

Accreditation Period

Units 1 and 2

2015–2020

Units 3 and 4

2016–2020

Victorian Certificate of Education



CHIN HAKHA

ADVICE FOR TEACHERS



www.vcaa.vic.edu.au



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY



Authorised and published by the Victorian Curriculum and Assessment Authority
Level 1, 2 Lonsdale Street, Melbourne VIC 3000

Accredited by the Victorian Registration and Qualifications Authority
Level 4, 2 Lonsdale Street, Melbourne VIC 3000

ISBN: 978-1-922082-71-8

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Advice for teachers

This publication is a companion document for the *VCE Chin Hakha Study Design* and provides advice about designing teaching and learning activities for Units 1–4.

Employability skills

Units 1 to 4 of the Chin Hakha study provide students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills* are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

Each employability skill contains a number of facets that have a broad coverage of all employment contexts and are designed to describe all employees. The table below links those facets that may be understood and applied in a school or non-employment related setting, to the types of assessment commonly undertaken within the VCE study.

| Assessment task | Employability skills: selected facets |
|--|---|
| Personal or imaginative written piece | Communication (written), planning and organising, self-management |
| Analysis and response to spoken texts | Communication, problem solving |
| Role-play to resolve an issue | Communication (oral), teamwork, problem solving, initiative and enterprise |
| Informative, evaluative or persuasive written response | Communication, problem solving, planning and organising, use of information and communications technology |
| Interview | Communication, teamwork, planning and organising, use of information and communications technology |
| Detailed study | Communication, teamwork, problem solving, self-management, planning and organising, use of information and communications technology, initiative and enterprise |

Developing a course

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and key skills that relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and key skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on pages 28 and 29 of the Chin Hakha Study Design.

Teachers must develop courses that include appropriate learning activities to enable students to develop the key knowledge and key skills identified in the outcome statements in each unit.

*The employability skills are derived from the Employability Skills Framework (*Employability Skills for the Future*, 2002), developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia, and published by the (former) Commonwealth Department of Education, Science and Training.

For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to enable a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For School-assessed Coursework assessment tasks are prescribed. The contribution that each outcome makes to the total School-assessed Coursework is also stipulated.

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or text.

Methods

Any communicative teaching method or combination of methods that allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities that encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a text type, a skill or a text.

Suitable resources

Courses must be developed within the framework of the study design: the areas of study, outcome statements and key knowledge and key skills.

A list of suitable resources for this study has been compiled and is available via the Chin Hakha study page on the VCAA website: www.vcaa.vic.edu.au/vce/studies/index.aspx.

Learning activities

Implementation advice and example learning activities for each unit are provided below. Examples in the shaded boxes are explained in detail in accompanying boxes.

Teachers should consider these activities in conjunction with the key knowledge and key skills identified for each outcome within the study.

| Unit 1 | Examples of learning activities |
|--|---|
| Theme | <i>Listening</i> |
| The individual | listen to members of the class describe what makes their home and community special, and their personal accounts of childhood memories and experiences |
| Topic | conduct a survey of classmates about their background and culture or their family history and devise a table or construct a family tree |
| Personal identity | after viewing the film <i>Hoi Lo Par</i> , summarise the issues of identity faced by the central family |
| Sub-topic | <i>Speaking</i> |
| My home, background and community | conduct an interview with a Chin Hakha speaker and write an article for a newsletter about that person |
| Grammar | read an article about identity issues in Myanmar (Burma); discuss and compare with Australian norms |
| Tenses (present, past, continuous, future, perfect), nouns (proper, common, collective, abstract, number and gender) | interview a Chin Hakha speaker recently arrived in Australia about difficulties experienced upon arrival, his/her journey to Australia, and what he/she miss |
| Text types | <i>Reading</i> |
| Discussion / conversation / discussion / film / letter / email / note / personal profile / article / oral presentation / interview / survey / summary / web page | read an article or short story about an immigrant and discuss the advantages and disadvantages of being an immigrant |
| | read an article/texts online about Chin Hakha-speaking communities and summarise it in dot points, then discuss the identity crisis faced by them |
| | <i>Writing</i> |
| | write a personal profile of yourself for a Chin Hakha class magazine |
| | write a letter or email to your friend describing your hobbies, interests and future plans |
| | prepare questions in anticipation of interviewing a recent arrival to the school or the country about his/her experiences in the new community and incidents of culture shock |

Example assessment task

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.

