

**2005 HSC Notes from  
the Marking Centre  
Vietnamese Continuers**

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# 2005 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 provides comments with regard to responses to the 2005 Higher School Certificate examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

This document should be read along with the relevant syllabus, the 2005 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.

### General Comments

In 2005, 101 candidates attempted the Vietnamese Continuers examination.

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

Markers noted an improvement in the performance of candidates in this part. Most candidates relied less on set formulae and responded with more spontaneity and originality. Most of the responses were well thought out and to the point. There were fewer Anglicisms used in responses. For questions that required candidates to express their own opinions, personal feelings or thoughts about a problem, most were able to provide direct and frank responses.

#### Strengths:

- Candidates appeared to be better prepared than in previous years. They were more confident and responded with spontaneity and originality.
- Most gave direct answers to the points raised and tried to expand as well as justify their responses.

- Most of the candidates presented their views quite frankly and directly in questions that sought a personal view about an issue and justified their viewpoints with thoughtful and well-founded arguments.
- Most delivered their responses in a conversational tone, stressing the relevant words, using idiomatic expressions, dramatic pauses or using strategies to involve the interlocutor such as ‘As you know’, ‘Do you agree with me that...’, ‘As you were saying...’.
- Most of the responses were well constructed with linking words and, in some cases, sophisticated vocabulary.

### **Weaknesses:**

- A few of the candidates still relied on a set of learned, prepared responses.
- Some responses were just clichés rather than personal views or feelings.
- A few candidates spoke excessively in response to some questions without considering the relevance of the information. This appeared to be an attempt to steer the examination in a particular direction. This is unfortunate because it restricts candidates’ opportunity to demonstrate breadth and relevance of treatment.
- Some candidates expressed points of view in general terms but did not offer their own opinion, even after this was specifically requested.
- A few candidates answered in monosyllables or very short sentences.
- A few candidates were reluctant to ask the examiner to repeat or rephrase the questions, even if they did not understand parts of the questions. Seeking such assistance does not penalise a candidate in any way.

## **Section II – Discussion**

### **General Comments**

Candidates chose a wider range of topics including controversial issues and there was less focus on song, book and film reviews. 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.’ (*Syllabus*, p 25)

The topic must relate to an individual syllabus topic or a combination of topics. The selected topic must also allow candidates the opportunity to discuss relevant issues, give their own opinions and make reference to ‘texts studied’. Those who chose and researched a topic or issue that interested them, and then met these criteria, generally performed well.

The majority of candidates conformed to the set time frame of 7 to 8 minutes.

## **Strengths**

- Candidates who scored in the high range for the Discussion presented information in a well-structured and logical manner with relevant supporting arguments. They also demonstrated that they had prepared their topics well and drawn their information from a variety of texts. As a result they were able to discuss the topic with aplomb and enthusiasm.
- More and more candidates are using the Internet intelligently and critically to access relevant information.
- Most candidates selected appropriate topics that allowed them to present information and discuss an issue in some depth. The topics related to specific issues that allowed them to conduct targeted research and to present the information in a coherent way.
- A large number of candidates spoke with confidence and originality as in an authentic discussion.

## **Weaknesses**

- A few candidates came to the examinations ill-prepared and had difficulty in sustaining a discussion.
- Some merely used information gained in class debates or lessons without thoughtful selection or critical judgment. Information and ideas presented were often contradictory and, at times, incoherent.
- A few candidates expressed views that belied any depth of understanding of the issue under discussion.
- Some candidates presented a huge collection of information gained from texts, but were not able to express their own point of view or discuss issues related to the topic.
- Some candidates were not sufficiently selective and critical of the texts studied. This was especially evident with website texts.

## **Recommendations**

### **Conversation**

Candidates should review the samples available on the Board's website and analyse the strengths and weaknesses of the responses. Candidates should also pay attention to any feedback received in class in order to improve their performance.

