

Accreditation Period

Units 1 and 2

**2015–2023**

Units 3 and 4

**2016–2024**



Victorian Certificate of Education

# CHIN HAKHA

STUDY DESIGN



[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## Amendments to study design history

Version	Status	Release Date	Comments
1.1	Current	December 2023	The accreditation period for Units 1 and 2 expired 31 December 2023.  The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2014	

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# Important information

## Accreditation period

Units 1 and 2: 1 January 2015 – 31 December 2023

Units 3 and 4: 1 January 2016 – 31 December 2024

Implementation of this study for Units 1 and 2 commences in January 2015.

Implementation of this study for Units 3 and 4 commences in January 2016.

## Sources of information

The [VCAA Bulletin VCE, VCAL and VET](#) is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is available as an e-newsletter via free subscription on the VCAA's website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

To assist teachers in developing courses, the VCAA publishes online the *Advice for teachers*, which includes teaching and learning activities for Units 1–4, and advice on assessment tasks and performance level descriptors for School-assessed Coursework in Units 3 and 4.

The current [VCE and VCAL Administrative Handbook](#) contains essential information on assessment processes and other procedures.

## VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

## Copyright

VCE schools may reproduce parts of this study design for use by teachers. The full VCAA Copyright Policy is available at: [www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx](http://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx).

# Introduction

## The language

The language to be studied is modern standard Chin Hakha. The written form is in the Roman alphabet. Although regional variation in pronunciation is acceptable, students are expected to use the modern Chin Hakha spoken and written forms. The Chin Hakha language is mainly used in Hakha, the capital city of Chin State, Myanmar (formerly known as Burma) and is known there as ‘Hakha holh’ or ‘Lai holh’. As well as being used as a language of communication in the Chin State, it is also used by Chin people in Mizoram State in India and Chittagong Hill Tracts in Bangladesh.

## Rationale

The study of languages contributes to the overall education of students, most particularly in the area of communication, but also in the areas of inter-cultural understanding, cognitive development and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The Chin Hakha language is spoken by half a million people, mainly concentrated in the north western part of Myanmar, the Mizoram State in eastern India and the Chittagong Hill Tracts in Bangladesh. A large number of Chin who speak this language have settled in the United States, Australia, Canada, Europe, New Zealand, Malaysia and other countries.

The study of the Chin Hakha language will promote understanding of different cultures within the wider Australian community and beyond, as well as Australia’s link with Myanmar, India and Bangladesh, where Chin Hakha speaking communities reside. It will also provide students with direct access to the culture and ways of life associated with the language.

The ability to communicate in Chin Hakha, in conjunction with intercultural understanding and global perspectives, provides students with opportunities for employment in interpreting, translating, social services, ethnic affairs, business, tourism and hospitality, international relations, the arts and education.

## Aims

This study is designed to enable students to:

- use Chin Hakha to communicate with others
- understand and appreciate the cultural contexts in which Chin Hakha is used
- understand their own culture/s through the study of other cultures
- understand language as a system
- make connections between Chin Hakha and English, and/or other languages
- apply Chin Hakha to work, further study, training or leisure.

## Structure

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However VCE Chin Hakha is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## Duration

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

## Changes to the study design

During its period of accreditation minor changes to the study will be notified in the [VCAA Bulletin](#). The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes and advice about VCE studies published in the *VCAA Bulletin*.

## Monitoring for quality

As part of ongoing monitoring and quality assurance, the VCAA will periodically undertake an audit of VCE Chin Hakha to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the [VCE and VCAL Administrative Handbook](#). Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

## Safety

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

## Employability skills

This study offers a number of opportunities for students to develop employability skills. The *Advice for teachers* provides examples of how students can develop employability skills during learning activities and assessment tasks.

## Legislative compliance

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Privacy and Data Protection Act 2014* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968*, must be met.

# Assessment and reporting

## Satisfactory completion

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

## Levels of achievement

### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs.

The student's level of achievement in Units 3 and 4 will be determined by School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) as specified in the VCE study designs, and external assessment.

The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score the student must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50; it is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current [VCE and VCAL Administrative Handbook](#) for details on graded assessment and calculation of the study score. Percentage contributions to the study score in VCE Chin Hakha are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- Examinations\*: oral component } 12.5 per cent  
written component } 37.5 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

## Authentication

Work related to the outcomes of each unit will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current [VCE and VCAL Administrative Handbook](#) for authentication procedures.

\*A single grade is awarded.

# Units 1–4: Common areas of study

The areas of study for VCE Chin Hakha comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, and form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide opportunities for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

## Themes, topics and sub-topics

There are three prescribed themes:

- The individual
- The Chin Hakha-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

The student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic.



## Prescribed themes and topics and suggested sub-topics

The individual	The Chin Hakha-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal identity</b> <i>For example, self and others, personal values, identity and culture, home, background and community.</i></li> <li>• <b>Relationships</b> <i>For example, the role of family, friendships, class and clan systems.</i></li> <li>• <b>Education and aspirations</b> <i>For example, school life, tertiary options and aspirations, work and careers, job applications, future concerns.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>History and culture</b> <i>For example, origin of Chin traditions and ways of life, historical and religious events, historical and contemporary figures.</i></li> <li>• <b>Arts and entertainment</b> <i>For example, Chin film and media; traditional art, games and music; modern art and music, literature, dance and song.</i></li> <li>• <b>Lifestyles</b> <i>For example, regional variations in social and family values, costumes, Chin dialects, outside influences on Chin culture and communities, community events.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social issues</b> <i>For example, migration and its impact, the Chin people in Myanmar and beyond, adapting to Australian lifestyles, health, multicultural Australia, role of religion in a changing world, globalisation, the environment.</i></li> <li>• <b>Youth issues</b> <i>For example, peer group pressure, employment, gender equality, teenage/parent relationships, differences between young people in Myanmar and in Australia, daily life, popular culture.</i></li> <li>• <b>Scientific and technological issues</b> <i>For example, impact of technology on lifestyles, famous inventors and their contributions, social media, technology and innovation.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

## Text types

In their teaching, learning, and assessment programs, teachers should introduce students to a wide range of text types. Text types for receptive language use in teaching, learning, and assessment are not prescribed.

