Vietnamese A: Literature

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 20	21 - 39	40 - 50	51 - 61	62 - 73	74 - 83	84 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 19	20 - 37	38 - 49	50 - 61	62 - 71	72 - 82	83 - 100

General Comments

This year in the Vietnamese A: Literature course candidates performed quite well overall, particularly on written assignments. Most teachers complied with the regulations on choosing the works from the Vietnamese prescribed book list. All centres have made a great effort in the completion of their tasks in terms of administrative and clerical procedures. Higher Level candidates improved significantly and have demonstrated high competence in Vietnamese.

Higher level internal assessment

Component grade boundaries

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 internal assessment

Component grade boundaries

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 loaded up oral works smoothly and sent the examination forms with candidates' names and numbers clearly stated. Most candidates' names and numbers were announced at the beginning of the recordings and also at the end of the task.

The passages chosen were appropriate in length and content. 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 rather than just explaining it sentence by sentence.

Criterion B: Appreciation of the writers' choices

Most candidates did not understand it fully. Some candidates nearly ignored this criterion.

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 the passage.

Criterion C: Organization and presentation

At standard level, candidates' responses should be more focused on the guiding questions. Some candidates could not give relevant examples to support their arguments and their ideas were not always well organized.

Criterion D: Language

The majority of candidates have shown a high competence in Vietnamese. They used appropriate vocabulary and sentence structures well. Some candidates were less confident in the delivery of their commentaries.

Recommendations for the teaching of future candidates

Teachers should ensure that candidates have sufficient practice of formal oral literary commentaries and 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 rather than just for explanation.

Further comments

This year, almost all centres uploaded audio files and the relevant electronic forms on time.

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 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

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

At higher level, the majority of candidates had a very good knowledge of the aspects of literary texts, styles and structures. However, some candidates did not understand the new assessment criteria for this component. Overall, the quality of the written assignments was reasonably good.

The works studied were generally very well understood although there were some cases when candidates confused the genres, particularly between short stories and longer prose texts. In some cases, there was no link to the two works studied in the assignments.

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

Many candidates seemed to not understand the aims of the reflective statement and some couldn't show their understanding of cultural and contextual elements. This is an area for improvement in the preparation of future candidates.

Criterion B: Knowledge and understanding

Most candidates demonstrated a good understanding of the selected works. They can identify the main ideas in the works. However, they did not fully discuss their ideas 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 on 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 is 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. Some are very well organized in appropriate formats.

However, some candidates tended to summarize the content and provide a description of the characters.

Criterion E: Language

Most candidates showed an excellent use of Vietnamese in terms of vocabulary and sentence structures.

Recommendations for the teaching of future candidates

Candidates should be guided to write appropriate reflective statements and introductions for 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.

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Higher level paper one

Component grade boundaries

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

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 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 texts.

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

Candidates generally understood and interpreted the texts very well. Some candidates tended to explain paragraph by paragraph rather than to analyse and comment on literary features and style.

The majority of higher level candidates chose equally both the prose text "*Cuộc đời mẹ tôi*" by Duyên Anh and the poem "*Áo còn vương lại*" by Từ Kế Tường. At standard level, a large number of candidates chose the prose extract "*Con Trai tôi*" by Tràm Cà Mâu and the rest chose the poem "*Tràng Giang*" by Huy Cận. Some candidates commented more on the use of vocabulary and sentence structure but neglected other literary techniques and style.

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.

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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

Most candidates used very clear and correct vocabulary and sentence structures. Their responses to the questions were, in many cases, satisfactory and relevant. However, some candidates should receive further guidance and sufficient practice on how to write a commentary and literary criticism.

At standard level, the guiding questions aim to help candidates access the extract and organize their ideas but some candidates did not follow them too closely, therefore, some responses tended to be rigid and lacking in personal response.

Prose passages

The passages "*Cuộc đời Mẹ tôi*" by Duyên Anh at higher level and "*Con trai tôi*" by Tràm Cà Mâu at standard level were both suitably accessible for candidates who found the topics of mothers' love and social issues interesting for commentary.

The most successful candidates at higher level 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 "*Áo còn vương lại*" by Từ Kế Tường at higher level and "*Tràng Giang*" by Huy Cận at standard level were also suitable for the candidates as 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

Sufficient practice in writing literary commentaries on both, prose passages and poems should be encouraged, particularly focussing on exploring the writers' choices of language, structure, style and technique. Teachers should ensure that candidates understand how to appreciate 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 unseen commentary and their limited time within the examination would be better used for textual analysis.

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Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 11	12 - 14	15 - 16	17 - 19	20 - 21	22 - 25

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 11	12 - 14	15 - 17	18 - 19	20 - 22	23 - 25

General comments

Questions 2 and 5 were the most popular at standard level. Candidates' responses have shown that they are interested on cultural issues and social problems. At higher level, the majority of candidates selected questions 1 and 4. They demonstrated that they had a good knowledge and understanding of the works studied.

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

At standard level, 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

The good knowlege and understanding of the works studied has been shown in the candidates' responses to the topics. Candidates' responses were presented in appropriate formats showing an accurate and precise use of Vietnamese vocabulary and sentence structures.

Some candidates successfully developed their arguments in their comparisons of the different aspects of the chosen works. Some provided appropriate references and examples.

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

At standard level, 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.

Some candidates could not write appropriate introductions. Some wrote conclusions which were too simple and short.

Many 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 criteria B and C.

Candidates should understand clearly the nature of the questions in Paper 2 and how to respond in order to meet the requirements of the assessment criteria.