

# 2022 VCE Karen written external assessment report

## General comments

Overall, students' performance in the 2022 Karen written examination was good. Most students prepared well for this examination and scored highly.

Advice for students:

- Students must be familiar with the structure of the written examination, which has some parts in Section A and B that must be responded to in English and others in Karen.
- Read the questions carefully, as some questions need to be answered in Karen. No marks are given for answering in the wrong language.
- Learn different text types and different styles of writing, especially formal and informal letter writing; refer to the VCAA website for the different styles of writing and text types.
- Try to answer every question.
- Answer in full sentences that are appropriate to the question and text type.

## 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. However, they are reminded to read the instructions carefully and answer the questions exactly as required. Unfortunately, some students confused Part A, which required them to respond in English, and Part B, which required them to respond in Karen, and answered the questions in the wrong language; therefore, they were not awarded any marks.

Sometimes it appeared that students had difficulty translating the correct words from Karen to English or from English to Karen. In this case, students should use equivalent words to convey the meaning instead of matching the words literally.

### Text 1

#### Question 1

Any five of:

- talent / natural ability
- healthy
- strong
- can move fast

- has a powerful punch
- has his grandfather's bloodline

## Text 2

### Question 2

- learn about the change
- try to accept the different views/changes
- prepare himself and relax his mind
- try to see things from the positive side

## Text 3

### Question 3a.

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

- parents want to organise a homework club
- parents need to organise a community meeting for further discussions
- parents want to support their children (children have reported they have a problem with their schoolwork).

### Question 3b.

- Find volunteers to teach the students.
- Find a room/place for the homework club.
- A working with children's check is needed by volunteers.
- Need a coordinator for the program.

## Text 4

### Question 4

- မာဘူဉ်လီစုလာလီမုာ်ပျီပူ (Donate money, online or on the day).
- ပှာစာတၢ်အိၣ်ဒီးတၢ်ဖိတၢ်လံၤလၢတၢ်တနံၤန့ၣ် (Buy food and other items on the day.)
- မာဘူဉ်လီတၢ်ကူတၢ်ကၤ, တၢ်အိၣ်တၢ်အိၣ် ဒီးတၢ်အဂုၤအဂၤလၢပှၤကဆါအိၣ် (Donate clothes, food and other items to sell.)
- ဒုးသ့ၣ်ညါ/တဲဘၣ်ပှၤဂုၤပှၤဂၤတဖၣ်လၢစုဟ်ကီၤတဘျီအံၤ (Tell everyone about it.)
- လဲၤဆိၣ်ထွဲသကိးဖဲတၢ်တနံၤန့ၣ် (Attend the activity day.)

## Text 5

### Question 5

Any six of:

- တၢ်ဖးထီၤလၢထံကျိယွၤဆူၣ်အဖိခိၣ်ဒီးတၢ်ကျၢၣ်ထီၣ်လံၤ, (long bridge over a strong river current / rotten bridge)
- လုကပၤလၢအဘျဲတၢ်စူၤ, (side of the cliff, which is slippery when it rains)
- ဘၣ်လဲၤခိစံာ်ပျီဖးလံာ်, (walk through big farm)
- ဖျါဖးခိၣ်လၢလုာ်ယီၤတဖၣ်ဘံဘု, (big market with busy bicycles)

- စီကုကုအမိအတာဆာကတီတအိၣ်လကလဲၣ်ဆာအီၣ်ဒီးလဲၣ်စီကုလကီ (she does not have time to take him to and from school)
- မိမာဘုတန့ၣ်(ကျိၣ်စ့)တၢ်ဟဲန့ၣ်စ့ၣ် (the mother's farm had not produced enough grains this year)
- အကီၣ်န့ၣ်အိၣ်ယံၣ်ဒိၣ်မးလီၤ. (the school is far away).

## Text 6

### Question 6

- မလိဘၣ်ကညီနီၣ်ထီၣ်သီဟဲကဲထီၣ်အဂ့ၢ်ဒီး ကညီနီၣ်တယၢ်ဟဲကဲထီၣ်အဂ့ၢ်ယုၣ်ဒီး ကညီပိအတၢ်ဟဲလီၤစၢၤဆူကီၢ်လီၤပူၤအဂ့ၢ် (learn about how Karen New Year was established, how the Karen flag was established and how Karen people came to Kaw Lah)
- သ့ၣ်ညါဘၣ်တၢ်မၤဖံၣ်သီၤတၢ်ရဲၣ်တၢ်ကျဲၤ (gain knowledge of the Pi Bee Yor program)
- ထံၣ်ဘၣ်ကညီတၢ်ဆဲးတၢ်လၢအကလုာ်ကလုာ် (get to enjoy sports competitions)
- ထံၣ်ဘၣ်တၢ်လိၣ်ခိၣ်လိၣ်ကွဲၣ်ဒီးတၢ်ပြာတဖၣ် (get to see cultural shows (dance/traditional clothing)).