Details of the task: Participate in a conversation with a Chin Hakha-speaking person and discuss and compare personal experiences.

Assessment task: Informal conversation.

| Unit 1 | Examples of learning activities |
|--|--|
| Theme The individual | <i>Listening</i> listen to an interview with a student about his/her daily routine at school in a Chin Hakha-speaking region and discuss it, comparing it with an Australian school routine |
| Topic Education and aspirations | listen to a visitor speaking about school in the Chin State and write a brief summary listen to a conversation in which three Chin Hakha speakers who are currently attending or had attended a TAFE or university in Australia discuss their educational experiences and tertiary options |
| Sub-topic School life and tertiary options | <i>Speaking</i> interview a classmate to complete a survey form about their favorite subjects, interests and hobbies, and their future aspirations discuss the value of further education and life-long learning in a group, and present orally to the class debate: 'Which path offers more – the vocational training and TAFE or the university?' |
| Grammar Verbs (transitive, intransitive and infinitive), adjectives (quality, number, demonstrative, comparative and superlative), questions | <i>Reading</i> read articles about the education system in Myanmar (Burma) and compare it with the Australian education system read information on the internet on the tertiary education of your choice and make notes read a brochure about school life or timetable in Myanmar (Burma), including subjects, studies and hours; send a similar brochure or timetable for your Australian school to your Chin Hakha penfriend. |
| Text types Advertisement / chart / brochure / email / conversation / discussion / formal letter / interview / debate / oral presentation / summary / survey / timetable / web page | <i>Writing</i> prepare a debate contrasting the Australian school system with one in a Chin Hakha-speaking region summarise the problems faced by a Chin Hakha student who would like to pursue a tertiary education, but does not have the means to do it write a letter or email to an Australian friend about your future aspirations |

Example assessment task

Outcome 2: Listen to, read and obtain information from spoken and written texts.

Details of the task: Read articles, advertisements and brochures about tertiary options and career opportunities and tick the boxes for those tertiary options and careers that advantage students with a Language qualification. Complete a chart and explain your choices in a short summary in Chin Hakha.

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Chin Hakha..

| Unit 1 | Examples of learning activities |
|--|--|
| Theme The Chin Hakha-speaking communities | <i>Listening</i> listen to a recording of Chin Hakha folklore that tells the story and timeline of the Chin history, and take notes |
| Topic History and culture | view and listen to a PowerPoint presentation on Chin traditions and ways of life and discuss it in pairs watch the film <i>Duh Mang Le Dar Dim</i> and identify the major points of conflict experienced by the characters |
| Sub-topic Traditions | <i>Speaking</i> read and discuss the important traditions during <i>THO</i> and <i>KHUANGCAWI</i> , e.g. clothes, food, social status and clan system |
| Grammar Pronouns (singular, plural, relative, interrogative, demonstrative, infinite), subordinating conjunctions, interjections | in pairs, discuss and make comparisons between the Australian and Chin customs you have researched participate in a role-play of a conversation between a grandparent and a grandchild about what constitutes a particular tradition |
| Text types Photographs / conversation / discussion / article / song / chart / poem / note / timeline / story / survey / documentary / video / PowerPoint / oral presentation / role-play / website | <i>Reading</i> read an article about Chin traditional ways of life, and make notes search the internet for information about Chin dress and customs and discuss it with a classmate read a Chin Hakha poem, or a traditional song, e.g. <i>Thingparsang</i> , <i>Cawpe</i> , and take notes and discuss the metaphor of the song <i>Writing</i> prepare a PowerPoint presentation about <i>THO</i> and <i>KHUANGCAWI</i> watch a documentary featuring Chin traditional dance, e.g. <i>Conglaizawnh</i> , and take notes on how the dancers move write an article contrasting the Australian ways of life and Chin traditional ways of life you have learnt |

Example assessment task

Outcome 2: Listen to, read and obtain information from spoken and written texts.

Details of the task: Listen to a recorded interview with the organiser of the Chin Harvest Festival and complete a chart of the event planned for the festival in Chin Hakha.

Assessment task 2(a): Listen to spoken texts (e.g. conversation, advertisements, interviews) to obtain information to complete notes, charts or tables in Chin Hakha.

