

2017 VCE Karen written examination report

General comments

In general, students responded accurately and appropriately to most parts of the 2017 Karen examination, which was the first examination for the study. Students demonstrated good listening and responding skills. A few students were unable to complete all questions.

When responding to the questions, some students were not able to comprehend the required key points that need to be addressed in the answers. Reading the texts and questions carefully will be helpful in this case. Correct answers must be written in the answer space. If the question requires a dot-point answer, students should answer in point form.

It is vital for students to be mindful of using the correct grammar and spelling, and choosing the appropriate vocabulary for writing tasks. Students should also familiarise themselves with examples of texts written in different text types.

Students are advised to proofread their work before submitting.

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 Part A – Answer in English

This part was assessed according to how well students:

- understood general and specific aspects of texts by identifying and analysing information and conveying the information accurately and appropriately.

Students were generally able to provide correct answers to questions by conveying relevant and appropriate information.

Text 1

Question 1a.

The reasons the teacher gives to explain why there are different forms of the Karen language are:

- geographical differences
- the influence of other major languages.

Question 1b.

- It is the most widely spoken form.
- It is the first form to be written down.
- Karen literature is written in this form.

Text 2

Question 2a.

The purpose of the announcement is:

- to ask the public to participate at the youth concert
- to invite the public to come to the youth concert.

Question 2b.

- a famous singer is coming
- to cheer/encourage each other
- it will be an amazing event/performance
- to celebrate Karen culture
- involving young people in a community event through music and performance

Text 3

Question 3

- Her friends can count on her.
- She will be there for her friend/will have her back.
- She is a good listener.
- She is trustworthy – you can tell her a secret and she won't tell anyone.
- She's not pushy.
- She makes you want to tell her things that are important.
- She is friendly/always smiles.

Part B – Answer in Karen

In this part, students were assessed on how well they:

- understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

Most students were able to select the required information.

Text 4

Question 4

- တာ်ဆာ်ထံတဲးတဲး (less soft drink)
- တဆိၣ်တဆိၣ်ကြိတ်တဆိၣ်လာ်တဆိၣ်လာ်တဆိၣ်လာ်တဆိၣ်လာ်တဆိၣ်လာ် (rarely have dairy products)
- ကညီလာ်ကီၣ်အိၣ်စၢ်လွၣ်လယၢ်န့ၣ်န့ၣ်အၢ်တၢ်သူတၢ်သၢ်တၢ်ဒီးတၢ်လၢ်အကလၢ်အိၣ် (more fruit and vegetables in Australia)
- ကညီလာ်အိၣ်စၢ်လွၣ်လယၢ်န့ၣ်န့ၣ်အၢ်တၢ်မိအိၣ်အကလၢ်အိၣ်, ကသူ့စၢ်ကိၣ်အိၣ်. (more choices and variety of food for Australian Karen)
- တာ်ဆိၣ်တၢ်အိၣ်ကဘၣ်မ့ၢ်တၢ်လာ်အဘၣ်ဂီၢ်လိၢ်သး (a balanced diet)

Text 5

Question 5

- တံၣ်န့ၣ်မ့ၢ်တၢ်သူၣ်ထီၣ်တဖျၢၣ် (a house is a building)
- လိၢ်အိၣ်အိၣ်မ့ၢ်တၢ်လိၢ်လၢပအိၣ်, ပအိၣ်, ပမံ (home is where we live, eat and sleep)
- တၢ်လိၢ်တခါလၢအဲၣ်ဒီးပတၢ်သူၣ်ဖှံသးညီ, ပတၢ်သူၣ်အူးသးအူယုၣ်ဒီးပတံၣ်ဖိယိဖိလၢပအိၣ်အိၣ်တဖျၢၣ်လိၢ်. (a place that we share happiness and sadness with our loved one and families)
- ပူသ့ဝီ, ပူပုၣ်ဒီးပထံပကီၢ်တဖျၢၣ်ခဲလၢၢ်မ့ၢ်စၢ်ကိၣ်ပလိၢ်အိၣ်အိၣ် (our village, our city and our country are also called home)

Text 6

Question 6a.

- အတင်လဲၤခီဖျိတၢ်ယးအမိၢ်တဆူၣ်တချ့တၢ် (because of his sick mother)
- တၢ်လိၣ်တၢ်လၢသပိဖိတဖၣ် (the needs of villagers)

Question 6b.

- ဖျိထီၣ်ကသံၣ်ကိၣ်လၢအမံၤဒိၣ်ကတၢ် (graduated from top medical college)
- မၤလိၣ်တၢ်လၢကီၢ်ချ့ၣ်န့ၣ် (studied for two years overseas)
- ပဲၤဒီးတၢ်လဲၤခီဖျိမုၢ်သးကလိၣ်မၤ (volunteer work gave him experience)

Question 6c.

