

# 2020 VCE Chin Hakha written examination report

## General comments

Many students produced very good responses throughout the 2020 VCE Chin Hakha written examination and responded accurately and appropriately to most questions.

Some students were unable to complete all the questions. Other students made basic errors, mostly in spelling and grammar, and often did not make full use of dictionaries.

Students should take 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

Most students understood 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 needed 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
- learn a range of vocabulary from the topics and themes in the study design.

## Part A – Answer in English

### Question 1

An example of a correct response is:

- check wallet
- check computer (it could have been hacked)
- make sure that your letter box is safe (secured)

- call the bank to cancel the bank cards.

## Question 2

An example of a correct response is:

- put a teaspoon of salt and sugar in the water when washing the corn
- boil the water for exactly 10 minutes and add coriander seeds
- open the lid of the pot after 20 minutes to let the hot air out from the pot for 10 seconds / put in pumpkin leaves
- add some hot chillies with mint in the corn soup.

## Question 3.

An example of a correct response is:

- Changes (three ideas out of four):
  - There are lots of grand and imposing buildings such as the Chin State Government House and Parliament House.
  - Lots of people can afford motorcycles, cars and mobile phones.
  - The state capital population is three times bigger than before.
  - The roads are in much better condition and it takes people less time to travel.
- The same (three ideas out of four):
  - Many roads and streets in the state capital and towns are too narrow.
  - People don't follow traffic rules.
  - Rubbish is intentionally thrown on the streets and roadside.
  - Some people even throw rubbish near the water well.

## Part B – Answer in Chin Hakha

### Question 4

An example of a correct response is:

- *A celhtu nih an pum le kut an hman khawh (khat lei celhtu kha an kham khawh hna) / Pumpululh chuihnak in thazaang hman a herh deuh.*
  - Players can tackle using their hands and bodies (to obstruct opponent) / much more athletic than soccer / involves kicking, handballing and running.
- *Fotty chuihnak cu pumpululh chuihnak nakin a ngan deuh pinah, arti muisam a ngei i ka lung ah a zoh ka dawhter tuk.*
  - The footy ground is much bigger than the soccer ground and has an egg shape, which looks very attractive in my mind.
- *Na ñanmi phu aa khat mi hna he hawikom ah i ser khawh a si.*
  - You can develop great friendship with footy fans who support the same club.

## Question 5

An example of a correct response is:

- *A hmasa ah, zei company mei le gas dah na man tiah an hal. / Cu hnu ah toidor tein na mei bill na kan hmuhsak kho maw tiah an hal.*
  - First, they will ask you about your power bills and which company you are using / they will politely ask you whether you can show them your power bills.
- *Cu hnu ah thil zuartu nih na mei bills kha hman a thlak lai i, tam tuk pei mei man na pek hi tiah an ti hna.*
  - The salesmen will take the photo of your bills and tell you that you pay way too much for your bills.
- *Cu hnu ah anmah company ah mei hman ding in min na thut ahcun phaisa tlawm deuh lawng na liam lai tiah an i chimh lai.*
  - And they will tell you that if you sign with the companies they represent, you will save a lot of money.
- *A donghnak ah, ma min kha mah ka zawnte ahhin thu law tiah an i lem lai.*
  - Finally, they will ask you to sign the paperwork.

## Question 6a.

An example of a correct response is:

- *Cañaltu hna hi tuanbia lei thiamsang le minung thawhkehnak lei thiamsang an si lo.*
  - The writers were neither historian nor anthropologist.
- *Chinram ah a ummi British ralkap ah ramkhel lei a tlaimi tu an si.*
  - The writers were political officers of the British army stationed in the Chin Hills.

## Question 6b.

An example of a correct response is:

- *Chinmi sinah hlathlainak biatak tein an tuah.*
  - They did a field research.
- *Ramukbawi, khua upa le zaran mi tampi kha nunphung, phunglam, chungkhar phun le an thawhkehnak kong bia an rak hal hna.*
  - Interviewed Chin chiefs, elders and ordinary people about their customs, origins and genealogies.
- *Biahalnak le hlathlainak an tuahmi kha ðha tein an khawmhsuat.*
  - Compiled and analysed data and information.
- *Holh lettü an rak hman.*
  - Used translators as they did not speak the language.

## Question 6c.

An example of a correct response is:

- *Carey le Tuck nih khua min, minung min, phun le hmunhma min an rak ðalmi hna cu chanthar careltu nih theihfian khawh ding ah a har caah.*
  - Because the transcription of names that Carey and Tuck used are not understood by a modern reader.
- *Chin Hakha holh in lehmi ahcun hmunhma, minung le phunmin tbk pawl kha a hmaning le chanthar minung theihfian khawh ding in a um.*

- The Chin Hakha version includes the actual names of places, rivers and clans, etc.

## 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 needed more practice in selecting the main points or in presenting their ideas more clearly. To improve their performance in this section, students are reminded to:

- 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 texts
- pick out key words in questions in order to respond accurately
- learn 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 them.

