

2025 VCE Karen written external assessment report

Section 1: Responding to texts

Question 1a.

The grandchild wants to raise money to:

- buy more books (for the library)
- buy more toys (for the library).

The majority of students answered this question correctly.

Question 1b.

The grandmother's *takabaw* required:

- 1 kg chicken
- 0.5 kg bamboo shoots.

Most students answered this question correctly. Some students answered '1.5 kg of bamboo shoots', which was not correct.

Question 1c.

The grandmother adds the three ingredients to the rice in the following order:

- chicken
- chopped bamboo shoot
- chopped pumpkin stem.

Students who answered the question correctly demonstrated an understanding that the task required identifying the order in which the ingredients were added to the rice, and did not list rice itself as an ingredient. Students should be reminded to focus on the key words in the questions, as these indicate exactly what is being asked.

Question 2a.

Saw Kay was inspired to play the kweh for the following reasons:

- မှီလာအဆင့်တိုးတက်အောင်အသိလိ (he loved music)
- မှီလာအဆင့်နီးဟံးယာ်ပာ်ကွာ်ကညီတံးဆဲးတံးလာအသိလိ (he wanted to maintain his connection to Karen culture)
- မှီလာအဆင့်နီးဟံးထွဲအပင်အနိင်လိအသိလိ (he wanted to follow in his father's footsteps).

High-scoring responses included all three points. Students should be mindful that the number of marks often indicates the number of points they need to provide.

Question 2b.

According to Saw Kay's father, the meaning of 'per ku per pwo' is:

- “တၢ်ယူတၢ်မိးမ့ၢ်တၢ်ဂံၢ်တၢ်ဘၢ”လီၤ (‘unity is strength’)
- တၢ်န့ၣ်အိၣ်ပညိၣ်မ့ၢ်ဝဲ, ဝဲပမၤသကိးတၢ်ယူယူမိးမိးဒီး တၢ်မၤဝံၤညိၣ်မိလီၤ (when we work together, the job can be done more easily).

Many students successfully identified both points. Students who were awarded full marks provided highly accurate information and used precise language.

Question 2c.

Saw Kay's music affects his audience in the following ways:

- စီၣ်ခၢ်အတၢ်ဒုတၢ်အူဒုးသ့ၣ်နီၣ်ထီၣ်က့ၤအဝဲသ့ၣ်လၢအူအသဝီလီၤ (Saw Kay's music reminds his audience of home)
- ဒီးဟ့ၣ်ထီၣ်အဝဲသ့ၣ်သးသဟီၣ်လၢကဘျးစဲက့ၤအသးဒီးကညီအတၢ်ဆဲးတၢ်လၢလီၤ (it gives them motivation to connect with their culture)
- ဒီးဟ့ၣ်သ့ၣ်ထီၣ်အဝဲသ့ၣ်လၢကမၤလိသ့အသးလၢတၢ်အူက့ၤန့ၣ်လီၤ (it inspires them to learn to play the kweh).

Most students noted the three points well. Students who answered correctly specified that they were inspired to learn to play the kweh. Responses that specifically mentioned learning learn to play an instrument, instead of specifying 'kweh', did not receive a mark as 'instrument' is too broad.

Question 3a.

The rules for playing caneball are as follows.

- Players use their feet instead of their hands to pass a ball.
- The first team to score 21 points is the winner.
- Two teams play against each other by kicking the ball over the net.
- Each side can touch the ball a maximum of three times before kicking it over the net.

Some students answered incorrectly that there are three players in each team, and appeared to rely on prior knowledge instead of referring to the details provided in the text.

Question 3b.

A professional game of caneball requires six players (three in each team), and there is a designated court with a net.

When caneball is played for fun, there can be any number of players, the court's lines are drawn with a stick, and a rope or bamboo is used for the net.

Lower-scoring responses included only two of the four possible points, noting the different number of players in caneball but not identifying how the court should be set up.

Question 3c.

The Karen community maintains its culture and tradition in Australia through sport in the following ways.

- Caneball is becoming a popular sport among Karen communities in Australia as it allows them to share and celebrate their culture and pass traditions along to the next generation (Text A).
- Karen community centres are holding caneball competitions across Australia, allowing community to share their unique culture (Text A).
- Refugees from Myanmar are playing this traditional sport in Australia to strengthen community ties (Text A).
- Friends playing caneball talk about home and think about how much they love Karen traditions. The game helps them stay connected to their culture (Text A).
- It's a tradition for family to come together, eat food and play and watch the game (Text B).
- The local Karen community started a caneball club at the cultural centre. So many people joined that there are enough teams to play in a national tournament (Text B).
- Caneball has become so popular that it's become a celebration of Karen culture. People dress in traditional clothes and bring traditional food to share, while enjoying watching and playing the game (Text B).

Some students provided general responses that did not adequately reference the specific information in Text A and Text B. High-scoring responses made clear references to the relevant information.

Section 2: Creating texts

Question 4

Students were required to write the script of a speech persuading the local council to restore the water quality of a lake. High-scoring responses included the following:

- features of the text type (speech)
 - an introduction
 - the main body
 - use of the first person
 - a conclusion
- features of persuasive writing
 - use of emotions and opinions to achieve a specific purpose
 - may use inclusive language
 - structured and sequenced arguments
 - a conclusion with a call to action (save the lake).

Issues raised by the text that may have been discussed included:

- trees
- fishing
- flora and fauna
- littering
- habitat
- future action.

High-scoring responses included the features of a persuasive text and used the information from the text to discuss the current situation and possible solutions. Lower-scoring responses tended to summarise the text, resulting in speeches that did not include the features of a persuasive text and did not clearly persuade the council or take a stance.

Question 5

Students were expected to write a reflective diary entry that described the highlights of their family holiday. The writing needed to be personal in tone and clearly recognisable as a diary format (date, greeting, reflective language, personal thoughts and feelings). The diary entry should have used personal voice and may have included emotive or descriptive language to communicate why the trip was memorable.

High-scoring responses demonstrated the key features of a diary entry. They opened with a date and greeting, used the first-person narrative and reflected on the events of the holiday through personal thoughts and emotions. These responses described moments in detail and expressed how the writer felt, making the experience vivid for the reader.

Responses that only listed activities without providing emotional reflection or descriptive detail did not score highly. Some students included diary-style features but lacked reflective language, making the writing appear more like a recount than a diary entry, and did not explain why the holiday was memorable.

Question 6

Students were required to write an imaginative story based on information provided in an image for readers of a science magazine for young people.

High-scoring responses included a clear narrative sequence, introduced the futuristic setting promptly, and used the scientific elements from the image to enhance the storyline. They developed a problem and included an appropriate resolution.

Lower-scoring responses simply listed what students saw in the image instead of including descriptive detail, which made the writing appear more like a summary than an imaginative story with a developed narrative arc.