

2014 HSC Vietnamese Continuers Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies correct answer	1

Sample answer:

The members of the Environmental Protection Team are the representatives from each year/grade.

Question 1 (b)

Criteria	Marks
• Correctly identifies how students can support the program	2
• Provides some relevant information	1

Sample answer:

Students can support the program by sorting their rubbish and using the ordinary bins and recycling bins appropriately and by considering carefully before printing out documents or emails.

Question 2 (a)

Criteria	Marks
• Identifies correct answer	1

Sample answer:

(C)

Question 2 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the differences between Tan's and his mother's views	4
• Demonstrates a sound understanding of Tan's and his mother's views	3
• Demonstrates some understanding of Tan's and/or his mother's views	2
• Demonstrates a basic understanding of Tan's or his mother's view	1

Sample answer:

Tan believes in the use of text messages and does not think that texting all the time instead of talking will affect his ability to talk to others. He sends a text message to his mother every day and thinks that he is talking to her every day. However, his mother prefers to hear people's voices when talking and feels that Tan has not been talking to her. She also thinks that the use of text messages will diminish one's ability to talk to others.

Question 3

Criteria	Marks
• Provides a thorough understanding of why Van exclaims «Trời đất ơi!»	5
• Provides a good understanding of why Van exclaims «Trời đất ơi!»	4
• Provides a sound understanding of why Van exclaims «Trời đất ơi!»	3
• Provides a limited understanding of why Van exclaims «Trời đất ơi!»	1–2

Sample answer:

Van exclaims «Trời đất ơi!» because his friend was just about to fill in the personal details (date of birth, account number and phone number . . .) in a survey that he doesn't know anything about but it promised that he has a chance to win \$1000. Besides, the form was found in Hung's letterbox rather than a reliable source and he had never heard of the organisation.

Question 4 (a)

Criteria	Marks
• Correctly identifies what the organisers are trying to achieve	2
• Shows a basic understanding of what the organisers are trying to achieve	1

Sample answer:

The organisers are trying to maintain the traditional culture and to recognise young and talented Vietnamese who have achieved success in their careers in Australia.

Question 4 (b)

Criteria	Marks
• Demonstrates a comprehensive understanding as to how Oanh's parents' attitude has changed with detailed reference to the text	5
• Demonstrates a good understanding as to how Oanh's parents' attitude has changed with reference to the text	4
• Demonstrates some understanding of Oanh's parents' attitude	2–3
• Provides some relevant information	1

Sample answer:

Oanh's parents did not support her drawing in the beginning because according to traditional thought, they didn't think Oanh could make a living with that career. After Oanh got a good offer from an editor of a comic book, they were surprised, happy and proud of their daughter. They supported Oanh when she attended the drawing competition and after that they became Oanh's dedicated assistants. They change their attitude towards her career because her achievement can bring fame and money to her life.

Section I — Listening and Responding

Part B

Question 5

Criteria	Marks
• Supports which menu will be chosen with clear reference to the text	3
• Supports which menu will be chosen with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Although pizza will be popular and Tai loves fish and chips, Menu 2 is likely to be chosen because it is a multicultural day and the friends want to have something traditional. Fish and chips also need to be cooked on the spot which will be problematic.

Question 6

Criteria	Marks
<ul style="list-style-type: none"> • Writes a letter from Mai to Tung that shows comprehensive understanding of the background of the friendship, Tung's character and the friends' concerns • Includes a clear purpose for the letter 	7
<ul style="list-style-type: none"> • Writes a letter from Mai to Tung that shows a thorough understanding of the background of the friendship, Tung's character and the friends' concerns 	6
<ul style="list-style-type: none"> • Writes a letter that shows a sound understanding of the background of the friendship Tung's character the friends' concerns 	4–5
<ul style="list-style-type: none"> • Shows some understanding of the friendship and/or the newspaper article and/or the storm(s) and/or Tung's family 	2–3
<ul style="list-style-type: none"> • Provides a piece of relevant information 	1

Answers could include:

- Purpose of the letter – friends wanting to renew friendship
- Explaining how the friends tried to contact Tung unsuccessfully after storm number three and lost contact since
- Explaining how they find Tung's contact details and achievement
- Congratulating Tung on his achievement
- Finding out how Tung's family is coping with storm number five.

Section II — Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
• Correctly identifies the writer's background and her work	2
• Provides some relevant information	1

Sample answer:

The writer has graduated in medicine from a university in Australia. She has volunteered to work in an orphanage in Vietnam.