Unit 1

Examples of learning activities

Theme

The Chin Hakha-speaking communities

Listening

listen to a broadcast about coming events in the Chin Hakha-speaking communities and draw up a calendar/chart of these events

Topic

History and culture

in groups, listen to a popular song about a religious or historical event and discuss the message in that song

view a documentary about a religious or historical event and discuss its importance to the Chin Hakha-speaking communities

Sub-topic

Historical and religious events

Speaking

in class, discuss the original significance of an historical event, e.g. The Chin National Day, and how it has changed over time

Grammar

Prepositions (locative, ergative, accusative, possessive, ablative), sentence structure, gender and number

participate in a conversation between a grandparent and a grandchild about what constitutes a particular religious event

discuss the impact of the signing of the *Panlong Agreement* to the Chin people

Reading

read an article in a magazine about Chin historical or religious events and write a report explaining the significance of the event

Text types

Article / conversation / discussion / interview / documentary / song / story / magazine / chart / calendar / role-play / note / PowerPoint / postcard / talk / website

read the story about the Chin conversion to Christianity and discuss the impact of it to the Chin Hakha communities in class

research a Chin historical and religious event online and make notes on how the event is celebrated

Writing

research magazines, books and online materials to document the origin of the Chin National Day event

prepare a PowerPoint display on a historical or religious event and give a view on it

design and prepare a postcard based on the Chin Harvest Festival Day (THO)

Example assessment task

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Details of the task: In the role of youth correspondent for a travel magazine, write an article expressing your opinion about the Chin National Day or the Chin Harvest Festival Day.

Assessment task: Article.

Unit 2

Examples of learning activities

Theme

The individual

Listening

listen to a recorded job advertisement and note the main requirements

Topic

Education and aspirations

listen to a recorded job interview and make suggestions as to how the applicant can improve their interview skills

listen to a radio interview about career opportunities and make a list of the qualifications needed for different careers mentioned

Sub-topic

Job applications and future concerns

Speaking

discuss strategies for job applications, including writing a résumé in Chin Hakha and how to present for interview

Grammar

Verbal alternation, adverbial expressions, negation adverb

role-play a job interview, attempting to convince an employer to hire you for the part-time job they are offering

research the internet for information about your dream job and present a two-minute oral presentation to the class

Text types

Article / advertisement / discussion / formal letter / interview / job application / job resume / note / list / role-play / brochure / oral presentation / summary / website

Reading

read a simple résumé and identify the main features

read career brochures, identifying options for Chin Hakha speakers, and summarise the main aspects of three different jobs

search the internet for future career opportunities in specialised fields and list those of interest to you

Writing

write an application letter to a company, responding to a specific job advertisement and asking for further information, explaining details about yourself and your availability for a job interview

complete a personal account, outlining the experience you have had that is relevant to a part-time job

take notes on how to set out a letter application/formal letter

Example assessment task**Outcome 1:** Participate in a spoken or written exchange related to making arrangements and completing transactions.**Details of the task:** Participate in an interview role-play in which you attempt to convince an employer to hire you for a part-time job on offer.**Assessment task:** Role-play.

Unit 2 Examples of learning activities

| | |
|---|---|
| <p>Theme The individual</p> <p>Topic Relationships</p> <p>Sub-topic The value of family and friends</p> <p>Grammar Speech, mood (indicative, imperative, subjunctive, infinite), adverb (manner, degree, linking, introduction and conclusion, time, place, frequency), verb functions as adverb</p> <p>Text types Article / conversation / description / discussion / extract / film / informal letter / interview / list / message / note / online forum / profile / role-play / song / story / survey / facebook / web page</p> | <p><i>Listening</i></p> <p>after viewing the film <i>Ka Nu Dawtnak</i>, describe the relationship between the main characters, using examples from the film to support you</p> <p>listen to a song called <i>Hawikom Tha Cu Sui Le Ngun An Si</i>, and discuss friend and family values in the song</p> <p>listen to a group of students talking about friendship and family and draw up a list of principles for being a good friend and a happy family according to the information given</p> <p><i>Speaking</i></p> <p>discuss different types of friends and families as represented in the media</p> <p>describe to the class what a true friendship means to you</p> <p>interview a student about the differences between a Chin Hakha family and an Australian family</p> <p><i>Reading</i></p> <p>read an article (e.g. <i>Lungput</i> by Joel Ling) and discuss how to win friends and influence people</p> <p>read messages on facebook or youth forums about friendship or peer pressure; identify the issues that you agree are important and those which you think are unimportant; discuss your view with the class</p> <p>read a short story or extract about friendship or family and write a profile of the main character</p> <p><i>Writing</i></p> <p>write a list of tips for making friends</p> <p>conduct a survey to find out how young people make friends at school and write a letter to the editor of your school newsletter about your findings</p> <p>write a letter or email to your friend, telling what his/her friendship means to you and how much you value it</p> |
|---|---|

Example assessment task

Outcome 2: Listen to, read and extract and use information and ideas from spoken **and** written texts.

