

2019 VCE Chin Hakha written examination report

General comments

On the whole, many students produced very good responses throughout the 2019 VCE Chin Hakha written examination and responded accurately and appropriately to most questions. However, some students were unable to complete all of the questions. These students tended to make basic errors, mostly in spelling and grammar, and often did not make full use of dictionaries.

Students should take particular note of the key words in the questions and ensure that they respond to all aspects of each 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

The majority of students seemed to understand the aural texts. They responded appropriately and demonstrated good listening and responding skills. They generally paid attention to the finer details in the aural texts and were therefore able to achieve good results. Some students, however, need more practice in selecting the main points or in presenting their ideas more clearly.

To improve their performance in this section, students should:

- practise listening exercises
- listen to different texts in a variety of text types
- practise selecting the key points in the texts
- learn how to respond in full sentences
- listen to spoken Chin Hakha in the media
- practise taking 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 study design.

Part A – Answer in English

Text 1

Question 1a.

Certe wants to have a part-time job because:

- she will get some ideas about/experience of working life

- extensive job experience will increase her chance of getting jobs.

Question 1b.

- He does not like the competing demands of working and studying.
- He does not want to work during the holidays.
- His high marks will increase his chances of getting a scholarship.

Text 2

Question 2

- One has to have a passion.
- One has to have faith in oneself (self-confidence).
- Be persistent or have persistence.

Text 3

Question 3a.

The book is considered 'the perfect gift' because:

- it is about medicinal plants
- he wants to be a medical researcher/work in medical research/he has an interest in medicine
- he has an interest in chemistry
- he has an interest in traditional medicinal plants.

Question 3b.

- The leaves were used in salads to treat stomach aches.
- The roots are ground and used for broken bones.
- The roots are used for skin diseases.

Part B – Answer in Chin Hakha

Text 4

Question 4

Sui chimning ah, gym kalnak nih (the benefits of going to the gym according to Sui are):

- *A ke aa hrawhmi a thatter (pum ngandamnak)* (The healing of his leg improves physical health / strengthens bones and muscles])
- *A nun a nuamhter deuh* (Wellbeing and mental health / happier)
- *A theihhngalhmi minung a tamter* (Making new and unexpected friends)
- *Ruah lo mi hawithar a ngeihter* (Social network / getting support and making connections)
- *Cawlcanghna a ngeih hnu ah a lungthin a nuam deuh* (Happier/better mood [after exercise])

Text 5

Question 5

- *Chin nunphung ah nulepa le kumkhua upa hna cu upat tihzah phung a si / Tarnu tarpa chinchin cu hringtu nule pa bantuk in dawt, upat tihzah le zohkhenh phung a si caah upatnak a pek hna ding a si.* (In Chin culture the older generation has to be respected / Senior citizens are loved, respected and cared for as one's own parents in Chin culture because you should be grateful for your heritage.)

- *A nu le kum khua upami cu hmuhtonak tampi an ngeih caah le an ruahnak pekmi cu santlai a si caah, cu ruangah upatnak a pek hna ding a si.* (She should give respect to her mother and senior citizens because of the wisdom/knowledge/advice they offer.)
- *A nulepa nih atu bantu a si nakding ah an zohkhenhmi le an cawmmi a si caah nulepa upat lo cu mah le mah i upat lo bantu a si.* (Parents help you develop your sense of identity. It means that if she does not respect her parents, she doesn't respect herself.)

Text 6

Question 6

- *Phung ah an rak i ngeih mi phunglam chiakha pawl kha ngol colh ding ah nawl a chuah.* (He demanded that some traditional practices must be stopped immediately.)
- *An hman tawnmi an hmai ah tattoo i rin kha a ngolter hna.* (He encouraged southern Chin people to abandon face tattooing.)
- *Biar lawng i kaih in nun dan zong kha a ngolter hramhram hna / biar can ah chanthar thilpuan i hrukaih ding in a fial hna.* (He encouraged Southern Chin people to abandon traditional dress, which only covered their private parts / He encouraged them to wear modern clothes.)
- *Thingram hau hnu ah mei duah i, cu hnu ah lo tuah zong kha, ngolpi khawh a rak i zuam.* (He tried to abandon slash and burn agriculture.)
- *Khua khat le khua khat kar ah lam a cawhpi hna, hlei a donhpi hna.* (He built roads and bridges.)
- *Amah phaisa hmang in puanthan a cawk i, amah pumpak bak nih bawngbi le angki a thitpiak hna i a hruker hna.* (He bought fabrics from his own pocket and made clothes for them.)
- *A har deuhmi Chin Sianghleirun a kaimi siangngakchia hna caah in Revolving Fund a tuah.* (He started the Revolving Fund for Chin University students who could not afford to pay their tuition fees.)