Question 7 (b)

Criteria	Marks
• Explains fully why the writer thought that the work was a valuable experience • Makes detailed reference to the text	5
• Shows a good understanding of the writer's work • Makes some reference to the text	4
• Provides a satisfactory explanation of why the writer thought the work was a valuable experience • Makes limited reference to the text	3
• Provides a limited explanation of why the writer thought the work was a valuable experience • Makes limited reference to the text	2
• Provides some relevant information	1

Sample answer:

It was a valuable experience because the writer learnt a great deal more than professional skills and knowledge. She learnt to be resilient, adapting herself to impoverished working conditions – working in an orphanage built out of clay and leaf and working in a hospital with rush mats rather than white sheets. She learnt to be economical as the medicine was limited. She learnt to work hard and fast as there were a lot of needy children and the hospital was busy every day.

Question 8 (a)

Criteria	Marks
• Shows a thorough understanding of how the writer builds up tension in the first scene	3
• Shows some understanding of how the writer builds up tension in the first scene	2
• Provides some relevant information	1

Sample answer:

The writer builds up tension using the grandpa's disapproval of Australia, Hoang and the family's dinner time – 'it's so boring in Australia', 'Don't you know that old people need peace and quiet' and 'I want to eat dinner at 5'. Demanding dinner at 5 also totally disregards the family's routine and the fact that Hoang's mum only gets home at 5.30.

Question 8 (b)

Criteria	Marks
• Shows a thorough understanding of how the grandfather changes from Scene 1 to Scene 3	4
• Shows some understanding of the changes from Scene 1 to Scene 3	2–3
• Provides some relevant information	1

Sample answer:

Grandfather was grumpy and inconsiderate in Scene 1. However, after meeting Mr Tam and being introduced to the activities for senior citizens, he became more friendly and considerate. He did not mind the noise anymore and told Hoang that he and his friends could play basketball at home. He even bought a new basketball for Hoang, and was willing to have dinner later so that the family, including Hoang's mum, could eat dinner together.

Question 8 (c)

Criteria	Marks
• Shows a comprehensive, perceptive understanding of Hoang's character	6
• Shows a full understanding of Hoang's character	5
• Shows a satisfactory understanding of Hoang's character	4
• Shows some understanding of Hoang's character	2–3
• Provides some relevant information	1

Sample answer:

Hoang is a kind, respectful and considerate grandchild. He stopped playing basketball because his grandfather disliked the noise. He was happy to prepare dinner for his grandfather so that he could have it at an earlier time. He introduced his grandfather to Mr Tam so that he could socialise with people with similar experience and would not be bored. He understands that it is not easy for his father and himself to explain or help his grandpa adapt to the new life in Australia. Hoang invites Mr Tam who is in the same situation as his grandfather but he has been in Australia for a long time. Hoang knows that Mr Tam's company and advice will be more readily received by his grandfather.

Section II — Reading and Responding

Part B

Question 9

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • 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"> • Demonstrates a good understanding of the text • 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 questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas 	5–6
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text 	3–4
<ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information 	1–2

Section III — Writing in Vietnamese

Question 10

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

Vietnamese Continuers

2014 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversation	10	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4
Discussion	15		H1.1, H1.2, H1.3, H1.4, H4.1, H4.2, H4.3

Written Examination

Section I — Listening and Responding

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	1	Environment — announcement	H3.1
1 (b)	2	Environment — announcement	H3.1
2 (a)	1	Science and technology — conversation	H3.1
2 (b)	4	Science and technology — conversation	H3.1, H3.4
3	5	Migration — conversation	H3.1, H.3.3, H3.5
4 (a)	2	Personal identity — interview	H3.1
4 (b)	5	Personal identity — interview	H3.1, H3.2, H3.5

Section I — Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
5	3	Traditional values — conversation	H3.1
6	7	Personal identity — conversation	H3.1, H3.2

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	Future Aspirations — article	H3.1
7 (b)	5	Future Aspirations — article	H3.1, H3.4
8 (a)	3	Migration — play	H3.1, H3.3
8 (b)	4	Migration — play	H3.1, H3.5
8 (c)	6	Migration — play	H3.1, H3.2, H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
9	10	Personal Identity — email/email	H3.1, H3.5

Section III — Writing in Vietnamese

Question	Marks	Content	Syllabus outcomes
10 (a)	15	Science and technology — article	H2.1, H2.2, H2.3
10 (b)	15	Personal identity — article	H2.1, H2.2, H2.3