Responses and elaborations should be concise and relevant to the questions asked. References to adages and proverbs or other information unrelated to the questions should be avoided.

Candidates should not try to steer the conversation in a certain way to the topics that they might have prepared. Candidates should understand that they are assessed on their ability to communicate in Vietnamese and not their ability to recite previously learned text.

In preparing for the oral examination, Section I – Conversation, candidates should take time to think about the topics in Theme 1, eg Personal World, which include friendship, family relationships, future plans for a career, hobbies. They should write down their thoughts, not necessarily in full sentences, but more importantly consider how they would justify any choice or opinion.

Candidates should remember that it is easier to be yourself than pretend to be someone else. Therefore, they should try to be sincere, independent and creative in their responses rather than offering others' view points learnt by rote.

Candidates should not seek the examiner's view of an issue or answer in a general way. Candidates should offer a clear view point when asked to do so and be prepared to support their point of view. Candidates should bear in mind that they are not judged according to the point of view or opinion *per se* but by the way in which they present and support the view.

## **Discussion**

When preparing for the Discussion, candidates should spend time researching their chosen topic or issue by reading a variety of relevant texts such as books, stories, poems, plays, magazines, articles either in English and/or in Vietnamese or from websites. This will help them develop an in-depth understanding of the topic, and the ability to justify and support their opinions and ideas, and to engage fully in the discussion. Candidates should also check the reliability of sources consulted.

Teachers and candidates are strongly reminded that there is no syllabus requirement for the 'presentation' of a discussion. Candidates may or may not be asked to briefly outline the topic. Other introductory questions can include:

- Why did you select this topic?
- Which texts did you study?
- What did you learn as a result of researching this topic?
- Would you recommend this topic to another candidate? Why?

The point of the discussion is to assess candidates' ability to 'maintain a discussion', demonstrated by the ability to identify and discuss issues. The discussion involves an exchange between the candidates and the examiner.

Candidates should choose their topic carefully and ensure that it has a clear focus. A clearly focused topic will assist them in targeting relevant texts and assist the examiner in asking questions relevant to the topic and research.

Candidates should avoid taking an extremist 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

Generally candidates performed well in this section. Most made good use of the notes column and selected appropriate relevant information.

#### Strengths

The majority of candidates performed better in Part B (Answer in Vietnamese) than in Part A (Answer in English).

There was an increase in the number of candidates who handled well the questions targeting outcomes 3.2 and 3.3.

#### Weaknesses

Some candidates did not answer the questions or write on the examination paper.

#### Part A

##### Question 1

Most of the candidates handled this question well. Some did not fill in the percentage details even though the question required them to provide 'FOUR missing pieces of information'.

##### Question 2

- (a) Many candidates summarised or translated the main ideas of the text but did not address the 'issues' referred to in the question. Few candidates identified the second issue of 'dating'.
- (b) This question proved rather challenging. Quite a few candidates did not address the idea of its 'appeal to a young audience'.

##### Question 3

There was a significant increase in the number of candidates who addressed the question fully and referred to both the content and language features of the speaker. Most of them performed well. However, a few did not identify or satisfactorily analyse the effects of the language features of the speech.

#### Question 4

- (a) It was common that candidates focused on Khoa Do's interest in migrants' experiences and/or his commitment to his family without seeing his use of film making as an effective media tool. Some did not explain the main ideas and just translated some of the detail in the text.
- (b) Candidates responded to this question at different levels. Many of them focused on analysing Khoa Do's personality rather than the reasons why he would be a role model for Vietnamese youth in Australia. Some who addressed this aspect of the question did not provide any justification for their opinions.

#### Part B

#### Question 5

This question was generally handled well. However, a few candidates did not respond using the text type note referred to in the question and just summarised the text without explaining the reasons why their class should visit Da Nang.