Details of the task: Read short excerpts from the novel by Joel Ling, *Tlang Chokhlei*, and reorganise the information in the form of a diary entry by the main character.

Assessment task 2(a): Read written texts (e.g. extracts, short story, email, letter) and reorganise information and ideas in a different text type.

| Unit 2 | Examples of learning activities |
|--|---|
| Theme The Chin Hakha-speaking communities | <i>Listening</i> listen to a Chin Hakha song and transcribe the lyrics listen to a singer interviewed by a TV host and write notes on the way the singer describes his/her background |
| Topic Arts and entertainment | view a documentary about a Chin traditional dance and summarise the key features |
| Sub-topic Dance and songs | <i>Speaking</i> discuss the characteristic features of a Chin traditional dance read and discuss the influence of Western music on Chin music |
| Grammar Phrases and clauses, commands, coordinating and correlative conjunctions, statements | search the internet for a Chin traditional dance and present a two-minute oral presentation to the class <i>Reading</i> search the internet for information about a Chin Hakha-speaking singer or dancer and prepare questions for an interview with the person |
| Text types Advertisement / article / song / documentary / note / oral presentation / review / conversation / discussion / video / interview / summary / poster / website | consult a Chin Hakha language website or books about Chin traditional dances and take notes on how they have come into being read a review of a Chin traditional dance performance and write a magazine article about it <i>Writing</i> create a magazine advertisement or poster to promote a cultural dance performance write a short review of a Chin song listened to in class, stating your opinion about the title go to the Chin Harvest Festival Day and prepare a series of questions for the organiser |

Example assessment task

Outcome 2: Listen to, read and extract and use information and ideas from spoken **and** written texts.

Details of the task: Listen to a Chin traditional song and write a message to your friend expressing your feelings about it.

Assessment task 2(b): Listen to spoken texts (e.g. conversation, song, interview, broadcast) and reorganise information and ideas in different text types.

Unit 2 Examples of learning activities

| | |
|---|--|
| Theme | <i>Listening</i> |
| The changing world | view a documentary about some aspect of technological change and discuss the main ideas |
| Topic | <i>Listening</i> |
| Scientific and technological issues | listen to an interview about the influence of computers on society in a Chin Hakha-speaking community and list the points made interview an older Chin Hakha speaker about the technology used in their childhood and summarise their comments |
| Sub-topic | <i>Speaking</i> |
| Changing lifestyles due to modern media and computers | participate in a debate on the positive and negative aspects of the widespread use of mobile phones and computers discuss the pros and cons of using social media |
| Grammar | <i>Speaking</i> |
| Active and passive voice, direct and indirect speech, particles (post-positional, interrogative, imperative, negative imperative) | in groups, brainstorm for types of technology that influence our thinking and are used in everyday life <i>Reading</i> read articles on the advantages and disadvantages of technological advancement, including health issues |
| Text types | <i>Reading</i> |
| Advertisement / article / debate / discussion / email / interview / list / report / documentary / note / letter / facebook / summary / survey / website | read articles on the negative and positive impacts of using social media and take notes read an article comparing a current student's daily routine with that of a student in the 1980s and make notes on the main differences <i>Writing</i> devise a survey on the use of mobile phone, email and online social media and send it to students in a sister school in a Chin Hakha-speaking area summarise the findings of the survey and discuss in class write an email to a friend, discussing changes in lifestyle due to technological advancements write an evaluative report in which you discuss strategies for minimising the negative impacts and maximising the benefits of using online social media |

Example assessment task

Outcome 3: Give expression to real or imaginary experience in spoken or written form.

Details of the task: Write a personal account for your school newsletter about the positive and negative impacts of social media on students.

Assessment task: Article.

