2023 VCE Chin Hakha written external assessment report

General comments

Most students were familiar with the structure of the 2023 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 that 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. Students are encouraged to study past Chin Hakha past examinations to improve their listening, reading and writing skills. Students are also encouraged to listen to different genres of Chin Hakha songs, interviews and conversations to improve their listening skills.

Specific information

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

Section 1: Listening and responding

Part A – Listening and Responding in English

* Because she is a strict follower of Chin traditional ways of life.
* Chin ancestors didn’t celebrate birthdays and she shares their view.
* She has household chores to do.
* She will not be able to take a day off as she already took a lot in the past weeks.
* The mother gets very tired when she goes out in the evenings.

Most students were able to identity four out of five points, with only a small number of students unable to identity four points.

Question 2

* It will be held outdoors so there will be more activities / different experience.
* To eat Chin traditional food that is not available every day / There will be a variety of Chin traditional food such as *sabuti, sacek, sathluak, sanghra thur, chang* and many more.
* To find out how traditional Chin clothes are made as there will be a Chin traditional backstrap weaving demonstration.
* It is a good opportunity to see friends and their families that they haven’t seen in a long time.

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 third point, ‘Find out how Chin clothes are made as there will be a Chin traditional backstrap weaving demonstration.’

Question 3

Advantages:

* It is good for your health.
* The lack of synthetic fertilisers results in less pollution for the soil.
* The soil will last longer, therefore it can be used to grow other produce again and again.

Disadvantages:

* Growing organic food can be very problematic as you need to dedicate extra time and effort.
* It is more expensive.
* It is not ideal for busy families as it requires frequent replacement due to it being easily spoilt and rotten.
* Its availability is limited because it is only sold at certain grocery stores.

This was a challenging question for many students. Only a handful of students answered this question correctly; many students provided only three or four relevant answers. Some students provided irrelevant responses. It is important to note the key words in exam questions and respond specifically to these words.

Part B – Listening and responding in Chin Hakha

Question 4

*Sang hmuhtonmi* (Sang’s experience):

* *A kum upa cangmi a nu le pa ka zokhkhenh khawh pah hna*. (He can look after his elderly parents while working.)
* *A herhnak ah kalpi khawh nak caan tam deuh a ngei*. (He has more time to take them to their appointments.)
* *A thinlung a dai i ka rianṭuan hma a kal deuh*. (He feels calmer and can work more productively.)

*Sui hmuhtonmi* (Sui’s experience):

* *Inn ah cun zung rianṭuan le pumpak sining thlendan khawh a har ngai a ruang cu ka fale nih hna an ka hnawh lengmang.* (She couldn’t separate her professional and private life as her children constantly required her attention.)
* *Rianṭuan ṭi hawile kha a ngai tawn hna a ruang cu anmah he coffee din ṭi le chuncaw ei ṭi kha a nuam a ti kho tuk.* (She missed interaction with colleagues because she liked having coffee or lunch with them.)

Most students provided four or five answers, with only a small number of students able to identity all points. Responses that did not mention all five points, and instead repeated the same point twice, were not awarded full marks. For example, ‘she missed interaction with colleagues’ is considered the same as ‘she missed having coffee with colleagues’.

Question 5

*Sam nih maivan thil cawk a duhlonak cu*: (The reasons why Sam doesn’t want to do online shopping are:)

* *A herh caan ah a phanh manh tawn lo pinah an tining caan nakin a rau deuh tawn*. (There can be shipping problems, which result in products not arriving in time.)
* *Maivan ah fakthanhnak a hman lo mi a tam tuk*. (There are also too many pop-up advertisements these days.)
* Thilri pawl ah tonghta hmasa khawh an si lo. (You cannot touch products.)

Most students were able to identity three points, with only a small number of students unable to identity all three points. Most of the responses indicated a good understanding of the text and an ability to select the relevant information from it.

Question 6

* *Nu lei si lo in pa lei nih nupi hal ding ah mi an thlah hna*. (There’s a preliminary marriage proposal not by parents but by representatives sent by the groom’s parents.)
* *Puai zaan ah pa lei inn ah mo thlahnak tuah a si*. (On the wedding night, family members and relatives [gather at the bride’s house] and escort the bride to her husband’s house.)
* *Pa lei nih mo an rak thlahmi kha donnak an ngei*. (The groom’s family gather [at his house] to receive and welcome the bride.)
* An theih bal lo mi le an hmuh bal lo mi hna zong ah puai ah an auh tawn hna. (Parents invite relatives that the bride and groom may have never met.)
* *Sa kha dawr ah cawk lo in a pum in an thah*. (Instead of buying meat from stores they slaughter animals.)
* *Mi dang fial lo in nu le pa lei chungkhat le theihhngalh nih rawl an chuan tawn*. (It is not catered by outside caterers, but family and relatives prepare the food.)
* *Puai ah hla a sa mi le a laam mi hna nih man an la lo / dawtnak in hla a sa mi le a laam mi an si*. (The singers and dancers who perform at the wedding do not get paid / they perform out of love for the married couple.)

