2022 VCE Chin Hakha written external assessment report

General comments

Most students were familiar with the structure of the VCE Chin Hakha written examination. Most of the students were well prepared as they answered all questions and produced very good responses. They were able to identify the information from the texts and provide detailed answers which effectively addressed the questions. These students read the questions carefully by looking closely at the key words in the questions. However, some students were unable to complete all the questions because they did not take note of key words and therefore did not respond to all aspects of each question. These students tended to make basic errors, mostly in spelling and grammar, and often did not make full use of their dictionaries.

Specific information

Section 1

Students who scored highly in this section carefully read the questions and identified the correct answers required from the aural information. Those who did not score well tended to provide irrelevant responses instead of providing a response from the listening text.

Part A – Listening and responding in English

Question 1

* You may regret it later.
* You may not enjoy your work.
* Your work can make you feel unsatisfied/unmotivated as times goes by and eventually you will want to quit your job.
* Parents might not know the different opportunities and types of jobs offered to young people.

Most students provided two or three answers, with only a small number of students able to identity all points. Most students were not able to identify the last point that ‘parents might not know the different opportunities and types of jobs offered to young people’.

Question 2

* The ability to be your own boss / leader / to choose your music.
* The ability to work and rest at your own will.
* Because of unforeseen reasons the business might fail / it’s difficult to predict the future.
* Working long hours during peak season.

Most students answered this question correctly. Those who did not mention all four points, and instead repeated the same point twice, were not awarded full marks. For example, ‘because of unforeseen reasons the business might fail’ is considered the same as ‘difficult to predict the future’.

Question 3

* In Australia everyone on the street smiles and greets you, but this doesn’t happen in Chin State.
* You don’t get to know your neighbours in Australia (or visit them), whereas you do in Chin State.
* In Australia you are allowed to wear shoes when you visit; in Chin State you aren’t allowed.
* In Australia you maintain eye contact when speaking to each other, whereas in Chin State you look down when speaking to elders and authoritative figures.
* Crossing arms in front of a teacher is considered a sign of respect in Chin State, but a sign of disrespect in Australia.
* Children in Australia are allowed to express their opinion to teachers, parents and grandparents whereas this is not the case in Chin State.
* Christmas is associated with winter in Chin State, but it’s associated with summer in Australia.

This was a challenging question for most students. Only a handful of students answered this question correctly; many students provided only three or four relevant answers. Some students provided irrelevant responses and did not compare the cultural differences between Australia and Chin. It is important to note the key words in exam questions.

Part B – Listening and responding in Chin Hakha

Question 4

* *Laam pawl an tuanbia na theih lai.* (Learn the history of the dances and their significance.)
* *Chin laam, Cawnglaizawnh laam tibantuk na thiam lai*. (Learn traditional Chin dances, such as Cawnglaizawnh dance. / Preserve culture)
* *Laam tikah hrukaihmi thilpuan le hla pawl na theih lai.* (Learn about costumes and songs.)
* *Na miphun hawi, nangmah he ruahnak aa khatmi pawl he nan i tong lai*. (Social interaction with your own people/community.)

Most students provided two or three answers and only a handful of students were able to identify all points. Most students were not able to identify the second point, ‘*Chin laam, Cawnglaizawnh laam tibantuk na thiam lai* (learn traditional Chin dances, such as the Cawnglaizawnh dance)’.

Question 5a.

* *Kawl siangpahrang nih lak lo ding in mawngcik an i thuhnak a si.* (To become unattractive so that they will not be taken by the princes and kings from neighbouring countries.)
* *Chin miphun ṭeng nge cio phunkhat le phunkhat i thleidan khawhnak caah le fir an ton sual ah theih khawhnak caah an hmai ah mawngcik an rak i chunh*. (To differentiate between tribes, in case one gets kidnapped.)

Most students provided one answer and only a small number of students were able to identify both points. Many students provided irrelevant answers. Students who answered *‘kawl siangpahrang nih lak lo ding* (they will not be taken by the princes and kings from neighbouring countries)’ could not be awarded a mark.

Question 5b.

* *muici caah hnah* (leaves for colour)
* *ṭhim caah hling hna hman an si* (thorns as needles)

Most students were able to identify both points.

Question 6a.

*A miaknak pahnih* (Two benefits):

* *Na phaisa bawm ken a hau ti lo, na phone hmang in na liam khawh cang*. (You don’t have to carry your wallet with you, you can now pay digitally.)
* *Na phone nih na tuah awk a herh mi kha an theihter ṭhan khawh*. (Your phone can remind you of the things you need to get done.)

*A miaklonak pahnih* (Two potential drawbacks) :

* *Phone le laptop hmai lawng ah na zoh zungzal ahcun a hnu ah na mit a rawk kho*. (You may damage your eyes from looking constantly at your phone and laptop screens in the long run.)
* *Na phone le laptop lawng naa rinh sual hna lai i a herh lo tiang zong in na zoh hna lai*. (It could lead you to a total dependence on your gadgets / you might spend a lot of time looking at your phone even when it is unnecessary.)

