Vietnamese A Literature

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 19	20 - 35	36 - 48	49 - 61	62 - 73	74 - 84	85 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 20	21 - 35	36 - 48	49 - 60	61 - 71	72 - 82	83 - 100

General Comments

This is the first year of the new Vietnamese A: Literature course and, overall, candidates demonstrated a very good understanding of the works studied. Most centres complied with the regulations and requirements for this Diploma Programme subject and made a great effort in the completion of the tasks particularly the administrative and clerical procedures.

Higher level and standard level internal assessment

Component grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 10	11 - 13	14 - 17	18 - 21	22 - 25	26 - 30

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 8	9 - 12	13 - 16	17 - 19	20 - 23	24 - 30

The range and suitability of the work submitted

All centres were helpful when writing candidates' names and numbers clearly on the forms. Candidates' names and numbers were clearly stated at the beginning of the recordings and were also announced at the end of the task.

The appropriate genres were selected by teachers. The passages chosen were appropriate in length and content. Please note that when there is more than one candidate taking the exam in a school, passages and guiding questions should be different; please refer to the section in the *Language A: Literature guide* that explains how to choose extracts for the individual oral commentary (SL: p 55, HL: p. 64).

Candidate performance against each criterion

Criterion A: Knowledge and Understanding of the extract or work/ the poem.

Candidates demonstrated very good understanding of the extracts. However, in some cases, they tended to summarize the content of the passages. They should discuss the passage comprehensively and justify their ideas with detailed references to the text.

Criterion B: Appreciation of the writers' choices

This criterion is new; therefore, some candidates did not understand it fully.

Some candidates tended to explain the content rather than to interpret the authors' ideas and choice of language devices, style and techniques. They should explore and show their appreciation of the writers' choices in terms of language, techniques and style. Candidates' interpretations must be based on details from the passage.

Criterion C: Organization and Presentation

Candidates' responses should be more focused on the guiding questions. Some candidates could not develop a persuasive argument whereas good candidates chose relevant examples from the passage to support their arguments.

Criterion D: Language

The majority of candidates wrote in a very clear and concise manner. Generally, candidates have shown a high competence in Vietnamese. They often chose appropriate vocabulary and used the language well. Some candidates were less confident in the delivery of their commentaries.

Recommendations and guidance for the teaching of future candidates

Candidates should be encouraged to respond to the guiding questions and teachers should ensure that they have sufficient practice of formal oral literary commentaries in order to help them develop the necessary skills as well as their confidence.

It is essential that teachers have a clear and precise understanding of the nature and requirements of the individual oral commentary and follow the guidelines that appear in the subject guide.

Subsequent questions should be used to help candidates develop either some areas they have overlooked or to clarify the points made during their commentary.

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Further comments

Most centres complied with the regulations and requirements. This year, almost all centres uploaded audio files and the relevant electronic forms.

Candidates performed well in their interpretations of the ideas found in the extracts. Their responses were very clear and precise and they used a wide range of vocabulary and sentence structures when responding to the questions.

Higher level and standard level written assignment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 20	21 - 25

The range and suitability of the work submitted

In general, the majority of written assignments showed that candidates had a very good knowledge of the aspects of literary texts, styles and structures. However, some candidates did not demonstrate an understanding of the new assessment criteria for this component. Overall, the quality of their written assignments was reasonably good.

The works taught were usually satisfactory and very well understood and there were appropriate links between the two works in both assignments.

Candidates' main strength was the use of appropriate vocabulary and sentence structures.

Some candidates, at both levels, tended to summarize the content of the works rather than to explore and analyse the literary features.

Candidate performance against each criterion

Generally speaking, most assignments were very good. The selection of the topics for the tasks and the works used were appropriate.

Criterion A: Fulfilling the requirements of the reflective statement

Candidates seemed to have difficulty fulfilling the aims of the reflective statement and some couldn't show their understanding of cultural and contextual elements.

Criterion B: Knowledge and understanding

Candidates demonstrated a good understanding of the selected works. They succeeded in identifying the main ideas in the works used and in establishing a link with the chosen topics.

Some candidates did not carry out a true comparison in their assignments but instead addressed the works separately and in an unbalanced manner. Sometimes, the topics chosen were not varied enough or the chosen aspects were too general.

Candidates need to develop a sense of cultural and social understanding which is essential to achieve good marks in this criterion.

Criterion C: Appreciation of the writer's choice

Some candidates, at both levels, tended to summarize the contents of the works rather than to explore literary features. Candidates should show their appreciation of the writer's choices of technique and style which are used to shape meaning in their works.

Criterion D: Organization and development

Most assignments were written in an appropriate format and carefully proofread with cover sheets that were completed correctly.

Sometimes, ideas were neither well organized nor developed. Some candidates seemed to summarize the content of the work and gave a description of the characters.

Criterion E: Language

The Vietnamese language used in the assignments was excellent in terms of vocabulary and sentence structures.

Recommendations and guidance for the teaching of future candidates

Candidates should be guided to write appropriate reflective statements and include introductions in their essays.

They should be guided in choosing a variety of topics and should have practice in writing comparative essays. They should be able to explain how the authors' choices are being expressed through different literary features.

Candidates should be encouraged to express their personal response and to produce more creative assignments.

