo.</p> <p>2. Bạn của anh ấy đã nhắn tin động viên anh ấy trong khi anh ấy làm các bài tập ở trường.</p> <p>3. Họ đã động viên và giúp đỡ lẫn nhau bằng cách cung cấp các ý tưởng và lời khuyên để làm các bài tập ở trường tốt hơn.</p>	<ul style="list-style-type: none"> <li>provides a valid conclusion about the type of language the speaker used <b>[1 mark]</b></li> <li>provides a relevant example to justify this conclusion <b>[1 mark]</b></li> <li>provides a second relevant example to justify this conclusion <b>[1 mark]</b></li> <li>provides a third relevant example to justify this conclusion <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

Q	Sample response	The response, for receptive mode:	The response, for productive mode:	M
3	<p>Bài nghe ở trên đã cho thấy bối cảnh của buổi nói chuyện là một cuộc trò chuyện để chia sẻ kinh nghiệm cá nhân.</p> <p>Ví dụ:</p> <ul style="list-style-type: none"> <li>• Người nói mở đầu bằng cụm từ trong buổi trò chuyện nhỏ hôm nay</li> <li>• Người nói kết thúc bằng câu hẹn gặp trong chương trình phát thanh lần sau.</li> </ul>	<ul style="list-style-type: none"> <li>• identifies a valid context <b>[1 mark]</b></li> <li>• provides a relevant example to justify the response <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the response <b>[1 mark]</b></li> </ul>	<ul style="list-style-type: none"> <li>• conveys meaning relevant to the question with few errors</li> </ul>	4
			<ul style="list-style-type: none"> <li>• conveys meaning relevant to the question with some errors</li> </ul>	3
			<ul style="list-style-type: none"> <li>• conveys meaning relevant to the question using some words and isolated phrases</li> </ul>	2
			<ul style="list-style-type: none"> <li>• conveys fragmented meaning</li> </ul>	1
			<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

## Section 2: Short response in English

Q	Sample response	The response:
4	<p>Before their visit, the writer thought that Vietnam was a farming focused country and had conservative family values.</p> <p>Here are three examples from the stimulus:</p> <ol style="list-style-type: none"> <li>1. mothers played the role of primary care giver of her children</li> <li>2. fathers played the role of primary income providers for the household</li> <li>3. households with three generations were common.</li> </ol>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about the writer's knowledge of Vietnam [1 mark]</li> <li>• provides a relevant example to justify this conclusion [1 mark]</li> <li>• provides a second relevant example to justify this conclusion [1 mark]</li> <li>• provides a third relevant example to justify this conclusion [1 mark]</li> </ul>
5	<p>After spending weeks living with relatives sightseeing and living in different parts of Vietnam, the author has changed her view about Vietnam and its people. The three examples that depict her realisation are:</p> <ol style="list-style-type: none"> <li>1. scenario of three generations including grandparents, parents and their children living together under one roof is disappearing</li> <li>2. Vietnamese mothers have been joining the workforce to help provide for the family</li> <li>3. caring for children and doing household chores is shared between both parents.</li> </ol>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about how the writer's view changed [1 mark]</li> <li>• provides a relevant example to justify this conclusion [1 mark]</li> <li>• provides a second relevant example to justify this conclusion [1 mark]</li> <li>• provides a third relevant example to justify this conclusion [1 mark]</li> </ul>

Q	Sample response	The response:
6	<p>The writer enjoyed her experiences by acknowledging that she was glad that she took the trip to see Vietnam. The three examples that show her acknowledgment are:</p> <ul style="list-style-type: none"> <li>• it was one of her profound travel experiences</li> <li>• it has completely changed her view about the country</li> <li>• she highly recommends all her friends to take the trip to see Vietnam for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about the extent to which the writer enjoyed the experience <b>[1 mark]</b></li> <li>• provides a relevant example to justify this conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example to justify this conclusion <b>[1 mark]</b></li> <li>• provides a third relevant example to justify this conclusion <b>[1 mark]</b></li> </ul>
7	<p>The intended audience for Stimulus 3 could be Australian high school students who speak Vietnamese and English. IT has become a fast-growing industry in Vietnam over the past decade. There will be more demand in the IT professions in the future. Students who complete courses in Australia will have an advantage should they choose to work in the IT industry in Vietnam.</p>	<ul style="list-style-type: none"> <li>• identifies a valid audience <b>[1 mark]</b></li> <li>• provides a relevant example to justify the response <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the response <b>[1 mark]</b></li> <li>• provides a third relevant example to justify the response <b>[1 mark]</b></li> </ul>