Unit 3

Examples of learning activities

Theme

The changing world

Listening

view and listen to different types of Chin songs (e.g. *Ram Hla*, *Zuun Hla*, *Pupa Hla*) and analyse the themes, historical settings and target audience

Topic

Youth issues

listen to a guest speaker talking about his/her favourite music, then list and compare the different music genres mentioned

Sub-topic

Popular culture – music

listen to an interview with a songwriter or a singer (e.g. Dawt Hlei Hniang) and discuss his/her life in a class activity

Speaking

sing or recite the verses of a modern song and a traditional song

Grammar

Use of transitive and intransitive verbs, revision of adverbial expressions (manner, degree, linking, introduction and conclusion, time, place, frequency and negation)

in small groups, discuss your favourite song and justify the reasons for your choice

role-play accepting/rejecting an invitation to attend a concert

Reading

find and read a *Dingdi Hla* magazine and write a report on the development of a modern Chin song

visit a website (e.g. <http://laimp4.com>) and summarise the latest news and information on Chin songs

Text types

Article / discussion / email / interview / letter / list / magazine / review / report / song / recitation / role-play / speech / web page

read and compile current famous Chin singers and song writers and the genres of music they sing and compose

Writing

research and write a review for your school magazine of currently popular Chin Hakha performers and their songs

write a personal letter to your penfriend explaining the importance of music to your life

research genres of modern Chin songs and write about the influence of Western music on them

Example assessment task

Outcome 1: Express ideas through the production of original texts.

Details of the task: Write a letter to a friend describing your thoughts on the latest music album that you have seen.

Assessment task: Write a 250-word personal or imaginative piece.

Unit 3

Examples of learning activities

| | |
|---|--|
| Theme The changing world | <i>Listening</i> listen to a recorded interview of a Chin migrant's journey to Australia and summarise the difficulties he/she faced |
| Topic Social issues | listen to a discussion between a social worker and a Chin Hakha-speaking migrant and make a list of the challenges faced by Chin Hakha-speaking migrants in Australia |
| Sub-topic Immigration and its impact | listen to a guest speaker talking about Chin refugee situations in Malaysia and India and discuss the situations in class |
| Grammar Interrogative pronouns, revision of tenses (present, past, perfect and future) | <i>Speaking</i> invite a recently arrived Chin Hakha-speaking person to class, prepare questions for an interview about their experiences role-play a conversation between an official interviewing a Chin Hakha-speaking refugee about his/her background debate 'Is multiculturalism good or bad for Australia?' |
| Text types Article / debate / discussion / conversation / documentary / interview / list / news program / short story / role- play / summary / web page | <i>Reading</i> read an article about the migration of Chin Hakha-speaking people and summarise their experiences in point form search online for information on the effect of migration of Chin Hakha-speaking people and make a list of words and phrases associated with migration visit the websites of some organisations (e.g. www.chro.ca) for Chin Hakha speakers and make notes about their activities <i>Writing</i> write a short story about the experiences of a Chin refugee on their journey to Australia write an article about Chin Hakha speakers living in Australia, based on information obtained from an interview list the opportunities and difficulties that may be faced by a Chin Hakha-speaking migrant in Australia |

Example assessment task

Outcome 2: Analyse and use information from spoken texts.

Details of the task: Listen to an interview with a Chin Hakha speaker discussing his/her experiences of being a refugee and migrant in Australia. Answer short-answer questions then write a short paragraph about it.

Assessment task: A response to specific questions, messages or instructions, extracting and using the information requested.

Unit 3 Examples of learning activities

| | |
|---|--|
| Theme The changing world | <i>Listening</i> listen to an extract from a film (e.g. <i>Ka Nu Dawtnak</i>) that presents a disagreement between a parent and child, and make notes on the issues and language used |
| Topic Youth issues | listen to several students talking about their relationships with their parents and draw up a list of the things they consider most important in a parent-child relationship; prioritise these |
| Sub-topic Relationships | listen to a song about friendship and love and discuss what makes a good relationship between parent and child or between friends |
| Grammar Revisions of pronouns (singular, plural, personal, relative, interrogative, demonstrative, indefinite), postposition (locative, ergative, assusative, possessive, ablative) | <i>Speaking</i> participate in a conversation, giving helpful advice to a friend about strategies for dealing with the generation gap in class, discuss and list attributes important to building a relationship in groups, participate in a conversation comparing issues of significance to youth in Australia and in a contemporary Chin Hakha-speaking country take part in a panel discussion about peer-group pressure |
| Text types Article / conversation / discussion / note / song / story-board / extract / list / questionnaire / role-play / summary / report / table / talk / film / web page | <i>Reading</i> search the internet for information on youth issues and make a table of your results read an article about maintaining a positive relationship with friends and family; make a story-board and add captions read magazines or articles about peer-group pressure and take notes <i>Writing</i> write a letter to the editor in response to an article criticising a teenager's lack of commitment write a letter or email to a friend explaining what friendship means in Australia in comparison with what it means in a Chin Hakha-speaking community write a personal account of three issues that you find challenging as a teenager |

Example assessment task

Outcome 3: Exchange information, opinions and experiences.