Teachers should help candidates understand the assessment criteria and candidates should bear them in mind when writing their essays.

Higher level and standard level paper one

Component grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 8	9 - 11	12 - 13	14 - 15	16 - 17	18 - 20

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 9	10 - 11	12 - 13	14 - 15	16 - 17	18 - 20

General comments

Both higher and standard level candidates have shown an excellent understanding of the main themes and content of the texts. They demonstrated a good knowledge of Vietnamese literature and a high competence in Vietnamese language. They should ensure that they include their appreciation of the writers' choices such as literary features, style and techniques as well as the themes and content of the text-types.

Some candidates tended to explain the content of the texts and produced less personal responses.

The areas of the programme and examination which appeared difficult for the candidates

At standard level, both texts, the prose extract "*Mẹ chồng nàng dâu*" by Nguyễn Thị Thanh Dương and the poem "*Đôi dép*" by Nguyễn Trung Kiên, were equally popular amongst candidates. At higher level, a high number of candidates chose the prose extract "*Thư gởi mẹ*" by Nguyễn Trung Hiếu with the reminder choosing the poem "*Hương Thu*" by Luân Hoán.

Candidates generally understood and interpreted the texts very well. The analysis and appreciation of the writers' choices (criterion B) is the relatively weak aspect of some responses with candidates merely explaining the content of the extracts paragraph by paragraph; candidates should be reminded that they should analyse and comment on literary features and style. Some candidates commented more on the use of vocabulary and sentence structure but neglected other literary techniques and style.

The areas of the programme and examination in which candidates appeared well prepared

Overall candidates performed very well in terms of their understanding and interpretation of the texts.

Most candidates used very clear and precise language with good grammar.

The strengths and weaknesses of the candidates in the treatment of individual questions

The quality of the candidates' response to the questions was in many cases satisfactory and relevant. The use of Vietnamese language by most candidates was very clear and precise with a high accuracy of grammar. However, some candidates were not good enough in Vietnamese to write commentary and literary criticism and this should be practised in class.

At standard level, the guiding questions aim to help candidates access the extract and organize their ideas but some candidates followed them too closely, therefore, some responses tended to be rigid and lacking in personal response.

Prose passages

The passages "*Thư gởi mẹ*" by Nguyễn Trung Hiếu at higher level and "*Mẹ chồng nàng dâu*" by Nguyễn Thị Thanh Dương at standard level were both suitably accessible for candidates who found the topics of love and social issues interesting for commentary.

The most successful candidates at standard level were those who carried out a close textual analysis that integrated their personal response to the questions.

The main weakness was that some candidates had a tendency to summarize and paraphrase the extract, rather than carrying out an analysis of the text.

Poems

The poems "*Hương Thu*" by Luân Hoán at higher level and "*Đôi dép*" by Nguyễn Trung Kiên at standard level were also suitable for the candidates because the themes and content related to Vietnamese culture and customs and the poets used accessible vocabulary and a clear poetic style. Candidates showed their understanding of the style and devices employed. Their analysis was detailed and well-illustrated with pertinent examples. Most candidates used a variety of vocabulary and effective sentence structures in their writing.

Recommendations and guidance for the teaching of future candidates

Candidates should have sufficient practice in writing literary commentaries on both, prose passages and poems, particularly focussing on exploring the writers' choices of language, structure, style and technique. Teachers should ensure that candidates are taught how to pay attention to the effects of the techniques and style employed by the authors.
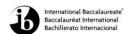
Candidates should be reminded that a summary of the text and the author's biography are not appropriate for the commentary and their limited time within the examination would be better used for textual analysis.

Higher level and standard level paper two

Component grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 8	9 - 12	13 - 16	17 - 19	20 - 22	23 - 25

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 9	10 - 13	14 - 16	17 - 19	20 - 22	23 - 25

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General comments

At standard level, the majority of candidates chose questions 3 and 6 and focused their responses on cultural issues and social problems. At higher level, the majority of candidates selected questions 1 and 6.

The areas of the programme and examination which appeared difficult for the candidates

Some candidates' responses were too short and only dealt with the basic plot outline of the works.

The areas of the programme and examination in which candidates appeared well prepared

Candidates demonstrated a good understanding of the works studied and were well prepared for comparative writing. Candidates' responses were well organized and were presented in appropriate formats showing an accurate and precise use of Vietnamese vocabulary and sentence structures.

Most candidates successfully developed their arguments in their comparisons of the different aspects of the chosen works, and generally provided appropriate references and examples to support their ideas.

The strengths and weaknesses of the candidates in the treatment of individual questions

The candidates' main weaknesses were shown in the lack of appreciation of the writers' choices of literary devices and in responding to the demands of assessment criteria B and C.

Many candidates wrote excellent introductions. However, some wrote conclusions which were too simple and short.

Some candidates could not maintain a balance between the two works being discussed and other candidates summarized the works studied in their writing instead of establishing a comparison between the works.

Recommendations and guidance for the teaching of future candidates

Candidates should be taught how to produce a response in a wide range of writing styles such as comparative, persuasive, informative, etc.

Candidates should be familiar with the new assessment criteria which can help them meet the requirements, particularly for criterion C.

Candidates should be given guidance on which works should be used and how to incorporate appropriate examples from the works they have read.

Candidates should understand clearly the nature of the questions in Paper 2.

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