2024 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 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 Chin Hakha past exams 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.

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 using information from the listening texts.

Section 1: Listening and responding

Part A – Listening and responding in English

Question 1

* There is a variety of costumes/patterns.
* As they are handmade from pure silk, they are very durable.
* Their rarity and quality craftsmanship.
* Their cultural and historical significance / handwoven between 1910 and 1970.

Only a small number of students were able to identify four points. Most students were able to identify two or three out of four points.

Question 2

* It is a popular place for traditional fishing practices.
* It provides the region with sufficient food.
* It attracts tourists (for taking photos and videos), which benefits the local economy.
* It is a hotspot for picnics, which create a sense of community.

Most students provided two or three answers, with only a small number of students able to identify all points. Most students were not able to identify the third point, ‘It attracts tourists (for taking photos and videos), which benefits the local economy.’

Question 3a

* He adds crushed chilli, garlic, onion and mint to the pot at the beginning.
* He does not take out the piece of pork from the pot when it is tender.
* (When the glutinous rice is sticky) he changes the heat from high to medium and then adds salt, pepper and coriander to the pot.
* He serves it in a bowl or on a plate.

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

Question 3b

* She says it is good/softer.
* She is excited to learn the family recipe.
* She will make it right now to surprise her mother.

Most students were able to identify two out of three points, and a small number of students were able to identify all three points.

Part B – Listening and responding in Chin Hakha

Question 4

* *Biak nih phaisa a biapi ah a chia lo.* (Biak doesn’t think money is important in life.)
* *A nu nih phaisa a biapi ah a chiah.* (His mother thinks money is important in life.)
* *Biak nih mi nunnak ṭhanchoter a duh / dawtnak le midang duhnak thinlung ngeihter a duh hna. (Biak wants to improve people’s lives* / to be kind and caring to people.)
* *A nu nih sihni ṭuan sehlaw, rum seh ti a duh.* (His mother wants him to become a lawyer to get rich.)

Most students provided three out of four answers, with only a small number of students able to identify all points. Those who did not mention all four points, and instead repeated the same point twice, were not awarded full marks. For example, ‘Biak wants to improve people’s lives’ is considered the same as ‘she wants to be kind and caring to people’.

Question 5

* *Chin ringawn tum dan pakhat khat a hmangmi a si lai* (Chin music video that used at least one traditional Chin instrument)
* *Zatlang thawngzamhnak ah nuai 1 leng nih an zohmi Chin ringawn muicawl hla a si lai* (Chin music video that is viewed more than 1 million times on social media)
* *Volhpamhnak le huatnak bia a telh lomi Chin ringawn muicawl* (Chin music video that doesn’t use swear words and hate speech)
* *A khat lomi phu le biaknak karlak ah daihnak a um khawh nakding ah forhfialnak a tuahmi Chin ringawn muicawl hla* (Chin music video that promotes peace among different groups and religions)

This was a challenging question for many students. Only a handful of students answered this question correctly; many students provided only one or two relevant answers. Some students did not attempt to answer the question and some students provided irrelevant responses. It is important to note the key words in exam questions in order to respond appropriately.

Question 6a

*A tanglei pathum chung ah pahnih:* (Two out of three from the following:)

* *A pakhatnak ah, na thi, asilole, na cil na lak lai.* (Firstly, collect a sample of either your blood or saliva.)
* *Cun, mah kha na thi/cil kha zung ah seh nih rak hlathlai ding in na kuat lai.* (Then, send the sample to a laboratory where it will be analysed by a machine.)
* *A donghnak ah, a phi sullam ka thei kho lai lo ti na phan ahcun, ci-kawr lei cawnpiaktu sinah bawmh hal khawh a si / ci-kawr lei a thiammi nih a sullam an fianter lai*. (If you are unable to understand the results, a genetic counsellor will help you / A genetic counsellor will interpret and explain the results.)

Most students were able to identify two points only. A small number of students were unable to identify two points.

Question 6b

*Tuah a ṭhatnak:* (Advantages:)

* *Zawtnak pakhatkhat na caah ngeih a fawi deuh timi kha tuan hlan in kan theih khawh ahcun, mah cu zawtnak hrial khawh nak ding in lam rak kawl khawh a si*. (If you are at an increased risk of developing a certain disease earlier, it will allow us to take the necessary steps to minimise the risk of disease occurring.)
* *DNA hlathlainak nih hin nangmah na pum le na ngandamnak kong kha thuk deuh le fiang deuh in a kan theihter khawh*. (DNA gives us a much deeper and more accurate understanding of the body and health.)
* *Lung lei zawtnak, asiloah, thluak lei zawtnak hna na caah ngeih an fawi deuh maw fawi deuh lo ti zong a langhter*. (It can highlight predispositions to developing cardiac and neurological diseases.)