Details of the task: You have been invited to a friend's party that is at the same time as a family event. Resolve the issue with one of your parents.

Assessment task: A three- to four-minute role-play, focusing on the resolution of an issue.

Unit 4

Examples of learning activities

| | |
|---|---|
| Theme The changing world | <i>Listening</i> watch a film (e.g. <i>Duh Mang and Dar Din</i>) and comment on the roles of the women and men in Chin traditional society |
| Topic Social issues | listen to a song (e.g. <i>Kam Lo Kan Si</i> by Sing Tin Par) and discuss the role of women in the song |
| Sub-topic Role of women (areas covered: traditional and modern women, the role for women in society, successful women from Chin Hakha-speaking communities) | listen to a recited poem or proverb (e.g. <i>Nupi Cumh Phung, Dar Khuang Cumh Phung</i>) and prepare notes for a review <i>Speaking</i> in groups, discuss the role of women depicted in the films <i>Duh Mang Le Dar Din</i> and <i>Ka Nu Dawtnak</i> and compare it with the role they have in today's society role-play a situation between friends, discussing career options for men and women recite a few verses from a song or poem or proverb and discuss the role of women in it |
| Grammar The various parts of the sentence (subject, verb, objectives, etc.), statements, questions, phrases and clauses | <i>Reading</i> read the lyrics of a song (e.g. <i>Kam Lo Kan Si</i>) and explain how the song depicts the role of women in society using the internet, research the lives of successful Chin women, choose one and present a brief profile of her to the class read an article about the role of women in society, and take notes to make a PowerPoint presentation |
| Text types Article / discussion / song / timeline / story / proverb / film / note / interview / recitation / report / photograph / role-play / PowerPoint / oral presentation / review / video footage / web page | <i>Writing</i> with reference to the text studied, write a report comparing the roles of women now and in the past write an article for a women's magazine on the changing roles of men and women in the twenty-first century with reference to the text studied, write a report focusing on how women have been treated in Chin society in the past |

Example assessment task

Outcome 1: Analyse and use information from written texts.

Details of the task: Read two articles with opposing points of view about the role of women in society. Write a review about the content, comparing and contrasting the past and present roles of women in society.

Assessment task: A response to specific questions, messages or instructions, extracting and using information requested.

Unit 4

Examples of learning activities

Theme

The Chin Hakha-speaking communities

Listening

listen to a recitation of a song (e.g. *Pupa Hla*) and in groups discuss the style and language used to convey the message

Topic

History and culture

listen to a recitation of a myth (e.g. *Laimi Thawhkehnaq Tuanbia*) and find out about the historical events and circumstances from that period

listen to a guest speaker talking about an historical overview of Chinland and its people and prepare a summary of the storyline of the Chin people

Sub-topic

Origin of the Chin
(area covered: the history of Chinland and its people, life for Chins in Australia and Burma)

Speaking

discuss an overview of the history of the Chin people, referring to major turning points

prepare a PowerPoint presentation about significant events in Chin history

discuss in class the characteristics of evaluative, persuasive and informative writing; give examples of text types that demonstrate each kind of writing

Grammar

Revision of verbs, nouns, adjectives and adverbs

Reading

read an article (e.g. '*Chinmi Thawhkehnaq* by Chawn Kio, *Chin Timi A Rak I Thawhkehnaq* by Lian Hmung Sakhong) and write a short historical overview or timeline of Chin for your school magazine

Text types

Article / discussion / film / interview / novel chapter / poem / myth / presentation / recitation / PowerPoint / letter / report / review / song / speech script / story / summary / timeline / web page

read a magazine or chapter from a book (e.g. *Muko*, *CACC Bukbau*, *Hakha Khua Tlaknak*, *Chinmi Thawhkehnaq*) and find out the important historical turning points in Chin history

read a newspaper article from Chinland (e.g. *The Hakha Post*, *The Chinland Post*) and write an imaginative story set in Australia

Writing

read a story (e.g. *Lai Rai*) and write your personal comments on the event

write an evaluative report on life in Chinland and compare it to the life of Chin immigrants in Australia

write a speech to be given to the United Nations High Commissioner for Refugees about the experiences of the Chin people in recent times.

as a member of the Chin community, write a persuasive letter to the Minister for Immigration and Border Protection, urging the minister to give more humanitarian visas to Chin refugees

Example assessment task

Outcome 2: Respond critically to spoken **and** written texts that reflect aspects of the language and culture of Chin Hakha-speaking communities.

