

NEW SOUTH WALES



EXAMINATION REPORT

Vietnamese

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VIETNAMESE

2 UNIT

1. LISTENING AND SPEAKING EXAMINATIONS

LISTENING SKILLS

Item 1

(a), (c), (d), (f): The majority of students answered these questions well.
(b): Common errors: date and time of contact.
(e): Common errors: some students incorrectly began their answers with *giai quyet*, *nhan don* ... in stead of the correct beginning *nhan lam ho so*...
(g): Common error: some students answered incorrectly *le phi se phai tra khi ho so hoan tat*. The correct answer is: *le phi se phai tra khi tien hanh ho so*.

Item 2

The majority of students answered all the questions in this item well.

Item 3

(b), (c), (d): The majority of students answered these questions well.(a), (e), (f): Common errors: some students gave answers in sentences without a subject, to show that it was the thought of the mother or the daughter.

SPEAKING SKILLS

Section 1 - Oral Presentation

Topic 1: Most students discussed the role of newspapers in general rather than the specific role of Vietnamese newspapers in helping the Vietnamese community to integrate into the new society.

Topic 2: Some students discussed the *contributions* of refugees and migrants to Australia instead of giving *reasons* why various Australian governments have applied open immigration policies.

Topic 3: Most students gave satisfactory answers.

Topic 4 and 5: Most students who attempted these questions were not adequately prepared to address the topics satisfactorily.

Section II - Stimulus Picture and Questions

Questions 6, 7, 8: no problems were experienced by students.

Question 9: Some students talked about the **relationships** between grandparents and grandchildren rather than the **role** of grandparents.

Question 10: Some students outlined the various aged-care options instead of giving their own opinion about the living conditions of the elderly

2. WRITTEN EXAMINATION

SECTION I - READING SKILLS

Passage 1

Question 1, 3, 4: Many students answered these questions by extracting parts of the passage instead of summarising the main ideas.

Question 2: Most students gave incorrect or unsatisfactory answers because of a failure to interpret the idiom in the question correctly.

Question 5: Most students listed together what villagers heard or saw instead of listing them in two separated categories as the question required.

Passage 2

Question 6: Most students couldn't list all the details which described the little girl.

Question 7: Most students described **the actions** rather than **the feelings** of the older girl as required.

Question 8: Most students gave answered the question well.

Question 9: Students should restrict their summary to four or five lines instead of a full page

Question 10: Most students understood the question but they couldn't present the answer properly.

SECTION II - WRITING SKILLS

Question 11: Common errors: spelling, essay length and failure to write a debate as opposed to a dialogue

Question 12: Students needed to emphasis in their answers the reasons why they suggested that their uncle visit Sydney.

SECTION III - THE ARTS AND LITERARY STUDIES

Part A - The Arts

Question 13, 15: Some students gave unsatisfactory answers as they purely copied out what they had learnt by heart for this topic.

Question 14: Some students wrote in very general terms about **the architecture** of Dinh, Chua, Den instead of emphasising **the beliefs** associated with the location and direction of Dinh, Chua, Den as required by the question.

Part B - Literary Studies

Question 16. Prose

(a) Many students answered by extracting parts of the passage instead of summarising the main ideas.

(b) Many students couldn't differentiate between the meaning of *nghia den* and *nghia bong*.

(c) Most students mentioned that the mother was happy, but omitted the fact that she was also sad. They also failed to give reasons.

(d) Most gave satisfactory answers.

Question 17. Poetry

(a), (c): Some students did not include all the required details in their answers.

(b): Some students did not comment on the 'repetition' technique used in the poem.