#### Question 6

- (a) The majority of candidates performed well in this question. Some, however, did not include the fact that the wife had to take care of the mother-in-law as well.
- (b) Most of the candidates did not analyse the melody and the imagery used in the lullaby effectively. However, a few candidates performed very well in this question.

## Section II – Reading and Responding

### General Comments

Candidates performed better than last year. They were better prepared to answer a range of questions that assessed the outcomes of the syllabus.

Candidates are reminded that it is important to read the questions carefully or to check the meanings of any unfamiliar words in a dictionary. Some candidates misinterpreted the demands of questions or only responded partially to them.

A significant number of candidates was not sufficiently familiar with the requirements of questions that assesses aspects of outcomes 3.2 and 3.3, in relation to 'inferring points of view, attitudes and emotions from language'. They did not relate the language of the texts to these elements.

Many wrote about different types of figures of speech without making the link between these language features and the effects on the reader. Identifying a figure of speech will not itself be rewarded.

## Part A

### Question 7

- (a) The correct answer was (C).
- (b) This question was generally handled well, but many candidates did not refer to the fact that the writer did not understand his father's feelings.
- (c) The majority of candidates 'described' the father's attitude, rather than 'explaining' the reasons for his attitude as required by the question. Only a few wrote that though the father was loving and caring for his children, he had difficulty expressing his feelings for them because of his upbringing.

### Question 8

- (a) In general, candidates handled this question well but many quoted examples of the father's attitude without commenting on his manners.
- (b) Some candidates did not take into consideration all the details in the story when describing an ending that would reflect the writer's intention. Many who did, did not justify their response. Only a few fully met the requirements of the question.
- (c) Candidates responded to this question at different levels and only a few handled it well. Quite a lot of candidates mistook 'effective' for 'positive' or 'better', which led them to choose the father in text 7 because he is a good father. Their arguments were based solely on the content (moral issues) not on the language features of the texts. Many focused on comparing the personality of the two fathers rather than the two writers' style and language use. In most cases, the language features of both texts were not fully referred to.

## Part B

### Question 9

Most candidates wrote their responses using the correct text type. However, there was a tendency to discuss the issue of Generation Gap rather than to respond to the issues raised in the email. There was greater focus on criticising parents, explaining the reasons why parents behave in certain ways or comparing Vietnamese and Australian cultures. Only a few identified and responded well to the issues raised in the email by references to personal experience and the giving of appropriate advice. In relation to language, many candidates did not use their own words and just quoted extensively from the text. A few wrote extensively, leading to repetition or poor organisation of ideas.

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

Candidates should be familiar with the definitions of the glossary terms in the Board's Assessment Support Document and should be prepared to answer questions involving these words as well as other types of questions using 'how' or 'why'. Practice in analysing the requirements of past HSC listening / reading questions will also be of help.

Candidates should have a bilingual dictionary when sitting for the examination and be familiar with its use. Candidates should use the context of a word to identify the correct definition if they find alternative translations of the word.

Candidates should read questions and instructions carefully, and highlight or underline the key words if necessary.

In the Listening and Responding section, candidates should read each question carefully and use the Notes Column to record relevant information which they can then use to compose their response. This is especially the case with a question requiring a longer response.

Candidates should pay attention to the organisation of responses, especially the sequencing of ideas/information. Candidates should relate information to the question or task rather than just copying down/translating the information word for word.

Candidates should know how to use descriptive vocabulary in appropriate situations and should be able to identify a person's attitude or feelings from his/her actions/language.

For questions relating to language features, candidates should follow the three required steps: identify the language techniques used, quote examples in the text, and analyse the effects of these techniques on readers.

In Part B of Section II, candidates should adopt an approach similar to composing an 'essay' and take all the necessary steps recommended for this type of task, such as draft, main ideas, supporting statements. Candidates should read the task carefully to identify the required text type and the 'questions, statements, and opinions' they will need to respond to. Teachers and candidates are reminded that creative, relevant responses demonstrating clarity and independence of thinking will score much higher than pre-learned or overlong, irrelevant responses.