- မ့ၢ်တၢ်လၢအတၢ်တၢ်ဆၢၣ်ကၢကီၣ်ဒီးကၢပူၤကၢကလံၤဝဲလၢကဘၣ်မၤအိၤ. (it is challenging but worthwhile)
- ခီဖျိလၢမ့ၢ်ဝဲတၢ်တခါလၢအထိးဘၣ်ဆိတလဲပုၤကညီအတၢ်အိၣ်မူ. (can inspire and can change someone's life for good)

Section 2 – Reading and Responding

Part A – Answer in English

This section assessed students' capacity to understand general and specific aspects of texts (for example, by comparing, contrasting, summarising and/or evaluating) and convey the information appropriately.

Text 7

Question 7a.

- In Karen culture, elephants represent strength/stability/pride.
- People who have elephants will be respected and they are considered wealthy people.

Question 7b.

- control illegal elephant trade/ivory and elephant products trade
- stop planting new landmines/stop logging
- preserve/protect the forest
- eliminate landmines/stop civil war
- stop hunting/killing the elephants

Text 8

Question 8a.

- They meet and discuss the work before they start.
- The villagers work together on one family's farm as a team then they continue to another farm until every farm is done.

Question 8b.

- Families organise the big meal/bring their own food with share to each other.
- The head of the village or one experienced person speaks to villagers and reviews the work they have done/plans for the next year's work.
- Everyone joins in the feast and entertainment/songs and drama.

Part B – Answer in Karen

In this part, students were assessed on how well they:

- demonstrated an understanding of the stimulus text
- wrote text appropriate and relevant to context, purpose and audience
- structured and sequenced information and ideas
- manipulated language structures and vocabulary in Karen.

Text 9

Question 9

It was evident from students' answers that most had comprehended the text well. They wrote an email using informative writing, which included the required points. Some students were able to express their own views and ideas. Some students' responses lacked personal opinions and views, while others only expressed their personal views. Some students did not include the conventions of email writing, including a salutation or greeting, introduction, body (content) and closing.

- စီပီဂူၤဖါနလိၣ်ဘၣ်သ့လီၤစ့ၤတၢ်ဆၢကတီၢ်လၢတၢ်ဂဲၤလိၣ်ကွဲၤလီၤဒိအတၢ်ဂဲၤလိၣ်ကွဲၤတဖၣ်န့ၣ်လီၤ. (Saw Po Gay, you need to spend less time online/on computer games.)
- နလိၣ်ဘၣ်လၢနကကျဲးစးအိၣ်ထီၣ်လၢတၢ်မၤလိၣ်အပူၤ (You need to study harder.)
- နလိၣ်ဘၣ်လၢနကဘၣ်ကတီၢ်တၢ်ဒီးနဟံၣ်ဖိလိဖိ (You need to communicate with your family.)
- ဟးထီၣ်ဆူတၢ်ချၢဒီးန့ၢ်ကလံၤလၢအဆ့ (Go out and get some fresh air.)
- အိၣ်ဒီးတံၤသကိးအတၢ်ရူလိၣ်မုၢ်လိၣ် (You need to make friends.)
- နလိၣ်ဘၣ်လၢနကဘၣ်မံဆိဆိလၢနတၢ်အိၣ်ဆူၣ်အိၣ်ချ့အဂီၢ် (You need to go to bed early to be healthy.)

Section 3 – Writing in Karen

In this section students were assessed on how well they:

- demonstrated depth of treatment of information, ideas and/or opinions
- wrote text appropriate and relevant to context, purpose and audience
- structured and sequenced information and ideas
- manipulated language structures and vocabulary in Karen.

Question 10

- Text type: story (title/topic, structure, content, author [fictional name], register, style, layout)
- Audience: teenagers
- Type of writing: imaginative
- Suggested content:
 - outline how the planned event was at first well organised and then explain how things went wrong/not to plan
 - development of plot and character(s)

This question was the most popular choice, and students had much to write in response. Students who wrote competently were mindful of the question, answered in depth and used a broad range of accurate vocabulary. The question clearly stated that students were to write about organising an event. Students need to proofread their work. Some students needed to plan the logical sequencing of information and the ordering of paragraphs and sentences.

Question 11

- Text type: script of a speech (title/topic, structure, content, register, style, layout)
- Audience: students at school assembly
- Type of writing: evaluative
- Suggested content:

- it is expected that students identify and convey to the audience at least two advantages and two disadvantages of social media in their lives and discuss these rationally
- often objective style, use of facts, examples

A small number of students chose to respond to this question. Generally, their expression was good, but sometimes consisted of a story rather than a script of a speech, which was the requirement.