

# 2016 VCE Chin Hakha examination report

## General comments

Overall, students responded accurately and appropriately to most parts of the 2016 Chin Hakha examination, which was the first examination for the study. However, some students were unable to complete all of the questions. These students tended to make careless errors, mostly in spelling and grammar, and often did not make full use of dictionaries.

The majority of students seemed to understand the aural and written texts. They responded appropriately and demonstrated good listening and responding skills. Some students, however, need more practice in selecting the main points or in presenting their ideas clearly.

To improve their performance, students are reminded to:

- practise listening exercises
- practise word combinations (spellings) and parts of speech
- practise reading exercises
- listen to different texts in a variety of text types
- practise selecting key points
- learn how to respond in full sentences
- listen to spoken Chin Hakha in the media
- learn how to take notes while listening to texts
- pick out key words in questions in order to respond accurately
- obtain a range of vocabulary from the topics and themes in the *VCE Chin Hakha Study Design*
- take note of the keywords in the questions and ensure that they respond to all key words.

During the examination students should:

- ensure that in the 15 minutes of reading time they read all questions to determine what kind of information is required
- make notes in Chin Hakha in the note-taking space of the examination while the examination is in progress
- consult their dictionary for any unknown words
- write their answers in the space provided below the question.

## Specific information

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

## Section 1 – Listening and Responding

Students were able to select and use relevant information from the listening texts.

## Part A – Answer in English

### Text 1

#### Question 1a.

The student's problem is not having a surname for school enrolment.

#### Question 1b.

People distinguish themselves by their first name and their clan name.

#### Question 1c.

His problem can be solved by nominating a surname with the Immigration Department/Australian Government and then adding his surname to his name once granted.

### Text 2

#### Question 2a.

The purpose of the announcement is to inform (the community) of the establishment of the Chin wrestling club.

#### Question 2b.

- male between 16 and 24
- monthly fees of \$50
- attend regular training

#### Question 2c.

The social advantage in joining the club is to make friends.

### Text 3

#### Question 3a.

He is a well-known Chin historian/an expert in Chin history/on Vumtu Mawng.

#### Question 3b.

- George Washington and Vumtu Mawng were both leaders of independence movements.
- They were both resilient and humble.
- Like George Washington, Vumtu Mawng had served in the British army.

#### Question 3c.

- He was responsible for the independence of the Chin people.
- He was responsible for abolishing the traditional Chin feudal system.

## Part B – Answer in Chin Hakha

### Text 4

#### Question 4a.

- *Chanchan nu nih a phanmi cu, leenglei ah lentecelhnak ah caan tam tuk a hmanmi*
- *Chanchan a sianginn ca a tuah lo ding*
- *Chanchan a hmailei thanchonak a dawnhkhan sual lai ti a phan caah a si.*

Chanchan's mother is concerned about:

- Chanchan spending too much time playing sport and going out
- Chanchan not doing homework

- Chanchan’s future.

**Question 4b.**

- *sianginn ca tlamtingte in a tuahnak* (homework completed)
- *sianginn ah ca a thiamnak* (is doing well at school)
- *amahte in biakhiahnak a tuahmi cungah t̄uanvo la kho ding in a kum a tlin cangnak* (old enough to be responsible for himself)
- *puai an thawk ding a si cang caah chawnhnak caan a ngei ti lo* (the match is about to start and he has no time to talk)

**Text 5**

**Question 5**

- *tawifiang in biatlang a hman* (*Chinmi chuahmi muicawl lakah zoh a phu taktak*) (short enticing sentences [don’t miss/Chin movie of the year])
- *theih an duh ding in a chim* (*theih na duh ahcun*) (appealing to curiosity [if you’d like to know])
- *zapi kha a telh dih hna* (*kan dihlak caah a biapi*) (inclusive language [important to all of us])

**Text 6**

**Question 6a.**

*Congnak puan cu kan miphun sinak le ral̄hatnak langhtertu a si caah a sunglawi.* (*Congnak* is significantly valued because it represents the Chin identity and bravery.)

**Question 6b.**

*Pi Meng cu congnek puan kha Lai khawt ah an t̄hitmi kong ah a hna a tla ko nain nek̄tai le zal tehna i ser cu a lung a tling lo.* (Miss Meng thinks that it is a good thing that *congnek* is made into jackets but is not happy with using *congnek* to make sling bags and ties.)