## **Section III – Writing in Vietnamese**

### **General Comments**

Question 10 (a) was the more popular choice.

### **Strengths**

The majority of the candidates wrote using the correct text type and conformed to the requirements of the topic and genre, both in terms of content and language features.

Good candidates expressed their thoughts and feelings with supporting statements or from personal experiences and/or others' experiences.

In general, candidates performed better in Question 10(b) than in Question 10(a).

### **Weaknesses**

Spelling was problematic for a number of candidates and some used Anglicisms.

Some candidates did not have a good understanding of the text types.

Quite a few candidates did not organise ideas and/or select relevant ideas / information well.

### **Question (a)**

Many candidates wrote using the wrong text type, ie an article rather than a short story.

Some candidates discussed the advantages and disadvantages of technology without analysing the impact of technology on everyday life.

Some candidates made no distinction between technology at the present time and in the year 2025.

In some instances, candidates wrote overlong unstructured responses.

### **Question (b)**

Quite a few candidates listed Vietnamese customs/beliefs without giving their own opinions of these customs/beliefs.

Many candidates wrote about Vietnamese customs or beliefs without making reference to the humorous side of these customs or beliefs.

## **Recommendations for Section III**

Candidates should read questions carefully to identify the purpose, audience and context of the task. Practice in analysing the requirements of past HSC writing questions will be of help.

Candidates should be familiar with all the prescribed productive text types listed in the syllabus.

Candidates should make careful selection of ideas to avoid providing irrelevant information or overlong responses.

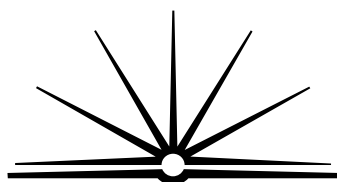
Candidates should organise their ideas logically.

Candidates should use a greater variety of vocabulary and sentence structures with more focus on appropriate use of conjunctions.

# Vietnamese Continuers

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part A</b>			
1	2	Future aspirations — news item	H3.1
2 (a)	2	Youth issues — discussion	H3.1
2 (b)	4	Youth issues — discussion	H3.2
3	5	Environment — speech	H3.3
4 (a)	3	Migration — interview	H3.1
4 (b)	4	Migration — interview	H3.2
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
<b>Part B</b>			
5	5	Personal identity — advertisement	H3.1, H3.3
6 (a)	2	Folk/Contemporary literature — folk song	H3.1
6 (b)	3	Folk/Contemporary literature — folk song	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
7 (a)	1	Personal identity — diary entries	H3.1
7 (b)	3	Personal identity — diary entries	H3.3
7 (c)	4	Personal identity — diary entries	H3.2
8 (a)	3	Youth issues — short stories	H3.1, H3.2
8 (b)	3	Youth issues — short stories	H3.3
8 (c)	6	Youth issues — short stories	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
9	10	Technology — email/informal letter	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Vietnamese</b>			
10 (a)	15	Science and technology — short story	H2.1, H2.2, H2.3
10 (b)	15	Traditional values — article	H2.1, H2.2, H2.3



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2005 HSC Vietnamese Continuers Marking Guidelines — Oral Examination**

### **Conversation**

*Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Communicates confidently and fluently with correct intonation and pronunciation</li><li>• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comments</li><li>• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	13–15
<ul style="list-style-type: none"><li>• Communicates effectively, with some degree of fluency and authenticity</li><li>• Responds with relevant information and a range of relevant opinions and/or comments</li><li>• Responds with a range of vocabulary and structures, but with some minor inaccuracies</li></ul>	10–12
<ul style="list-style-type: none"><li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li><li>• Responds with relevant information and opinions</li></ul>	7–9
<ul style="list-style-type: none"><li>• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors</li><li>• Presents some relevant information, opinions or ideas</li></ul>	4–6
<ul style="list-style-type: none"><li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li></ul>	1–3