Details of the task: Write a speech that compares and evaluates the past and present lifestyles of people in Chinland.
or

Write an informative review of a poem or a song on a historical theme, including reference to the author's life, for an arts magazine.

Assessment task 2(a): A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

Unit 4 Examples of learning activities

| | |
|---|--|
| Theme The Chin Hakha-speaking communities | <i>Listening</i> listen to an interview with a Chin Hakha traditional folklore singer about the place of Chin songs in the Chin Hakha-speaking communities and note the main points raised |
| Topic Arts and entertainment | listen to a traditional Chin Hakha song (e.g. <i>Thingparsang, Ral Rak Teinaknak Pupa Hla</i>) and discuss the meaning and historical events in the song with your classmates in groups listen to the lyrics of a traditional song and write a brief review |
| Sub-topic Chin songs and dances as a historical reflection of Chin people's ways of life | listen to the rhythm and lyrics of the traditional Chin dance (e.g. <i>Sar Laam</i>), paying attention to the way the music and words work together <i>Speaking</i> discuss imagery and symbolism from a Chin traditional dance (e.g. <i>Cakeifim</i>), in an effort to uncover the historical image and ways of life of the Chin people |
| Grammar Revision of voice, speech, conjunction, preposition and sentence structure | make a presentation to the class about traditional Chin dances or songs participate in a phone conversation with a friend related to booking a family ticket for the Chin cultural show performed by a famous singer and dancer from Chinland view a film on Chin traditional dances (e.g. <i>Ruakhuatlak</i>) and list the instruments used and the costumes |
| Text types Article / biography / discussion / note / letter / email / PowerPoint / oral presentation / report / interview / review / song / summary / video / film / web page | <i>Reading</i> read a magazine article (e.g. <i>Muko, Dingdi Hla Mekazin</i>) on Chin traditional music or dance and write a report on its development and significant performers read aloud the lyrics of a famous song (e.g. <i>Cawpe, Kan Chuahnak Kan Laitlang Ram Dawh</i> by Bawi Tei), discuss its message in groups and summarise the message read an online biography of a singer/songwriter (e.g. <i>Sung Tin Par, Dawt Hlei Hniang</i>) and complete a comprehension activity <i>Writing</i> write an article for a community newsletter on Chin traditional music and dance write a letter to the local member of parliament asking him/her to write a recommendation letter to get a government sponsorship for a Chin cultural performance by your community write an email to your favourite singer or dancer congratulating him/her on the success of their latest song or performance write a review of a popular Chin Hakha CD/VCD/DVD and prepare an oral presentation using PowerPoint showing the achievements of a musician from the Chin State, e.g. Sung Tin Par/Dawt Hlei Hniang/Cung Lian Thawng |

Example assessment task

Outcome 2: Respond critically to spoken and written texts that reflect aspects of the language and culture of Chin Hakha-speaking communities.

Details of the task: Possible focus areas for the interview task, with reference to the texts studied.

- What themes have you identified in the songs you have studied?
- Chin songs and dances reflect the ways of life of Chin people – discuss, using examples from the texts studied.
- Words and events in Chin traditional songs tell the history of Chin people – discuss.
- Can music play a role in educating us about social issues?
- What texts have you studied that offer information about Chin Hakha language songs and dances?

Assessment task 2(b): A three- to four-minute interview on an issue related to the texts studied.

Suggested sub-topics for detailed study

The prescribed themes and topics (see study design p. 9) have been expanded upon below with suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The Individual

Topic: Personal identity

- Sub-topic Self and others: The importance of names, relations, clan belonging and marriage in Chin society.
- Sub-topic Comparing lifestyles of people in Chin Hakha-speaking communities in the past and today.
- Sub-topic Language, culture and identity are closely linked.
- Sub-topic Refugees and asylum seekers.

Topic: Relationships

- Sub-topic The nature of friendship doesn't change.
- Sub-topic The importance of friendship in our lives.
- Sub-topic The importance of friends and family in Chin Hakha-speaking communities.
- Sub-topic Parent and peer-group pressure and conflict.

Topic: Education and aspirations

- Sub-topic Education opens doors.
- Sub-topic Hope and concerns for the future.
- Sub-topic Bilingualism is the key to success.
- Sub-topic The challenge to succeed.

