

# 2019 VCE Karen written examination report

## General comments

Most of the students were well prepared for the 2019 VCE Karen written examination. Those who did well demonstrated a good understanding of specific aspects of the text, were able to identify and analyse information, and were able to convey information accurately and appropriately. Most students had good listening skills and understood the content of the texts.

Students are reminded that they should listen to and read the texts and questions carefully. It is important that students answer all the questions as required; some questions need to be answered in Karen and some in English. Students should focus on and express their language skills.

Overall, a good understanding of the language was demonstrated, and students are congratulated for taking the opportunity to learn, maintain and promote the Karen language.

## 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 generally demonstrated their understanding of the texts and responded well.

Students are reminded to read the instructions carefully and follow the instructions exactly as required. Unfortunately, some students mixed up Part A and Part B and answered the questions in the wrong language and therefore were not eligible for marks.

In some cases, responses indicated that students had understood the texts in Karen well but had difficulty finding the correct words in English. In this case, students should use words that have equivalent meaning to the actual words. Students are encouraged to develop skills in using their dictionaries effectively.

Note-taking is an important part of students' preparation, and it helps ensure that they are focused when listening to the texts. Some students jotted down the key contents in the note-taking column but wrote totally different answers and could not therefore receive marks.

### Part A – Answer in English

#### Text 1

#### Question 1

Tee Moo is known all over the world because it:

- produces healthy, clean and delicious water
- has received top awards for water quality
- can be used for drinking, health and beauty purposes.

## Text 2

### Question 2a.

Evidence in the text shows that Karen people are hospitable. They:

- invite guests to eat and stay overnight with them
- cook nice food for the guest
- offer vegetables or fruit
- visit the guest.

### Question 2b.

The writer wants the children to experience Karen's:

- kind treatment
- hospitality.

## Text 3

### Question 3a.

The two big challenges Say Say faced as a migrant were:

- the language barrier
- cultural differences.

### Question 3b.

Say Say overcame the challenges she faced by:

- attending an English language class
- making friends with English-speaking people
- inviting friends to her house
- sharing food and stories
- knowing how to cook other food.

## Part B – Answer in Karen

### Text 4

#### Question 4

The advantages of online study mentioned in the text are as follows.

- ပြန်လည်ဆက်သွယ်နိုင်သောနည်းလမ်း (It is a flexible and convenient way to study.)
- တာလ်လျာဉ်ချွတ်ချွတ်စားစားဆုတ်တုတ်တုတ် (It can save time and money.)
- ဟာယျာဉ်ဆိုင်ရာအပြုအမူ (The lesson is interactive and engaging.)
- နေထိုင်ရာအိမ်ထဲမှာပဲ (You can study in the comfort of your home.)

**Text 5**

**Question 5a.**

Handicrafts tell us the following about the role of men and women in traditional Karen society.

Male	Female
<p>Any two of the following:</p> <ul style="list-style-type: none"> <li>• ကု</li> <li>• ခိန်ဖျိန်</li> <li>• ဘာ</li> <li>• ချိုန်ဒီးပျို</li> <li>• ယုခးအိန်တံ</li> </ul> <p>(Men would handmade/craft:</p> <ul style="list-style-type: none"> <li>• baskets</li> <li>• hats</li> <li>• fish traps</li> <li>• bow and arrows for hunting</li> </ul> <p>AND collect/hunt food for their family.)</p>	<p>Any two of the following:</p> <ul style="list-style-type: none"> <li>• ထာန်</li> <li>• ယန်လူး</li> <li>• တံကူတံကူ</li> <li>• ခွဲးတံဆးတံ</li> <li>• ကွာ်ထွဲဟံန်ဖိယီဖိဒ်သီးကကူဘန်ကူဘန်</li> </ul> <p>(Women would handmade/weave:</p> <ul style="list-style-type: none"> <li>• bags</li> <li>• blankets</li> <li>• clothes</li> </ul> <p>or sew and knit scarfs and hats</p> <p>AND provide for their families by keeping them clothed/warm.)</p>

**Question 5b.**

ဘန်မနုၤအယိကညိတံစုသ့ခိန်ဘန်ပီလီတဖန်အံၤတံဟံအီၤလၢအကါခိန်လဲၣ် (The handicrafts are considered special because they are)

- တံတုအီၤလၢစု/ (handmade)
- အဂ့ၤလီၤဆီ (unique).

**Text 6**

**Question 6a.**

စဲးဖိကဟန်ပိညါန့ၣ်ကဲဘျူးကဲဖိုင်လၢကညိဖိအဂီၢ်မ့ၢ်လၢ (Technology benefits the Karen people because)

- မ့ၢ်ဝဲတံမၤစၢၤလၢကညိဖိတဖန်ဆဲးကျိးလိာ်အသးကဲကဲ (Technology helps Karen people to keep in touch.)
- မ့ၢ်အိန်ယံၤလီၤသးဘန်ဆန်တံစဲဘူးဒီးပတံဆဲးတံလၢအိန်သ့ / (Even in isolation they can connect to their culture.)
- နီၤလီၤသကိးပတံသ့ၣ်ညါလၢအဘန်ထွဲဒီးပပုၤကလုာ်သ့ကျဲးလၢသ့ / (Karen people can share knowledge of their customs and traditions.)
- စိာ်မူစိာ်ဂဲၤပကျိာ် / (It keeps language alive.)
- ဆဲးကျိးဒီးကရၢကရိက့ၤကညိဖိတဖန်ဖဲအိန်တံလီၢ်တပူၤဂ့ၤတပူၤဂ့ၤသ့ / (It provides a way to inform and organise Karen communities wherever they may be.)