### Part A

#### Question 7

An example of a correct response is:

- The movie faithfully mirrors Chin society of the past and present and gives an authentic glimpse into Chin culture and society.
- The movie plot and use of camera angles and shots are excellent.
- The background music and the movie songs fit beautifully with the story.
- But the costumes worn in the movie look like the modern costumes not the ones worn centuries ago.

There was no need for students to indicate specifically what was a positive and a negative aspect, as long as it was implicit in either the positive language used (e.g. faithfully/excellent/beautifully) and the negative language used (e.g. but, on the other hand).

#### Question 8a.

An example of a correct response is:

- cool climates / in mountains
- mixed temperate deciduous forests / tropical rain forests.

#### Question 8b.

An example of a correct response is:

- its beauty / beautiful flowers / various colours
- its fragrance
- the use of its leaves for decoration
- the use of its stem for cosmetic purpose.

## 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.

### Question 9

Students were required to write a persuasive letter to the Rung employment agency explaining why they were the most suitable candidate for the social worker position for the Chin community.

Students needed to address the following:

- *Rian sawknak caŋial ning in a si lai*
  - Formal job application letter format
- *Mibu he siseh, a phu in siseh, mi tampi he siseh rualremte in rian a ŋuan kho mi a sinak*
  - Ability to work collaboratively with a broad range of people using cooperative work practices, and being a committed team player
- *Sianghleirun ah ŋhanchonak lei kong he pehtlai in cawnnak a ngeimi sinak*
  - Relevant tertiary qualifications in developmental studies or relative discipline
- *Mirang holh ŋhate in a chim kho mi le a ŋial kho mi le Chin Hakha holh a thiam mi si chihnak*
  - A high level of written and oral English skills and fluency in both written and oral Chin Hakha
- *Miphun bu tampi he rian a ŋuan kho mi, nu lei kong he pehtlai in theihngalhnak a ngeimi a sinak*
  - Excellent organisational skills, managing competing deadlines within tight timelines and ability to set priorities to ensure the delivery of project objectives
- *Bu riantuan a thiammi, caan tlai loin a herh hnnasa mi thim thiam in rian a tuan kho mi, dirhka mi zatlang bu hna nunphung, pehtlaihnak, riantuannak le an i hruainak a theimi a sinak*
  - Demonstrated understanding of the emerging community, its culture, networks, services and organisational structure
- *Nulepa ikhahnak le zatlang tlukrualnak a ŋanhmi sinak*
  - A commitment to gender equality and social justice.

## 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, grammatical errors were made by a number of students.

Students are advised to practise and consolidate their writing skills on a 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.

As in previous years, common grammatical errors in students' responses included *asi* instead of *a si*; '*a*' stands as a pronoun in Chin Hakha language and should not be combined with other words when it stands as a pronoun (e.g. *Ka hawi ŋha bik a si. Ka duh mi a si.*)

Many students did not understand that *nak* is a suffix, and therefore cannot stand by itself. It should be added to a verb or adjective (e.g. *a ŋhatnak, a chiatnak, zuamnak*) 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. *Thil ti khawh nak lam a ngeihmi cu.*)

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

- *hoikom* (*hawikom*)
- *ka lomh nak* (*kaa lawmhnak*)
- *mi a rawh* (*mit a hrawh*)
- *A si nain* (*Asinain*)
- *theihhnalnak* (*theihhngalhnak*)
- *a ka bom* (*a ka bawmh*)
- *zei tuk in* (*zeitluk in*)

## Question 10

Students were required to write about the advantages and disadvantages of watching television for a local magazine. Points may have included:

- *TV zoh a thatlonak pahnih, tahchunhnak he*
  - at least two examples of the advantages of watching TV
- *TV zoh a thatlonak pahnih, tahchunhnak he*
  - at least two examples of the disadvantages of watching TV
- *A donghnak cuaithlaimi*
  - how well a student makes a conclusion of the essay

Many students chose this topic.

## Question 11

Students were required to write a journal detailing how their best friend always supported them in any circumstances.

Points may have included:

- *Zeitluk tha in dah a hawi tha bik nih a bawmhnak kong a langhter khawh timi, tahchunhnak he*
  - how well a student explains that their best friend is like gold and silver, with examples
- *Zeitluk tha in in dah a caah a hawi tha bik a biapit timi zohchunh in*
  - how well a student can describe what this friendship meant to them.
- *Biadonghnak tjalmi*
  - a conclusion of the essay.

## Question 12

Students were required to write an imaginative story for a young adults writing competition about winning a lottery unexpectedly.

Points may have included:

- *Awngbali a pohmi nih zeitluk in nuamhnak a pek timi a langhter khawh*
  - how happy they were after winning the lottery
- *Zeitluk tha in dah zeidah a cang timi tahchunhnak he a langhter khawh timi*
  - how well they described imaginatively what happens after winning the lottery.