**Question 6c.**

*Sehtah hi a tah a chia deuh i a man aa deeng deuh. Kuttah hi a khung deuh, aa dawh deuh i a feh deuh fawn ca ah a man a faak deuh ve.* (The handmade one is more expensive than the machine-made one because it is finer, denser and more durable.)

## Section 2 – Reading and Responding

Students need to read and answer questions carefully and be certain that they know what is being asked. Students should also ensure that they respond in the correct language.

### Part A – Answer in English

**Text 7**

**Question 7**

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• acquiring new technological knowledge</li> <li>• gaining problem-solving strategies</li> <li>• learning tactics to overcome hardships</li> <li>• making online friends</li> <li>• <i>relaxing while playing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>poor vision</i></li> </ul> <p>Any three of:</p> <ul style="list-style-type: none"> <li>• wasting time</li> <li>• neglecting homework</li> <li>• social isolation</li> <li>• addiction.</li> </ul>

## Text 8

### Question 8

Helped the author:

- find a house
- find a job
- to settle in a new culture/to open a bank account/get a driver's licence.

## Part B – Answer in Chin Hakha

This part was answered well, with students adhering to the word limit and including relevant points drawn from the text.

## Text 9

### Question 9

The following are suggested points that students could have included in their responses.

- application for university undergraduate scholarship: cover letter
- formal letter format
- persuasive writing style
- The student will need to address the following eligibility criteria/requirements to qualify as the best candidate for the scholarship:
  - Year 12 student
  - speak two languages
  - good academic results
  - good communication skills
  - interest in South-East Asian cultures
  - interest in South-East Asian affairs
  - how the scholarship will help.

## Section 3 – Writing in Chin Hakha

Students wrote competently and in some cases used complex grammar structures with a good command of Chin Hakha. The most popular question was Question 10.

Many grammatical errors were made and students need to practise and consolidate their writing skills on a wide variety of topics throughout the year. Students also need to make a note of spelling errors and correct them. Students should leave enough time to proofread their responses as many errors can easily be picked up in this way.

Common grammatical errors in students' responses included the following:

- *asi* instead of *a si*, 'a' stands as a pronoun in Chin Hakha language, so it should not be combined with other words when it stands as a pronoun
- *ah cun* instead of *ahcun*: *ah cun* is a postposition in Chin Hakha language. Therefore, when it stands as a postposition, *ah* and *cun* should be separated
- *ahcun* instead of *ah cun*: *ahcun* is used as a conjunction or conditional pattern in Chin Hakha language. Therefore, when used as a conjunction or conditional pattern, *ah* and *cun* should be combined as *ahcun*. Many students did not understand the difference *ah cun* and *ahcun*.
- *nak* is a suffix in Chin Hakha. Therefore, it should be added to a verb or adjective (for example, *dawtnak*, *ruahchannak*, *tuahsernak*, etc.). When there is another word between a verb, adverb or adjective, *nak* cannot be added to a verb or adjective to alter the meaning of a word and its part of speech (for example, *Bawmh khawh nak lam ka hmu lo*). Many students did not understand that *nak* is a suffix and therefore cannot stand by itself.

Common spelling errors included the following. The correct spelling is given in brackets.

- *siangin* (*sianginn*), *siangakchia* (*siangngakchia* or *sianghngakchia*), *nakchia* (*hngakchia*), *asi* (*a si*), *lai ca* (*Laica*), *hmai lei kawng* (*hmailei kong*), *nun phung* (*nunphung*).

### Question 10

Students needed to identify and convey benefits gained from studying Chin Hakha at Year 12, such as maintaining their language and culture, helping them to communicate with family and friends, achieving a good ATAR score for tertiary studies and useful in the workplace.

Many students did well and included most of the suggested points and content. However, some students did not include how studying Chin Hakha would help them to communicate with family and friends. Many students also made grammatical errors.

### Question 11

Students needed to identify and explain the advantages and disadvantages of riding a bicycle to work. Students' responses could have included:

- aims to reach a conclusion through logical presentation and discussion of facts and ideas
- objective style, use of facts, appeals to reason not emotion, creation of an impression of balance and impartiality.

A few students did well and included most of the suggested points and content; however, some students made grammatical errors.

### Question 12

Students needed to write an imaginative story for children, based on a documentary seen on television about what life could be like in the distant future. Suggested points/responses/content could have included:

- development of the story plot set in the distant future
- description of the physical environment and the impact of technology on the environment
- description of everyday life, relationships and work in the future
- description/development of character(s), atmosphere and emotions

A few students did not include some of the suggested points and content, and made some grammatical errors.