Most students were able to identify all four points. Most of the responses indicated a good understanding of the text and an ability to select the relevant information.

Question 6b.

* *Nifatin in a tuah ding rian hna kha a phone chung ah a khumh.* (He began to record his daily schedule onto his phone.)
* *A bank card kha a phone ah a pehtlaihter*. (He connected his bank card to his phone.)
* *A biapi deuhmi thil hna kha a phone ah hmaan a thlak hna i, cuka ah cun a khumh hna*. (He took photos of important things on his phone and stored them there.)

Most students were able to identify all three points. Most of the responses indicated a good understanding of the text and an ability to select the relevant information.

Section 2

Part A – Reading and responding in English

This part of the examination tests how well students understand written texts. The majority of students demonstrated an understanding of the written texts. Students who scored highly responded to questions with precise answers and paid attention to the finer details in the texts. Students who did not score highly responded to questions with irrelevant answers that were sometimes very long, as they focused on translating the text without specifically answering the questions.

Question 7a.

* An expensive medicinal species to sell to China (in the past).
* To grow and sell orchids with beautiful flowers in Chin State for home decoration (in the present).

Many students were able to identify both points. Some students were not able to identity the second point. Responses that did not include ‘to grow and sell orchids in Chin State for home decorations’ could not be awarded a mark.

Question 7b.

* They need a warm, tropical area.
* They can grow in soil and other plants or on rocks by having their roots cling to them.

Most students were able to identity both points.

Question 7c.

* Its rareness / It’s hard to reach
* Its colour and unique shape

Most students answered this question correctly, but those who did not mention both points, and instead repeated the same point twice, were not awarded full marks. For example, ‘its rareness’ is considered the same as ‘hard to reach’.

Question 8

* Using dynamite, bombs and cast net, chemical poisioning of water, fish wires and traps.
* Catching fish smaller than 5 cm.
* Going fishing without a license.
* Bringing plastic to the river.

Only a small number of students answered this question correctly. Many students provided only one or two relevant answers. Students who did not mention all four points, and instead repeated the same point twice, were not awarded full marks. For example, ‘using dynamite’ is considered the same as ‘using bombs’ or ‘chemical poisioning of water’.

Part B – Reading and responding in Chin Hakha

Question 9

Formal letter format:

* Date
* Dear Sir/Madam
* The Hornbill Chin Association
* At the end of the letter: Sincerely Yours / Respectfully Yours

The body of the letter should include:

* expert level knowledge of Chin traditions and ways of life
* expert level knowledge of Chin history
* expert level knowledge of Chin games and music
* native knowledge of the Chin Hakha language
* full professional proficiency in English
* a thorough understanding of cultural heritage legislation and conservation principles in Australia
* vision of the work
* importance of commitment to teamwork.

It appears that most students understood the text well and responded to it accordingly. Students who scored highly wrote in a formal letter format and used complex grammatical structures with a good command of Chin Hakha. Students who did not score highly did not respond in a formal letter format and made many grammatical errors such as *‘u pat nak he’* (respect fully yours)instead of *‘Upatnak he*’ (Respectfully yours).

Section 3 – Writing in Chin Hakha

Students were required to demonstrate an ability to express ideas in Chin Hakha and to write a response in the text type and style of writing required. Students who scored highly wrote in the required style and text type and used complex grammatical structures with a good command of Chin Hakha. Their responses demonstrated relevant and significant information, ideas and opinions, and effective structuring and sequencing of ideas. Students who did not score highly made grammatical and spelling errors and responded to the topics with insufficient depth and meaning. Often their writing did not demonstrate the appropriate features of the required style of writing and text type.

Question 10

Students were required to write a diary entry in which they expressed their thoughts and experiences about being a soccer coach for teenagers.

Responses may have included:

* date
* a brief introduction about the team
* ways the coach (the writer) inspires the team
* ways the team defeats their opponents
* what tactics the coach deploys to the team
* what successes they achieved
* what makes them a very good team.

Many students chose this topic. Students who scored highly applied a diary entry format or personal writing style, clear sentence structures and complex grammatical structures with a broad range of appropriate vocabulary.

Question 11

Students were required to write a script for a speech in which they informed their school community of their different thoughts and ideas on the topic ‘Food as part of a cultural identity’.

Responses may have included:

* introduction of the topic
* definitions of culture
* definitions of identity
* personal opinions about food as a cultural identity with examples.

Many students chose this topic. Students who scored highly applied an informative writing style, successfully integrating information and ideas in an effective manner with an excellent command of Chin Hakha.

Question 12

Students were required to write an imaginative story in which they described a pleasant and unexpected incident that took place and how the community responded to it.

Responses may have included:

* title
* a brief introduction of the Chin Harvest Festival (Tho) event
* description of what kind of occurrence took place
* how the event organisers responded to it with examples
* conclusion

Very few students chose this topic. Students who scored highly applied an imaginative writing style and demonstrated creativity to entertain the reader. They used clear sentence structures, variation in sentence length and complex grammatical structures to create an atmosphere or to convey a particular emotion, such as *‘ruahlo piin’* (suddenly) and *‘lau ngai in’* (surprisingly).