

2021 HSC Vietnamese Continuers Marking Guidelines

Section I — Listening and Responding Part A

Question 1

Criteria	Marks
• Demonstrates a thorough understanding as to what in the advertisement is appealing	3
• Demonstrates a sound understanding as to what in the advertisement is appealing	2
• Provides some relevant information	1

Sample answer:

It offers a free virtual tour of the Museum. It also offers a 50% off family voucher and free delivery for online shopping.

Question 2 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies the correct answer 	1

Sample answer:

A

Question 2 (b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough understanding of what the two speakers are discussing 	3
<ul style="list-style-type: none"> Demonstrates a sound understanding of what the two speakers are discussing 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

They are discussing how they will get to the stadium – by train or by bus. They discuss where they will meet. They are also discussing the birthday gift for the coach.

Question 3

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a perceptive understanding of how the speaker expresses her feelings with detailed reference to content and language 	6
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how the speaker expresses her feelings with reference to content and language 	5
<ul style="list-style-type: none"> Demonstrates a sound understanding of how the speaker expresses her feelings with some reference to content and language 	4
<ul style="list-style-type: none"> Demonstrates some understanding of how the speaker expresses her feelings with limited reference to content and/or language 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

She expresses her feelings of disapproval by firstly calling for an emergency assembly. She then describes to the students the terrible state of the computer room by using images of mess and vandalism ‘vương vãi, ngổn ngang, lẩn lóc’ and the sense of smell ‘che mũi’. She shows her anger by using ‘tôi’ and her firmness by repeating ‘không thể, không thể chấp nhận’. At the end of the speech she softens her approach by showing care for the students through ‘thân mến’ and ‘cô’. She then appeals to the students to take responsibility through the use of rhetorical questions ‘tại sao các em lại cho phép?’.

Question 4 (a)

Criteria	Marks
<ul style="list-style-type: none"> Identifies the reason why Minh does not have any homework to do 	1

Sample answer:

Minh does not have any homework to do because it is the first week of school.

Question 4 (b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a perceptive understanding of how Nga tries to convince Minh to change his habits with detailed reference to the text 	6
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how Nga tries to convince Minh to change his habits with reference to the text 	5
<ul style="list-style-type: none"> Demonstrates a sound understanding of how Nga tries to convince Minh to change his habits with some reference to the text 	3–4
<ul style="list-style-type: none"> Demonstrates some understanding of what Nga says to Minh 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Nga tries to convince Minh to change his habits in several ways. She points out that eating in front of the television can lead to indigestion and serious illnesses. She strengthens her argument using examples of serious illnesses (diabetes and heart disease) and statistics (over 1 million Australians already have heart disease). She then explains to Minh why she worries so much about his bad habits and that she does not want him to get sick when she is overseas looking after their parents. Finally, she points out that having a family conversation during dinner is much better than watching television.

Section I — Listening and Responding

Part B

Question 5

Criteria	Marks
• Demonstrates a thorough understanding of why the mother rejects the son's suggestion	4
• Demonstrates a sound understanding of why the mother rejects the son's suggestion	3
• Demonstrates some understanding of what the mother says	2
• Provides some relevant information	1

Sample answer:

Bà mẹ từ chối lời đề nghị của con trai bà trong việc cài đặt Âm-ba vào điện thoại của bà, bởi vì bà lo rằng điều này sẽ làm phiền một số người trong nhóm vì họ không rảnh cùng lúc. Bà cũng lo là bà sẽ gửi lời nhắn lạc vào các nhóm khác. Hơn nữa bà sẽ không nói chuyện được với bố mẹ bà qua Âm-ba vì họ không có điện thoại di động.

Sample answer (translation):

The mother rejects the son's suggestion of installing Am-ba on her phone because she is worried about disturbing people in the group who don't have the same free time. She is also worried she will accidentally send messages to the wrong group. Furthermore, she can't talk to her parents through Am-ba as they don't have a mobile phone.

Question 6

Criteria	Marks
<ul style="list-style-type: none"> Writes a formal letter of invitation to Mrs Khanh Demonstrates a comprehensive understanding of the points raised in the conversation 	6
<ul style="list-style-type: none"> Writes a formal letter of invitation to Mrs Khanh Demonstrates a thorough understanding of the points raised in the conversation 	5
<ul style="list-style-type: none"> Writes a letter of invitation to Mrs Khanh Demonstrates a sound understanding of the points raised in the conversation 	4
<ul style="list-style-type: none"> Attempts to write a letter of invitation to Mrs Khanh Demonstrates some understanding of the conversation 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Answers could include:

Viết một lá thư mời một cách trịnh trọng, mở đầu bằng ngày tháng, lời chào, như “Cô Khanh kính mến” và giới thiệu mục đích của lá thư.

- Lý do mời:
 - Cô Khanh là cựu học sinh của trường An đang học.
 - Cô đến để nói chuyện về việc lựa chọn nghề nghiệp nhân ngày lễ ra trường cho học sinh lớp 12.
- Thành tựu và những ưu điểm của cô Khanh: cùng thành lập công ty, dạy bồi dưỡng cho các lập trình viên, có khiếu thuyết trình, có khiếu vẽ, giàu tình cảm.

Kết thúc lá thư bằng lời cảm ơn về việc nhận lời mời và ký tên.

Answers could include: (translation):

The answer should be in the form of a formal letter starting with a date, a greeting eg ‘Dear Mrs Khanh,’ and a statement introducing the purpose of the letter.