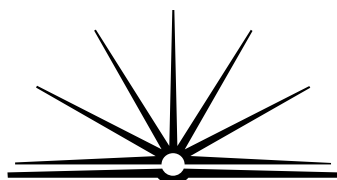
## Discussion

*Outcomes assessed: H1.3, H4.2, H4.3*

### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth in the treatment of the chosen topic through the development of relevant information, ideas and/or opinions with appropriate reference to texts studied</li> <li>• Discusses the chosen topic with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li> <li>• Responds confidently, fluently and authentically with correct intonation, nuances and pronunciation</li> <li>• Consistently justifies and substantiates a point of view</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates depth in the treatment of the chosen topic through the development of some relevant information, ideas and/or opinions with appropriate reference to texts studied</li> <li>• Discusses the topic effectively, with a good degree of fluency and accuracy and range of vocabulary and structures, but with some minor inaccuracies</li> <li>• Responds with relevant information, opinion or comment</li> <li>• Justifies and substantiates a point of view</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions relevant to the chosen topic with reference to texts studied</li> <li>• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary</li> <li>• Shows some evidence of justifying a point of view</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the chosen topic and texts studied</li> <li>• Sustains basic communication</li> <li>• Responds using simple structures and vocabulary with frequent pauses and errors</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the chosen topic</li> <li>• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using English syntax</li> </ul>	1–2





**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2005 HSC Vietnamese Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding Part A**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Completes with accurate details	2
• Completes with some relevant details	1

#### **Question 2 (a)**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the TWO issues	2
• Identifies some relevant information	1

#### **Question 2 (b)**

*Outcomes assessed: H3.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides relevant details with justifications	4
• Provides relevant details with some attempt in justification	2–3
• Provides details only	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of persuasion techniques of the audience and provides support arguments	5
• Demonstrates some understanding of persuasion techniques of the audience and some attempt to support arguments	3–4
• Provides some relevant techniques and information	1–2

**Question 4 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides detailed information	3
• Provides some relevant information	1–2

**Question 4 (b)***Outcomes assessed: H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides detailed information with justifications	4
• Provides relevant details with some attempt in justifications	2–3
• Identifies one or two relevant details on his personality or his accomplishments	1

## Section I — Listening and Responding

### Part B

#### Question 5

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

#### MARKING GUIDELINES

Criteria	Marks
• Provides relevant details with justification and use of appropriate tone for the text type	5
• Provides relevant details with some justification and some attempt to use the appropriate tone	3–4
• Provides some information without justification	1–2

#### Question 6 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Provides relevant details	2
• Identifies some relevant details	1

#### Question 6 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Well-presented analysis on melody and imagery with evidence	3
• Analysis only on melody or imagery with evidence	2
• Identifies only imagery	1

## Section II — Reading and Responding

### Part A

#### Question 7 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (D)	1

#### Question 7 (b)

*Outcomes assessed: H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies all relevant details	3
• Identifies some relevant details	2
• Identifies only one detail	1

#### Question 7 (c)

*Outcomes assessed: H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Provides explanation with justified evidence	4
• Provides some explanation with some evidence	2–3
• Identifies some relevant information	1

**Question 8 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides detailed explanation, supported by evidence	3
• Provides some explanation, supported by some evidence	2
• Identifies some relevant information	1

**Question 8 (b)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides ending with relevant details and well presented argument over writer's intention	3
• Provides ending with some details and some attempt to justify the choice/to explain the writer's intention	2
• Provides ending without justification	1

**Question 8 (c)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of the writing process and an ability to analyse the styles of the two writers	6
• Demonstrates an understanding of the writing process and an ability to analyse some relevant differences of the styles of the two writers	4–5
• Provides some relevant details about the style of either one of the writers	2–3
• Demonstrates limited understanding of the writing process	1

## Section II — Reading and Responding

### Part B

#### Question 9

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### 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 10

*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