

2015 HSC Vietnamese Continuers Marking Guidelines

Section I — Listening and Responding Part A

Question 1 (a)

Criteria	Marks
• Identifies the correct answer	1

Answer:

(B)

Question 1 (b)

Criteria	Marks
• Correctly identifies the TWO reasons for the celebration	2
• Provides some relevant information	1

Sample answer:

It is Hung's 20th birthday and he also wants to introduce his girlfriend to his family.

Question 2

Criteria	Marks
• Expresses concisely the main points made in the news item	3
• Shows some understanding of the news item	2
• Provides some relevant information	1

Sample answer:

- A baby panda was born yesterday in the Greenfield Valley Zoo.
- It is the first panda born in Australia by a natural process.
- The success has attracted interest from other zoos in Australia.

Question 3

Criteria	Marks
• Shows a thorough understanding of how Yen tries to convince Vinh to see the film with her	4
• Shows a sound understanding of how Yen tries to convince Vinh to see the film with her	3
• Shows some understanding of how Yen tries to convince Vinh to see the film with her	2
• Provides some relevant information	1

Sample answer:

Yen tries to convince Vinh by appealing to his interests. When Vinh says that comedies have no plot, Yen protests by emphasising that the film has won a screenplay award. She also tries to entice him by telling him that his favourite actor is in it and that they can get his autograph and photo. Finally, when she realises that Vinh's idea of relaxation is going out and having a meal with friends, she suggests that they have dinner in a restaurant after the film.

Question 4

Criteria	Marks
• Provides a full explanation of why Tam is worried	4
• Shows a sound understanding of why Tam is worried	3
• Shows some understanding of why Tam is worried	2
• Provides some relevant information	1

Sample answer:

Tam is worried because he does not think that he would get the job but he needs the money to help his grandmother who is in hospital in Vietnam. During the interview, he did not answer all the questions although he was well prepared. He also thinks that they may prefer a local worker and he lives very far away. In addition, he did not ask his referee before putting his name on his resume.

Question 5

Criteria	Marks
• Shows a perceptive understanding of how Linh expresses her feelings in the speech with detailed reference to the text	6
• Shows a thorough understanding of how Linh expresses her feelings in the speech with some reference to the text	5
• Shows a sound understanding of how Linh expresses her feelings in the speech with some reference to the text	4
• Shows some understanding of how Linh expresses her feelings in the speech	2–3
• Provides some relevant information	1

Sample answer:

Linh uses contrasting adjectives to highlight how proud she was with the achievements of the staff and students from her school. Although her school was ‘small’, their achievements were ‘large’.

When recalling her difficult times, she uses personification to add vividness to her fear and helplessness: ‘fear would rush into my heart taking away my confidence.’ She also used negative words such as ‘lonely’, ‘withdrawn’ and ‘cry’ to describe her feelings, and uses questions such as ‘How to change it?’ to express her doubts.

She uses the metaphor ‘it was my father who planted the seeds of wisdom in me ...’ to emphasise the depths of her gratitude to her father. To show her appreciation to her father, she talks directly to him and expresses her personal emotion such as saying ‘I love you’ in front of the audience.

Section I — Listening and Responding

Part B

Question 6

Criteria	Marks
• Shows a thorough understanding of why Minh and Thi are arguing	4
• Shows a sound understanding of why Minh and Thi are arguing	3
• Shows some understanding of why Minh and Thi are arguing	2
• Provides some relevant information	1

Sample answer:

(Vietnamese)

Thi không đồng ý với Minh vì hai người suy nghĩ khác nhau về Trí. Thi cho là Trí thiếu tinh thần trách nhiệm. Thi nghĩ là Trí làm biếng, luôn đi trễ, lo chuyện bạn gái hơn là việc học nhóm trong khi đó Minh nghĩ là Trí đang bị căng thẳng vì phải vừa làm vừa học do ba của Trí vừa bị mất việc và bạn bè cần giúp đỡ Trí nhiều hơn.

(English translation)

They are arguing because they think very differently of Tri. Thi is critical of Tri's lack of commitment. She thinks that Tri is lazy, always late and cares more about his girlfriend than schoolwork. On the other hand, Minh sympathises with Tri. He thinks that Tri is under a lot of pressure having to work and study because his father has recently lost his job, and needs help.

Question 7

Criteria	Marks
• Writes an email that addresses the needs of the organisation demonstrating a comprehensive understanding of the ideas and information presented in the announcement	6
• Writes an email that addresses the majority of the needs of the organisation demonstrating a clear understanding of the ideas and information presented in the announcement	5
• Writes an email that addresses some of the needs of the organisation demonstrating a sound understanding of the ideas and information presented in the announcement	4
• Writes an email that shows some understanding of the announcement	2–3
• Provides some relevant information	1

Answers could include:

(Vietnamese)

- Có thể làm việc vào ban ngày/ ban đêm/ Lễ Giáng Sinh/ ngày nghỉ
- Biết lái xe/ giúp bất cứ việc gì trong đoàn xe lưu động.
- Biết nấu ăn/ phụ bếp/ dọn bàn
- Có thể phụ dọn nhà đến chỗ ở tạm thời.
- Sẵn sàng dành thời gian chung vui với những người không có gia đình.