Section 2 – Reading and responding

Most students seemed to understand the reading texts. They responded appropriately and demonstrated good reading and responding skills. They generally paid attention to the finer details in the texts and were therefore able to achieve satisfactory results. Some students, however, needed more practice selecting the main points or in presenting their ideas more clearly.

To improve their performance in Section 2, students are reminded to:

- practise word combinations (spellings)
- understand parts of speech
- practise reading exercises
- read different texts in a variety of text types
- practise selecting the key points in the texts
- learn how to respond in full sentences
- learn how to take notes while reading 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 study design.

Students should also take particular note of the key words in the assessment items and ensure that they respond to all of these.

Part A – Answer in English

Text 7

Question 7

The roles of women are to:

- bring lunch and snacks
- put their baskets next to the stone to catch the fish/surround a big stone in the river/lift the basket to catch the fish
- take home the fish they caught.

The roles of the men are to:

- bring knives and cut off wooden sticks from trees
- lift big stones with wooden sticks.

Text 8

Question 8a.

- In the past, wrestling competition was organised both at community events and individual events.
- In the present day, wrestling competition is performed only at community events such as Chin National Day and Harvest Festival.

Question 8b.

- A match is won when the winner throws the opponent onto his back.
- The loser has either one or both of his shoulders touching the ground.
- The winner has to throw his opponent at least two out of three sets.

Part B – Answer in Chin Hakha

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

Text 9

Question 9

Students were required to write a personal email to a friend, suggesting strategies to adopt to integrate into Australian society more easily while remaining true to their heritage.

Students needed to address the following:

- *Mirang holh cawn le hman khawh* (learning to speak English)
- *Zalonnak, zaukphung le phunglam hna zuhl* (obeying the rules of law and valuing freedom and democracy)
- *Nu le pa i khahnak cohlan* (accepting gender equality)
- *Zu din bu in mawtaw mawng lo* (not driving when drunk)
- *Holh kilven* (maintaining native language)
- *Mah ratnak ram rawlchuan philh lo* (not forgetting where one comes from)
- *Aho ka si timi i zahpi lo* (cooking native country foods)
- *Mah ratnak ram thilpuan hna kha ni sunglawi ah i hruk* (wearing traditional costumes on special occasions)

Section 3 – Writing in Chin Hakha

Students wrote competently and in some cases used complex grammar structures with a good command of Chin Hakha. However, many grammatical errors were made by a number of students.

Students are advised to practise and consolidate their writing skills on a wide variety of topics throughout the year. Students also need to make note of spelling errors and correct them. Leaving enough time to proofread their responses at the end of the examination will allow these errors to be identified and corrected.

Common grammatical errors in students' responses included the following:

- *asi* instead of *a si*; 'a' stands as a pronoun in Chin Hakha language. It should not be combined with other words when it stands as a pronoun.
- Many students did not understand that *nak* is a suffix, and therefore cannot stand by itself. Therefore it should be added to a verb or adjective (e.g. *dawtnak*, *ruahchannak*, *tuahsernak*) only 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 (e.g. *Bawmh khawh nak lam ka hmu lo*).

Common spelling errors included the following (the correct spelling is given in brackets):

- *ca uk* (*cauk*)
- *zangfah* (*zaangfah*)
- *pongkam* (*pawngkam*)
- *siangin* (*sianginn*)
- *siangakchia* (*siangngakchia* or *sianghngakchia*)
- *lomh* (*lawmh*)

Question 10

Students were required to write a letter to the council, informing them of the benefits of banning plastic bags in the local area.

A formal letter format addressing the council, such as:

Date

Dear Sir/Madam

Sincerely Yours

Points may have included at least two examples of the benefits of banning plastic bags in the local area:

Council sin cañal a si caah a tanglei bantuk in ñal ding.

Nithla

Upatmi (min)

A donghnak ah

Upatnak he ... tbk in.

A tlawm bik ah plastic kham a ñatnak pahnih tal in telh ding.

Many students chose this topic.

Question 11

Students were required to write an imaginative story for a Young Writers' Competition. The story needed to be about what happened next after they found themselves in a beautiful forest.

A few students who chose this topic did well but others made grammatical errors.

Question 12

Students were required to write the script of a speech to be delivered to the school council persuading them to keep printed books on the shelves at the school library and not to switch to e-books only.

Points may have included:

Cauk chiah a thatnak kong tahchunhnak a tlawm bik pahnih tal in (biana ah, a rel a fawi, i hlan a fawi tbk) (at least two examples of benefits of keeping printed books on the shelves; e.g. they are easy to read, they are easy to borrow).

A tlawm bik ah maivan cung rel ding cau lawng chiah a thatlonak pahnih tal in (biana ah, a cheu caah a rel a har, inn ah rel khawh ding ah computer/iPad a hau tbk) (at least two examples of disadvantages of switching to e-books only; e.g. they are difficult to read for some people, students need a computer/tablet and internet access to read them at home).

A few students did well and included most of the suggested points and content. Many students also made grammatical errors.