Theme: The Chin Hakha-speaking communities

Topic: History and culture

- Sub-topic The origin of the Chin.
- Sub-topic The role of Christianity in Chin society.
- Sub-topic Chin traditional clan system, localism, marriage and costume.
- Sub-topic Chin culture and customs in transition.
- Sub-topic The struggle for self-determination and Chin contributions to Myanmar (Burma).
- Sub-topic Identity through traditions and festivals.
- Sub-topic The changing face of festivals in Chin society.
- Sub-topic Significant people in Chin history and their contribution to Chin society and beyond.

Topic: Arts and entertainment

- Sub-topic The role of music and dance in cultural identity.
- Sub-topic The revival of Chin literature.
- Sub-topic The importance of Chin in the traditional game *Lai Paih* now and in the past.
- Sub-topic Chin songs and dances as a historical reflection of Chin people's ways of life.

Topic: Lifestyles

- Sub-topic Regional variations in social and family values.
- Sub-topic The importance of community events for Chin identity.
- Sub-topic External influences on Chin lifestyles in Chin State.
- Sub-topic Dialects of Chin people and their importance in contemporary times.

Theme: The changing world

Topic: Social issues

- Sub-topic Chin Hakha speakers and immigration – a historical and contemporary perspective.
- Sub-topic Issues for Chin Hakha speakers in multicultural Australia.
- Sub-topic The role of women in Chin society
- Sub-topic Lifestyles in contemporary Chin–Australian communities.
- Sub-topic Globalisation and its effect.
- Sub-topic Environmental issues in Chin State and in Australia.

Topic: Youth issues

- Sub-topic The role and influence of media in youth behaviour.
- Sub-topic The Westernisation of youth culture.
- Sub-topic The role and influence of music in daily life.
- Sub-topic Opportunities for young people today are better than they have ever been.
- Sub-topic Strategies for reducing unemployment.

Topic: Scientific and technological issues

- Sub-topic Social effects of technology.
- Sub-topic The impact of technology on Chin society.
- Sub-topic Use and abuse of the internet.
- Sub-topic The positive and negative impacts of technology on the lifestyle of Chin youth.

Main characteristics of common text types

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

| Text types | Identifiable features |
|---|--|
| Advertisement | Topic/product name, content (factual and persuasive information), register, style, layout. |
| Article (magazine) | Title, content, author (fictional name), register, style, layout. |
| Article (newspaper) | Title, date, place, content, author (fictional name), register, style, layout. |
| Brochure/leaflet | Topic, content (factual and persuasive information), heading/sub-headings, register, style, layout. |
| Guide (tourist) | Topic, content (factual and persuasive information), heading/sub-headings, register, style, layout. |
| Instruction/recipe | Title/topic, structure, content (equipment, method), register, style, layout. |
| Invitation | Statement of invitation, detail of event (event, date, place, time, etc.), details for responding, register, style, layout. |
| Journal entry | Date/place/time (as appropriate), structure (related to sequence of thought, events or importance), opening (often an evaluative comment), content (information/reflection/evaluation), conclusion, register, style, layout. |
| Letter/postcard (social): family, friend, acquaintance | Address, date, salutation, greeting, body (content), farewell, signing off (fictional name), register, style, layout. |
| Letter (business) | Address, date, reference number or equivalent, salutation, greeting, body (content), farewell, signing off (fictional name), register, style, layout. |
| Letter (to the editor) | Salutation, structure (introduction, body, conclusion), content, signing off (pseudonym and/or fictional name and address), register, style, layout. |
| Message/email | Date, salutation, body (content), farewell, signing off (fictional name), register, style, layout. |
| Profile | Title/heading, content (factual information), headings/sub-headings, register, style, layout. |
| Report (newspaper) | Title, date, place, content, byline (fictional name), register, style, layout. |
| Report (factual) | Topic, structure (introduction, body, conclusion), content, author (fictional name), register, style, layout. |
| Report (supporting recommendations) | Topic, structure (introduction body, conclusion), content, use of evidence, author (fictional name), register, style, layout. |
| Résumé | Title, content (factual information), register, style, layout. |
| Review/critique | Topic, structure, content, author (fictional name), register, style, layout. |
| Story, short story | Title/topic, structure, content, author (fictional name), register, style, layout. |
| Script (speech, report, sketch) | Title/topic, structure, content, register, style, layout. |

Main characteristics of some different kinds of writing

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) is important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure that puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose; that is, to achieve a desired outcome or effect that is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice, etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him/her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- 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.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.