## Section 2 – Reading and responding

This section was designed to test the students' understanding in general, as well as their ability to identify and analyse specific aspects of the text. They needed to convey the information accurately and appropriately as required. Most students scored highly on Question 7, comparing the differences between Karen and Australian culture.

In Question 8, when students were asked to provide in English the evidence from the text of the wonderful time the author had when he was in Australia, many students struggled to provide the details, which indicated their difficulty understanding uncommon vocabularies in Karen. It was also a challenge for students to convey some Karen terminology into English.

Question 9 was a persuasive writing task about a holiday destination. Most students did well writing a letter to a friend that indicated their impressive skill of understanding the original text. Students are reminded to try to expand their vocabularies and improve their grammar.

### Part A – Answer in English

#### Text 7

##### Question 7

Students had to complete the table below indicating the differences between Karen culture and Australian culture.

Karen culture	Australian culture
Respect for elderly people	Respect for everyone
Keeping head slightly down and avoiding direct eye contact	Looking straight up and keeping direct eye contact
Slightly bending your body while walking past older people	Walking with a straight back is polite
Couples do not show affection in public	Showing affection in public is normal

#### Text 8

##### Question 8

Students needed to provide evidence from the text to show that the writer had a wonderful time in Australia. Any four of the following were accepted:

- beautiful sandy beaches
- amazing forests
- unique animals
- different ethnicities and languages
- different foods and cafes
- varied and fascinating countryside
- recommend Australia as a holiday place.

## Part B – Answer in Karen

### Text 9

#### Question 9

Students were asked to imagine that their friend was going to Thailand on a holiday, and to write a letter persuading them to visit the waterfall in Umphang.

Text type: letter

Kind of writing: persuasive

Audience: friend

Students may have included points such as the following in their response:

- မှီဝဲထံလီၤဆူယံလၢလၢအလံာ်ကတၢၢ်ဒီးအထီကတၢၢ်လၢကီၢ်ကွီတဲာ်ကလံၤစးမုၢ်နံၤတကပၤ (It is a very beautiful place with the highest and widest waterfall in northwestern Thailand.)
- အိၣ်ဝဲသၢပတီၢ်ဒီးတပတီၢ်ဘၣ်တပတီၢ်အဘၣ်စၢၤန့ၣ်ကွံအိၣ်ဝဲစုာ်စုာ်လၢနပီၢ်ထံသ့/ (It has three steps with pools for swimming between each step.)
- မှီဝဲန့ဆၢၣ်ထံလီၤဆူလၢပုၤလဲၤဟးကွၢ်ကီတၢ်ဖိတဖၣ်လၢဟီၣ်ခိၣ်ဒီးဘ့ၣ်ဟဲဝဲ/ (It is a natural waterfall and many tourists around the world visit.)
- ထံယုၤသီၣ်အလုၢ်လီၤကဟုကညီၣ်မိၣ်စူအသ့ၣ်အပုၢ်အသိး/ (You will get to hear a loud rumbling sound in the rainforest.)
- လဲၤလၢသိလ့ၣ်ဒီးရီဘၣ်ချံတဖၣ်သ့/ (You can go by car and rubber boat.)
- နလဲၤဟးလၢနခိၣ်သ့မ့ၢ်လၢတယံၤကဲၣ်ဆိးဘၣ်ဒီးအိၣ်စ့ၢ်ကီးဒီးယီၤသ့ၢ်လၢတၢ်ဒါလီၤအီၤဖဲကျဲၤဒီးတဘိ/ (It is not far to walk and the walking track is good.)
- နလဲၤဟးလၢဟီၣ်ခိၣ်ဒီးဖျၢၣ်တၢ်ဟ်ပနီၣ်ဆၣ်ဖိကီၢ်ဖိထူလံၤတဖၣ်အလီၢ်သ့/ (There is an international wildlife sanctuary to visit.)

## Section 3 – Writing in Karen

This section tested the students' ability and skill in conveying information and opinions using a range of vocabulary and correct sentence structure to articulate and express their thoughts on a topic. When selecting a task, students should choose one that is familiar to them and that requires the kind of writing to which they are best suited.

### Question 10

This question asked students to reflect on their return from a careers information night organised by their school and in a diary, reflect on a new career choice.

Text type: diary entry

Kind of writing: reflective

Audience: oneself

Responses may have included the following.

- reflections on what was impressive about the speaker and their career
- reflections on the strengths, requirements and skills for the new career
- elements of reflective language such as use of first-person, subjective/informal/familiar style/register; and emphasis on opinions, feelings and impressions rather than factual, objective information
- a diary entry appropriate for the audience: the writer himself/herself
- writing clearly recognisable as a diary entry through use of date, structure, opening, content, conclusion, register, style and layout.

Students successfully used their imagination or their experiences of careers information sessions, then reflected it well in their writing.

### **Question 11**

Students were required to write an informative article for young adults about an exciting scientific development that is improving our lives.

Text type: article

Kind of writing: informative

Audience: young adults

Responses may have included the following.

- information for readers about an exciting scientific development
- how the scientific development is improving lives
- informative discussion, not evaluative
- appropriate for the audience
- clearly recognisable as an article through characteristics such as topic; structure (introduction, body, conclusion); content; title; author (fictional name); register; style; and layout.

Some students did well by providing actual information and practical examples but some students found it challenging to find the correct words and terminology in Karen.