

2018 VCE Karen written examination report

General comments

Overall, students performed well in the 2018 Karen written examination. Most students attempted all three sections. Some students responded accurately and appropriately to the requirements of the questions, while others had some difficulties with using the correct grammar and spelling, and choosing the appropriate vocabulary for writing tasks. Students should be familiar with grammatical structures and concepts as indicated in the *VCE Karen Study Design* (pages 10–13). In particular, students should pay attention to the Orthography section as it is vital that they practise using the vowels, tones and double consonants appropriately. When using these incorrectly, the meaning of words could change as this is an area where some students make errors.

Students must understand the importance of reading all instructions and questions very carefully and highlighting key words and requirements. It is also important that students familiarise themselves with a wide range of text types so that they are well prepared for the examination. On the whole, students produced good responses throughout the examination.

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.

It is important that students practise note-taking as part of their examination preparation and ensure that they are focused when listening to the text. They should also read the questions carefully and highlight the key information they need to identify while listening to the texts. Generally, most students were able to provide correct answers by conveying relevant and appropriate information. A few students were not able to identify key information in the text. Students must be aware that no credit is given for answers in the wrong language.

Text 1

Question 1a.

The mother is upset with her son:

- for addressing the elderly person by his first name
- because it is rude.

Question 1b.

Karen people address professionals:

- by their titles
- by adding their title before their name.

Text 2

Question 2a.

- time for fun and play with water
- to purify the mind and wash away sins from the previous year

Question 2b.

- people visit the elderly to pay respects
- bathing them and washing their hair
- using shampoo of Po Chit, turmeric and Ter Yot

Text 3

Question 3

<p>Advantage of replacing humans with robots (three of)</p>	<p>Disadvantage of replacing humans with robots (three of)</p>
<ul style="list-style-type: none"> • the overall cost of robots is cheaper • can work longer hours • can work in conditions that humans cannot • their performance is more accurate • robots do not argue and complain to their employer 	<ul style="list-style-type: none"> • robots cannot think and do not have emotions • robots can only do what they have been programmed to do • if the program malfunctions it could become dangerous or hazardous/if something unexpected happens and robots do not know that to do

**Section 1 – Listening and Responding
Part B – Answer in Karen**

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

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

Most students were able to identify the required information and answered appropriately and correctly; however, some did not identify the relevant key points.

Text 4

Question 4

- ဆန်ဖီကီဖီလောပုလဘုန်ကွန်ကီတဖန်မၤစၢၤအကစၢ်လၢကဟူးကဲၤဒီးကအိန်ဆူန်အိန်ချ (Pets help their owner remain active and healthy.)

- မၤစၢၤမၤလီၤမၤတၢ်တူၢ်ဘၣ်လၢအမ့ၢ်တၢ်အိၣ်လီၤဖျိၣ်ထဲတၢ်ဂၤဇၢၤ (Pet dogs help ease the feeling of isolation.)
- ကရုလိၣ်မုၢ်လိၣ်ဘၣ်ဒီးပုၤအဂၤလၢအမ့ၢ်ထွဲၣ်အကစၢ်တဖၣ် (socialise with other dog owners)
- မ့ၢ်ဆၣ်ဖိကီၢ်ဖိလၢအသးတီၤဒီးသ့ကဟုကယၢ်ဒီးသဒၢတၢ်ဒိၣ်မး (They are very loyal and protective animals.)

Text 5

Question 5a.

- ကိုဖိတဖၣ်ယုထာဝလၢကဆဲးမၤလိတၢ်လၢဖျၢၣ်စိမိၤအါထီၣ်ဝဲကွၢ်ကွၢ် (Many more students are choosing to continue their study at university.)
- အါဂၤကဲထီၣ်ဝဲသရၣ်ကွၢ်ထွဲပုၤဆါ, ကသံၣ်သရၣ်ဒီးပုၤဂ့ၢ်ဝီပုၤမၤတၢ်ဖိတဖၣ် (Many are becoming nurses, doctors and social workers.)
- အဝဲသ့ၣ်တဖၣ်မၤစၢၤက့ၤတၢ်သ့လၢကညီအပုၤတဝၢဖိတဖၣ်အကျါ တကးဒီးဘၣ်ကဲထီၣ်ဝဲတၢ်မၤစၢၤလၢပုၤတဝၢအဂ့ၢ်အဂၤသ့ၣ်တဖၣ် (These people can contribute to the Karen community and broader community.)

Question 5b.

- နလိၣ်ဘၣ်တၢ်မၤလိသ့အါထီၣ်သး(မ့)တလိၣ်လၢနကဘၣ်လဲၤဆူဖျၢၣ်စိမိၣ်ဘၣ်, နလဲၤလၢ(TAFE)သ့လီၤ. (some training is needed/don't need to go to university, can go to TAFE instead)
- ဂုၢ်ကျဲးစးလူၤပိၣ်မၤလၢပုၤနတၢ်မံမိၢ်ဖိတၢ် (try to follow your dream)
- တၢ်လၢနယုထာဝနဲတခါဂ့ၢ်တခါဂ့ၢ်ဂုၢ်ကျဲးစးမၤလၢပုၤအီၤလၢတၢ်သးဖုံသးမုၢ် (Strive for happiness in whatever fields you choose.)
- ကျိၣ်စ့တဘၣ်မ့ၢ်ဝဲတၢ်ပညိၣ်ထဲတခါဇၢၤဘၣ်. (Money should not be the only goal.)