This was a challenging question for many students. Only a handful of students answered this question correctly; many students provided only three or four relevant answers. Some students provided irrelevant responses. It is important to note the key words in exam questions and respond specifically to these words.

Section 2: Reading and Responding

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. Higher-scoring responses were precise and paid attention to the finer details in the texts. Lower-scoring responses were and sometimes very long because they focused on translating the text without specifically answering the questions.

Question 7

* He became the youngest ever member of parliament in Myanmar at the age of 21.
* Despite growing up in the small village, he could read, speak and write Chin Hakha, Burmese and English at the very young age of 15.
* At the age of 19, he became a teacher, which was unheard of among the Chin people at the time.
* He was elected as a member of parliament at a time when politics was dominated by males aged over 50.
* He wrote one of the best books in Chin Hakha language/He wrote Ka Zah Pi Lo, which was voted the best Chin Hakha book of the 20th century.
* He survived the harsh conditions of jail for eight years.
* He founded a Christian church called The Church and became one of the best known and a somewhat controversial Christian ministers.

This was a challenging question for many students. Only a handful of students answered this question correctly; many students provided only three or four relevant answers. Some students provided irrelevant responses or repeated the same point twice. It is important to note the key words in exam questions.

Question 8

* For each of them to use the book every third day.
* To use it together during mutually available spare time at school.
* Nathan would like Biak to respond to his text message within three days so they can both use the book for their learning.

Most students were able to identity two points, with only a small number of students unable to identity all three points. Most students were unable to identify the third point that ‘Nathan would like Biak to respond to his text message within three days …’

Part B – Reading and responding in Chin Hakha

Question 9

* Text type: Email
* Kind of writing: Informative
* Audience: Friend

Students were required to write an email to a friend informing them of preparations that they have to made to attend the anniversary of the Chin Youth Organisation.

The body of the text should include:

* *mawṭaw rit lonask sii* (medicine for getting car sickness)
* *zawt sual ah sii din dingmi le i thlopnak ding a herhmi* (first-aid kit and medicine for sickness caused by difference in climate and environment)
* *rawl ei khawh lo sual ah ei ding cheu khat i ken/siloah pawfawh sii i ken din*g (bringing extra foods if one could not eat foods they provide, and pills for stomach-ache if getting sick from foods they provide)
* *fikfa sehlonak sii i ken le raifenh sii i chunh cia* (bringing bug spray for mosquitoes [or similar])
* *ti thing din ding tampi i ken ding* (bringing plenty of clean water bottles)
* *khualtlawnnak ah a herhmi ca pawl i ken dih, tahchunhnak ah* passport, visa *tbk* (travel documents such as passport and visa, etc)
* *dah mei i ken ding* (bringing torches in case of a power shortage)
* *phak ding ni le caan ṭuanvo ngeitu sin thawngthanh philh lo ding* (not to forget to inform the event organisers of your arrival date and time).

It appears that most students understood the text well and responded to it accordingly. Students who scored highly wrote in an email format and used complex grammatical structures with a good command of Chin Hakha. Students who did not score highly did not respond in an email format and made many grammatical errors such as *‘ka dawt mi’* instead of *‘ka dawtmi’*.

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 formal letter to be published on a travel website in which they evaluated whether holiday plans should be discussed and reviewed by the entire family.

Responses may have included:

* a formal letter format addressing the editor of the travel website
* at least two examples of whether or not annual holiday plans should be reviewed by the entire family
* arguments for and arguments against (within the evaluation)
* concluding remarks
* characteristics of evaluative writing.

Students who scored highly applied a formal letter format, clear sentence structures and complex grammatical structures with a broad range of appropriate vocabulary.

Question 11

Students were required to write a diary entry in which they described their interactions with new work colleagues and feelings on their first day of work.

Responses may have included:

* date, day and time
* how they felt going to work on the first day
* a bad experience, or a good and pleasant experience
* interactions with colleagues; lessons learnt from the first day; whether the job as they expected
* future expectations and plans
* characteristics of personal writing.

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 the traditional way of life has been taken over by a new of life in 2050.

Responses may have included:

* a title
* an introduction to the year 2050
* at least two examples of Chin traditional ways of life that have disappeared
* at least two examples of the new ways of life that have replaced Chin traditional ways of life
* concluding remarks
* characteristics of imaginative writing.

Students who scored highly applied an imaginative writing style and demonstrated creativity to entertain the reader, successfully integrating information and ideas in an effective manner with an excellent command of Chin Hakha.