## 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 advantages and disadvantages of building dams.

In Question 8, when students were asked about why music is so important to Saw Kawsay. Many students struggled to provide the details, which indicated their difficulty in understanding uncommon vocabulary in Karen. It was also a challenge for students to convey some Karen terminology into English.

Question 9 was an informative writing task. Most students did well in writing an email in Karen to a friend; they demonstrated an impressive skill in understanding the original text and an ability to inform him what he needs to do to overcome his concerns. Students are reminded to try to expand their vocabulary and improve their grammar.

## Part A – Answer in English

### Text 7

#### Question 7

Advantages include:

- store water for drought
- visiting the place – people can go there to relax and enjoy the environment
- generate hydroelectric power.

Disadvantages include:

- villagers will be forced to leave their homes
- would destroy the nearby wildlife habitat / could lead to extinction of animals
- flood local farming land.

## Text 8

### Question 8

- makes him more confident
- helps him express himself
- helps him connect with people / make friends
- allows him to express his origin, culture and experiences as a migrant.

## Part B – Answer in Karen

### Text 9

#### Question 9

- နကြားကွာထံၣ်လိာ်ဒီးနဟံၣ်ဖိယိဖိ (Make time for your family and visit them.)
- တၢ်မၤန့ၣ်ကအါဒီးကယၢတလၢလၢအဂီၢ်အယိကြားမၤစ့ၤလီၤနတၢ်ဖိးတၢ်မၤ (If possible, reduce the workload.)
- အကြားဟံးန့ၣ်တၢ်ဆၢကတီၢ်လၢအိၣ်ဘျးအိၣ်သၢ, ဟးကသုၣ်ကပျီၤ (Need to have breaks.)
- ဟံးန့ၣ်တၢ်ဆၢကတီၢ်လၢကထံၣ်လိာ်ရူလိာ်မုာ်လိာ်သးဒီးတံၤသကိးတဖၣ် (Make time to socialise with friends.)
- တဲသကိးတၢ်ဒီးတၢ်မၤခိၣ်ဘၣ်ထွဲဒီးတၢ်ကိတၢ်ခဲတၢ်ကိတၢ်ဂီၤတဖၣ် (Talk to your boss about your concerns.)
- ယုတၢ်မၤအသိတခါလၢအတအိၣ်လၢဝၢ်ပူၤဘၣ်/ ယုထီၣ်လၢမုာ်နံၤတနီၤနီၤန့ၣ်နကမၤစိတၢ်လၢဟံၣ် (Try finding another job not in the city / ask to work from home some days.)
- ယုန့ၣ်တၢ်ဆၢကတီၢ်လၢကဟံးန့ၣ်တၢ်ဆၢကတီၢ်ဒီးန့ၣ်ဆၢ. (Find time to spend time in nature.)

Text type: Email

Writing style: Informative

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions.
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

## Section 3 – Writing in Karen

In this section, students were asked to write an original text of approximately 250 words in Karen in response to one of two questions, each requiring a different text type and a different style of writing. 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.

Responses should have:

- demonstrated depth of treatment of information, ideas and/or opinions
- been appropriate and relevant to context, purpose and audience
- correct structure and sequence of information and ideas
- manipulated language structures and vocabulary in Karen.

## Question 10

This question asked students to write an imaginative story about a happy event.

Most students chose this question. They did well in using their imagination or drawing on personal experiences. They also demonstrated their understanding and expressed their ideas and opinions in-depth in their writing.

- Text type: Story
- Kind of writing: Imaginative
- Audience: Teenagers

## Question 11

Students were required to write a persuasive letter to the manager of a local television channel asking the manager to show more films and television programs on the weekends that are suitable for families.

Fewer students chose this question. They did well by providing the benefit of showing the films and television program to families.

Students expressed their opinions very well, however, needed to improve their grammatical skills and spelling.

- Text type: Formal letter
- Kind of writing: Persuasive
- Audience: TV manager