Text 6

Question 6a.

- ခိဖျိလၢတၢ်ယံတၢ်လၢအယိ (because of her beauty)
- သပၤကဒၢမဲၣ်တဖျၢၣ်လၢအဝဲမ့ၢ်ဖိအိၣ်ဟုသးတဖျၢၣ်ထဲတဝဲဒၣ်လဲၣ်န့ၣ်ပုၤမးသပၤဒီးဖျၢၣ်သ့ (The magical cooker, which enabled her to cook a full pot of rice from half a grain.)
- သံၣ်ခွံထူကဒၢမဲၣ်တဘၣ်, လၢအဒုးကပြုၢ်ကပြီၤအီၤဒ်မုၢ်အသိးသ့မၤလီၤမၤအီၤသ့ (The magical golden comb, which made her shine like the sun or be invisible.)

Question 6b.

- အဝဲသံလၢကစၢ်န့ၣ်အလီၤ (She died on the mountain.)
- ကစၢ်လၢအဘၣ်တၢ်ကိးန့ၣ်က့ၤအမံၤဒ်နီၢ်ဘၣ်ဘိအမံၤအသိး. (The mountain is named after her.)

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 7

- to be needed
- to be active

- spend time with loved ones
- avoid junk food

Text 8

Question 8

- The house was good value for money and much larger.
- Everything is close by and you don't need a car.
- There are many Karen people to socialise with and to keep traditions and language alive.
- There are many good schools in the area.
- There are many job opportunities.

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

- Text type: email
- Audience: council committee members
- Type of writing: informative – logical presentation and discussion of facts and ideas, uses objective style appealing to reason and not emotion, often creates an impression of balance and impartiality

Students could have included some of the following in their response:

- ဂွါလိာ်လၢတၢ်သူကီၢ်တၢ်ဒၢတဖၣ် (Say no to plastic bags)
- ပတုၣ်ပွၤကီၢ်ဒၢတဖၣ် (Stop buying plastic bottles)
- တဘၣ်ကွၢ်နါစီၤတၢ်ကမ့ၤဘၣ် (Do not litter)
- ဆဲးလီၤမံၤလၢလံာ်ပတံၤထီၣ်အပူၤလၢတၢ်ကပတုၣ်ကွၢ်ကီၢ်တၢ်ဒၢလၢတၢ်ဂ့ၤသူအီၤထဲတဘျီလၢဟီၣ်ကဝီၤကျဲးတဖၣ် (Sign petitions to ban single-use plastic bags in local shops)
- မၤစၢၤတၢ်လၢတၢ်ကမၤကဆိပိၣ်လဲၣ်နီၤထံက့ၢ်တဖၣ် (Participate in a beach and river clean-up)

Students' answers indicated that most had comprehended the text well. They wrote an email using informative writing, which included the relevant points required for the task. Some students were able to express their own views and ideas and included all the required criteria relevant to the task, while some responses lacked personal opinions and ideas. Several students did not include the key points. A few students made spelling and grammar errors. Students needed to follow the convention of email writing, including a salutation or greeting, introduction, body (content) and closing.

Section 3 – Writing in Karen

Students' responses 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: review – topic, structure, author (fictional name), register, style, layout
- Audience: teenagers
- Type of writing: evaluative – logical presentation and discussion of facts and ideas, uses objective style appealing to reason and not emotion, often creates an impression of balance and impartiality

Students were expected to evaluate aspects of the music concert they attended. This could have included the presentation of two (or more) positive/successful aspects of the concert and two (or more) negative/unsuccessful aspects of the concert

Few students chose to respond to this question. Generally, they answered well by responding to the required criteria. Some students had good ideas, but their response was a personal story rather than an evaluative piece. It is important for students to attempt to write as much as they can, using a dictionary where possible in order to expand their language skills and use simple sentence structures to enable them to express their ideas.

Question 11

- Text type: formal letter – address, date, salutation, greeting, body (content), farewell, signing off (fictional name), formal register, style, layout
- Audience: students at school assembly
- Type of writing: persuasive – attempts to manipulate the reader's opinions in order to achieve a specific purpose (keep paper textbooks), uses persuasive language (vocabulary, sentence structures, style/register) with the reader and purpose in mind, often uses the second person for direct address and appeal, may use techniques such as use of technical/scientific language or quantitative statements to lend authority to the content.

Students were expected to try to convince their school principal not to replace paper textbooks with digital textbooks. In their response students needed to outline the benefits of paper textbooks to justify their request.

This was the most popular question and it was completed with varying degrees of success. Many students were able to include three convincing arguments. Students who wrote competently were mindful of the criteria for the questions, answered in depth and used a broad range of accurate vocabulary. Students must follow the convention of writing an informal letter, including a salutation or greeting, introduction, body (content) and closing.