- Reason to invite:
 - Mrs Khanh is a former student of An’s school
 - She will be coming to talk to Year 12 students at the Graduation Assembly about choosing future careers.
- Mrs Khanh’s good points and achievements: has co-established the company, is a program mentor, good at public speaking, good at painting, sentimental.

It should end with a statement about how to accept the invitation, a thank-you and name/signature.

Section II — Reading and Responding

Part A

Question 7 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a sound understanding of what we learn about the author in stanzas 1–2 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

We learn that the author is a school student who has migrated from Vietnam to Australia.

Question 7 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how the author’s emotions change throughout the poem with detailed reference to language and content 	7
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how the author’s emotions change throughout the poem with reference to language and content 	6
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how the author’s emotions change throughout the poem with some reference to language and/or content 	4–5
<ul style="list-style-type: none"> • Demonstrates some understanding of the author’s emotions with limited reference to language and/or content 	2–3
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Initially the author feels optimistic (bright future, rush to school) but then he starts to feel lonely because he doesn’t know anyone around him (stranger, strange). He feels anxious and this is seen by the question mark/rhetorical question (Why I still don’t understand?) and emotive language/exclamation mark (Alas!). He can’t communicate or read because of his poor English skills “ngôn ngữ bất đồng”. He also feels nostalgic because he misses his school friends and life in Vietnam and this is seen through his use of further emotive language (tears, forever my dear).

As the poem progresses, the author starts to feel more positive because of his ability to develop closer relationships with school friends, as seen through repetition (day after day, month after month) with positive and emotive phrases (each day friends become closer). He now feels proud because as a result of his hard work he has been rewarded with academic success (use of adjectives – elite, outstanding students). The author also starts to feel more confident of his future, through the use of the metaphor (the eagle expands its wings, flying in the blue sky). Finally, the author is grateful to Australia and his parents when he uses the repetition of an emotive word (thank you).

Question 8 (a)

Criteria	Marks
• Demonstrates a sound understanding of what has prompted @Do.org to write the post	2
• Provides some relevant information	1

Sample answer:

They believe online learning is best for education and want virtual classrooms instead of traditional classrooms to be adopted.

Question 8 (b)

Criteria	Marks
• Demonstrates a perceptive understanding of how @Hieuhoc.gr responds to @Do.org’s post with detailed reference to language and content	5
• Demonstrates a thorough understanding of how @Hieuhoc.gr responds to @Do.org’s post with reference to language and content	4
• Demonstrates a sound understanding of how @Hieuhoc.gr responds to @Do.org’s post with some reference to language and/or content	3
• Demonstrates some understanding of what @Hieuhoc.gr says	2
• Provides some relevant information	1

Sample answer:

@Hieuhoc.gr responds to @Do.org strongly and opposingly. Firstly, they state their genuine skills of technology as ‘digital natives’ to show they are also experienced and comfortable using technology. They use @Do.org’s language but change it to a positive meaning ‘vay quanh – xung quanh’ to show the necessity and benefit of peers in class. They share their experiences to give evidence of the advantages of traditional classrooms (learn the best, focus is only on learning) versus the disadvantages of virtual classrooms (distractions of the web, source of gaming). Lastly, ‘Qua that vong!’ exclaims @Hieuhoc’s disappointment towards ‘the launch of online learning’ and also virtual classes on their own, since their ‘enthusiasm and quality of learning have gone way down’.

Question 8 (c)

Criteria	Marks
<ul style="list-style-type: none"> Explains thoroughly what @Me is concerned about, with reference to the text 	4
<ul style="list-style-type: none"> Gives a sound explanation of what @Me is concerned about, with some reference to the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of @Me's concerns 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

@Me is concerned about her son's wellbeing and learning while he is learning online. Her son may fall into the temptation of online games again when he sees game advertisements on the web. He seems to have been transformed from energetic to lethargic as a result of sitting in front of a computer screen for hours every day. Instead of being taught, Tu has to teach himself, as there is no interaction happening during online lessons. She regrets wasting money for nothing good, and forcing her son to study virtually.

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

2021 HSC Vietnamese Continuers 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	3	The Vietnamese-speaking communities — advertisement	H3.1
2 (a)	1	The individual — telephone conversation	H3.1
2 (b)	3	The individual — telephone conversation	H3.5
3	6	The changing world — speech	H3.6
4(a)	1	The Vietnamese-speaking communities — conversation	H3.1
4 (b)	6	The Vietnamese-speaking communities — conversation	H3.5

Section I — Listening and Responding

Part B

Question	Marks	Content	Syllabus outcomes
5	4	The changing world — conversation	H3.4
6	6	The individual — conversation	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
7 (a)	2	The Vietnamese-speaking communities — poem	H3.5
7 (b)	7	The Vietnamese-speaking communities — poem	H3.6
8 (a)	2	The Vietnamese-speaking communities — posts	H3.4
8 (b)	5	The Vietnamese-speaking communities — posts	H3.6
8 (c)	4	The Vietnamese-speaking communities — posts	H3.4

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
9	10	Email — the individual — email	H1.1, H1.2, H2.1, H2.2, H2.3

Section III — Writing in Vietnamese

Question	Marks	Content	Syllabus outcomes
10 (a)	15	The individual — diary entry	H2.1, H2.2, H2.3
10 (b)	15	The Vietnamese-speaking communities — diary entry	H2.1, H2.2, H2.3