(English translation)

- Availability to work during the day/night/Christmas/holidays
- Ability to drive or deliver food
- Skills to cook/prepare/serve food
- Ability to help people move to temporary accommodation
- Willingness to spend time with people who have no family

Section II — Reading and Responding

Part A

Question 8 (a)

Criteria	Marks
• Correctly identifies the two groups being addressed	2
• Provides some relevant information	1

Sample answer:

New migrants from Vietnam and Vietnamese–Australians who have recently moved to Ulatta from other parts of Australia.

Question 8 (b)

Criteria	Marks
• Shows a clear understanding of how Mr Nguyen justifies the statement	3
• Shows some understanding of how Mr Nguyen justifies the statement	2
• Provides some relevant information	1

Sample answer:

Mr Nguyen assures the audience that the local residents will welcome them and will help them adapt to the environment. He also talks about favourable job and training opportunities. In addition, he emphasises that the cost of living is lower in Ulatta than in the big cities and that life in Ulatta is peaceful.

Question 8 (c)

Criteria	Marks
• Shows a perceptive understanding of why the program would be beneficial to new Vietnamese settlers in Ulatta	5
• Shows a good understanding of why the program would be beneficial to new Vietnamese settlers in Ulatta	4
• Shows some understanding of why the program would be beneficial to new Vietnamese settlers in Ulatta	2–3
• Provides some relevant information	1

Sample answer:

Ulatta is a remote farming town. The program provides a low-cost bus service between the farms and the town centre helping new settlers travel between home and work, supplementing the limited public transport service in Ulatta. It also offers English courses for new migrants after they have finished the English course provided by the government, giving them additional help. The centre provides new settlers with cultural entertainment and performances. Participating in the festival could also help them get to know other communities or culture in the Ulatta area.

Question 9 (a)

Criteria	Marks
• Provides a full explanation of why Thuy Tinh is a symbol of evil	3
• Shows some understanding of why Thuy Tinh is a symbol of evil	2
• Provides some relevant information	1

Sample answer:

He was not an honourable person. He was selfish and did not care about the people around him. He flooded a village to satisfy his ego after losing the chance to marry a princess ignoring the rules agreed upon before the challenge.

Question 9 (b)

Criteria	Marks
• Shows a comprehensive understanding of how the reviewer tries to persuade readers to read Tran Van's book with detailed reference to the text	6
• Shows a clear understanding of how the reviewer tries to persuade readers to read Tran Van's book with reference to the text	5
• Shows a sound understanding of how the reviewer tries to persuade readers to read Tran Van's book with some reference to the text	4
• Shows some understanding of how the reviewer tries to persuade readers to read Tran Van's book	2–3
• Provides some relevant information	1

Sample answer:

The reviewer tries to persuade readers by highlighting the main points of the book. He also compares the fight of Vietnamese farmers against the flood to the legendary spirits of water and mountains to emphasise the on-going nature of the fight from the past to the present. He shows admiration for the character of the book, Co – a typical Vietnamese farmer who uses his wit and experience passed down by previous generations to beat the water. He stresses the relevance of the issue to the environmentally conscious modern society and encourages young Vietnamese readers to read the book to learn more about Vietnamese culture. The reviewer also uses imagery to paint a vivid picture of the luscious green fields to emphasise the triumph of the farmers.

Question 9 (c)

Criteria	Marks
• Identifies the correct answer	1

Answer:

(B)

Section II — Reading and Responding

Part B

Question 10

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 11

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

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Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
Conversa- tion	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	Personal identity — face-to-face conversation	H3.1
1 (b)	2	Personal identity — face-to-face conversation	H3.1
2	3	Science and technology — news report	H3.2
3	4	Personal identity — face-to-face conversation	H3.1
4	4	World of work — telephone conversation	H3.5
5	6	Personal identity — speech	H3.6

Section I — Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
6	4	Personal identity — face-to-face conversation	H3.1, H3.2, H3.3
7	6	World of work — announcement/email	H3.1, H3.2, H3.3

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
8 (a)	2	Migration — open letter	H3.1
8 (b)	3	Migration — open letter	H3.1
8 (c)	5	Migration — open letter	H3.5
9 (a)	3	Environment — book review	H3.5
9 (b)	6	Environment — book review	H3.6
9 (c)	1	Environment — book review	H3.1

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
10	10	Traditional values — advertisement/article	H1.2, H1.3, H3.1

Section III — Writing in Vietnamese

Question	Marks	Content	Syllabus outcomes
11 (a)	15	Personal identity — diary entry	H2.1, H2.2, H2.3
11 (b)	15	Personal identity — diary entry	H2.1, H2.2, H2.3