Q	Sample response	The response:
8	<p>The purpose of Stimulus 3 is preparing young people for their future by pointing out a shortage in IT and engineer graduates in Vietnam and a future demand for IT professionals. The writer also informs the audience that there are institutions and career paths that students can take to prepare for their future employment.</p> <p>First, Vietnam will require at least 300 000 IT professionals; however, only 32 000 students graduate from IT in Vietnam each year.</p> <p>Second, one of the car manufacturers sets their vision for the US market and plans to build their factory in North Carolina by 2024. This will create further demand for IT and engineering graduates who are bilingual in English and Vietnamese.</p> <p>Lastly, currently IT graduates only meet 15 per cent of the country's demand.</p>	<ul style="list-style-type: none"> <li>• identifies a valid purpose <b>[1 mark]</b></li> <li>• provides a relevant example to justify the response <b>[1 mark]</b></li> <li>• provides a second relevant example to justify the response <b>[1 mark]</b></li> <li>• provides a third relevant example to justify the response <b>[1 mark]</b></li> </ul>
9	<p>The writer informed the intended audience about positive changes for the future of the industrial sector in Vietnam. This report could be found in a Vietnamese business magazine or in the business section in a newspaper. The examples are:</p> <ul style="list-style-type: none"> <li>• the Vietnamese government created an action plan to boost the industrial sector to be a top ASEAN competitor</li> <li>• there is a plan to increase manufacturing and processing industries to become 40 per cent of the country's GDP by 2030</li> <li>• finally, it talks about how despite many challenges, Vietnam still experiences positive economic growth and a number of industries remain strong.</li> </ul>	<ul style="list-style-type: none"> <li>• draws a valid conclusion about how the information in the stimulus informs its intended audience <b>[1 mark]</b></li> <li>• provides a relevant example to justify this conclusion <b>[1 mark]</b></li> <li>• provides a second relevant example to justify this conclusion <b>[1 mark]</b></li> <li>• provides a third relevant example to justify this conclusion <b>[1 mark]</b></li> <li>• refers to the context in the response <b>[1 mark]</b></li> </ul>



### Section 3: Extended response in Vietnamese — Question 10

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses and elaborates on all of the following                             <ul style="list-style-type: none"> <li>the most memorable school event</li> <li>the person who influenced you the most</li> <li>positive messages to thank teachers and students</li> </ul> </li> </ul>	6	<ul style="list-style-type: none"> <li>develops an astute response relevant to the task</li> <li>proficiently communicates through                             <ul style="list-style-type: none"> <li>selection of ideas</li> <li>logical sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	5	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully and with a high level of accuracy</li> <li>uses a wide range of grammar purposefully and with a high level of accuracy</li> <li>uses a wide range of tenses purposefully and with a high level of accuracy</li> <li>uses consistent register for context</li> </ul>	8	<ul style="list-style-type: none"> <li>uses all of the following                             <ul style="list-style-type: none"> <li>salutations</li> <li>introduction/conclusion</li> </ul> </li> </ul>	2
<ul style="list-style-type: none"> <li>addresses all of the following                             <ul style="list-style-type: none"> <li>the most memorable school event</li> <li>the person who influenced you the most</li> <li>positive messages to thank teachers and students</li> </ul> </li> <li>elaborates on two of these</li> </ul>	5	<ul style="list-style-type: none"> <li>develops an effective response relevant to the task</li> <li>communicates through                             <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> <li>synthesis of ideas</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary purposefully with few errors</li> <li>uses a wide range of grammar purposefully with few errors</li> <li>uses a wide range of tenses purposefully with few errors</li> <li>uses consistent register for context</li> </ul>	7	<ul style="list-style-type: none"> <li>uses one of the following                             <ul style="list-style-type: none"> <li>salutations</li> <li>introduction/conclusion</li> </ul> </li> </ul>	1
<ul style="list-style-type: none"> <li>addresses and elaborates on two of the following                             <ul style="list-style-type: none"> <li>the most memorable school event</li> <li>the person who influenced you the most</li> <li>positive messages to thank teachers and students</li> </ul> </li> </ul>	4	<ul style="list-style-type: none"> <li>develops some parts of the response relevant to the task</li> <li>communicates through                             <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	3	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with some errors</li> <li>uses a wide range of grammar with some errors</li> <li>uses a wide range of tenses with some errors</li> <li>uses consistent register for context</li> </ul>	6	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0

The response, for information:	M	The response, for meaning:	M	The response, for language elements:	M	The response, for textual conventions:	M
<ul style="list-style-type: none"> <li>addresses two of the following               <ul style="list-style-type: none"> <li>the most memorable school event</li> <li>the person who influenced you the most</li> <li>positive messages to thank teachers and students</li> </ul> </li> <li>elaborates on one of these</li> </ul>	3	<ul style="list-style-type: none"> <li>demonstrates some relevance to the task through               <ul style="list-style-type: none"> <li>selection of ideas</li> <li>sequencing of ideas</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>uses a range of vocabulary with some errors</li> <li>uses a range of grammar with some errors</li> <li>attempts to use a range of tenses</li> <li>mostly uses consistent register for context</li> </ul>	5		
<ul style="list-style-type: none"> <li>addresses one of the following               <ul style="list-style-type: none"> <li>the most memorable school event</li> <li>the person who influenced you the most</li> <li>positive messages to thank teachers and students</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>attempts to convey relevance to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>uses a range of vocabulary and grammar with errors</li> </ul>	4		
<ul style="list-style-type: none"> <li>uses words and/or phrases relevant to the task</li> </ul>	1	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0	<ul style="list-style-type: none"> <li>uses cohesive, simple sentences with frequent errors</li> </ul>	3		
<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0			<ul style="list-style-type: none"> <li>uses fragmented sentences with frequent errors</li> </ul>	2		
				<ul style="list-style-type: none"> <li>uses isolated words and phrases with accuracy</li> </ul>	1		
				<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>is in English.</li> </ul>	0		