*Tuah a ṭhat lonak:* (Disadvantages:)

* *Zawtnak pakhatkhat ngeih na caah a fawi deuh ti na theih ahcun na lungretheihnak a karhter khawh.* (Knowing that you are at an increased risk of developing a certain disease might cause you more distress.)
* *Siibawi na si ve lo ahcun, a phi a chuak mi kha nangmah caah santlai ding in a sullam naa leh kho lai lo.* (If you are not a physician, you may not be able to interpret the results in a way that is meaningful for you.)

This was a challenging question for many students. Only a handful of students provided three or four points out of six points. Some students provided irrelevant responses. It is important to note the key words in exam questions and respond appropriately.

Section 2: Reading and responding

Part A – Reading and responding in English

This part of the examination tested how well students understood written texts. The majority of students demonstrated an understanding of the written texts. High-scoring responses provided precise answers and paid attention to the finer details in the texts. Lower-scoring responses were sometimes very long because they focused on translating the text without specifically answering the questions.

Question 7

* People living in the United States
* People living in India
* Young people aged between 26 and 35
* People working in the healthcare sector

Most students were able to identify three points, with only a small number of students able to identify all four points. Most students were unable to identify the third point: ‘People working in the healthcare sector’.

Question 8

* Unemployment
* De-skilling people
* Using pay machines is an issue for the elderly
* Because artificial intelligence does not have empathy, it cannot provide the proper care that a sick and elderly person needs
* Personal and collegial interactions disappear
* Friendships and relationships between people are not progressing as before

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.

Part B – Reading and responding in Chin Hakha

Question 9

* Text type: Email
* Kind of writing: Informative
* Audience: A friend

Students were required to write an email to a friend, arguing against having a part-time job.

*Email catial ning a si lai:* (Email writing format:)

* To: nn@gmail.com
* From: an@me.com
* Catialnak a tlangpi (Subject)
* Hi

*Email chung ah a tanglei pawl hi a tel ding a si:* (In the email, the following should be included:)

*Zeiruangah caan-cheu rian a kawl lo:* (The reasons they are not looking for a part-time job:)

* *niihlawh niam bikmi pek in rianṭuan a duh lo* (doesn’t want to get minimum wages)
* *thiamnak ngeih herhlomi rianṭuan a duh lo* (doesn’t want to do menial tasks)
* *tlaipi tiang riaṭtuan a duh lo* (doesn’t want to work late)
* *zarhte zarhpi ah rianṭuan a duh lo* (doesn’t want to work on weekends)
* *nifatin tuahmi he i hlat a duh lo* (doesn’t want to get distracted from daily routine)
* *a bu in lentecelhnak tuah a duh* (wants to do a team sport)
* *hawikom le chungkhar he caan hmanṭi caan tlawmter a duh lo* (doesn’t want to have less time to spend with friends)
* *hmailei rianṭha hmuhnak ah a bawmh lai le bawmh lai lo a fiang lo* (not sure whether the experience helps teenagers find a better and different job in the future)

*Tlaihchannak he* (Kind regards)

Most students demonstrated a strong understanding of the text and responded appropriately. Students who scored highly wrote a correctly formatted email, employed complex grammar with a good command of Chin Hakha, and effectively referenced key points from the report, which argued against part-time jobs for teenagers. Students who did not score highly did not cite specific points from the report, and tended to copy sentences from the text rather than manipulating language in their responses.

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 persuasive speech to be delivered to the school assembly, encouraging their classmates to participate in a camping trip to Uluru and Central Australia during the upcoming school holidays.

Responses may have included:

* reasons why the trip is important for students, with examples
* interesting things about Central Australia and Uluru
* reasons why the trip would be memorable and unforgettable for students.

High-scoring responses included an introduction and conclusion, adherance to a speechwriting format, constructed clear and concise sentences, employed a variety of complex grammatical structures, used a broad range of precise and appropriate vocabulary, and presented compelling arguments (supported by relevant examples) to persuade their classmates to join the trip.

Question 11

Students were asked to write a personal journal entry detailing their emotional response to a reunion with childhood friends, and exploring the nostalgic memories it evoked.

Responses may have included:

* how they were separated
* how they met again after many years
* how meeting a childhood friend after many years surprised the writer, with examples
* whether they felt sad or happy
* at least two childhood memories in the diary.

Most students opted for this topic. High-scoring responses adhered to a personal journal entry format, constructed clear and concise sentences, employed a variety of complex grammatical structures, used a broad range of precise and appropriate vocabulary, and presented creative and entertaining reflections (supported by vivid examples) to authentically convey their feelings and nostalgic memories.

Question 12

Students were asked to write an imaginative story for a Chin community language competition about a famous person who accomplishes an impossible task in a dream.

Responses may have included:

* an introduction of a famous Chin person
* reasons why the writer admires that person
* reasons why that person is famous
* what kind of impossible task that person did and how it was done, with examples.

High-scoring responses used an imaginative writing style, constructed clear and concise sentences, employed a variety of complex grammatical structures, used a broad range of precise and appropriate vocabulary, and presented creative and engaging narratives that effectively entertained the reader.