In the external examination, the following text types are prescribed for productive language use:

Article	Message	Script of a play
Blog	Note	Script of a speech or talk
Diary/journal entry	Report	Story
Email	Review	Text of an interview
Letter (formal or informal)		

## Kinds of writing

The student is expected to be familiar with, and be able to produce, different kinds of writing either individually or in combination such as: personal, imaginative, persuasive, informative, evaluative, reflective, narrative or descriptive.

## Vocabulary

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Information on the use of dictionaries in the end-of-year written examination is provided in the end-of-year examinations section, in the [VCE and VCAL Administrative Handbook](#).

## Grammar

The student is expected to recognise and use the following grammatical items:

<b>Noun</b>	<b>Auhmin</b>
proper noun	<i>Minbing</i>
common noun	<i>Minhrawm</i>
collective noun	<i>Minbu</i>
abstract noun	<i>Minthlam</i>
<b>Pronoun</b>	<b>Mincan</b>
singular	<i>Pakhat nak a tlawm hmanning: a, amah, keimah tbk.</i>
plural	<i>Pahnihnak tam hmanning: an, anmah, kanmah tbk.</i>
personal	<i>Auhmin can ah pumpak sinak a langhter tu: keimah, amah, anmah</i>
relative	<i>Aho, cu, hi, kha, khi, mah</i>
interrogative	<i>Aho, ze</i>
indefinite	<i>Aho paoh, ze paoh, pakhat khat, aho hmanh</i>
<b>Number</b>	<i>Thilrelnak</i>
<b>Gender</b>	<i>Ciphun, anu le apa thleidannak</i>
<b>Demonstratives</b>	<i>Cu, khi, kha, hi</i>
<b>Adjective</b>	<b>Sifianh</b>
quality	<i>Silangh sifianh</i>
number	<i>Tlawmtam Sifianh</i>
demonstrative	<i>Hmunsawh sifianh</i>
possessive	<i>Ngeihlangh sifianh</i>
interrogative	<i>Biahalnak sifianh</i>
comparative and superlative	<i>Cuaithlai sifianh</i>
<b>Verb</b>	<b>Fianhtu</b>
transitive	<i>Ingtungei fianhtu</i>
intransitive	<i>Ingtungeilo fianhtu</i>
infinitive	<i>Timhlangh hmanning</i>

<b>Tense</b>	<b>Caanfianh</b>
present	<i>Tucaan</i>
past	<i>Liamcaan</i>
continuous	<i>Liocaan</i>
future	<i>Laicaan</i>
perfect	<i>Diamcaan</i>
present perfect continuous	<i>Rihcaan</i>
<b>Voice</b>	<b>Biatlang phanning</b>
active	<i>Tuahchim</i>
passive	<i>Huahchim</i>
<b>Speech</b>	<b>Biachimning</b>
direct	<i>Dengteo chimning</i>
indirect	<i>Chimchin chimning</i>
<b>Verbal alternation</b>	<b>Laiholh fianhtu thlenning</b>
<b>Mood</b>	<b>Ninghmang</b>
indicative	<i>Phuantluang ninghmang</i>
imperative	<i>Fialnak ninghmang</i>
subjunctive	<i>Saduhthah ninghmang</i>
infinitive	<i>Timhlangh ninghmang</i>
<b>Adverb</b>	<b>Fianhthuam</b>
manner	<i>Fianhthuam tluang: tluang tein, dawh tein</i>
degree	<i>Biahalnak fianhthuam: zeizat dah, khoika in dah</i>
linking	<i>Biapehnak fianhthuam: ning, chan, zeitik</i>
introductory and concluding	<i>Biadonnak le biahnehnak fianhthuam: si, a si, lo</i>
time	<i>Caanlangh fianhthuam: nizan, thaizing, atu</i>
place	<i>Hmunlangh fianhthuam: hika, cuka, khika</i>
frequency	<i>Voilangh fianhthuam: zungzal, lengmang, atu le tu</i>
negation	<i>Phalhlangh fianhthuam: sihmanhsehlaw, amah belte</i>
adverbial expressions	<i>Lai holh i fianhthuam dangdang ummi pawl: ninglangh fianhthuam, ruangchuak fianhthuam, hoihngai fianhthuam, hmerlup fianhthuam, awcawng fianhthuam, komhtonh fianhthuam</i>
Verb as adverb	<i>Fianhtu muikeng fianhthuam</i>

**Postposition**

locative postposition  
 ergative postposition  
 accusative postposition  
 possessive postposition  
 ablative postposition  
 instrumental postposition  
 dative postposition  
 compound postposition

**Hmuncaansawh**

*hmunsawh hmuncaansawh: ah, cungah*  
*tuahthu hmuncaansawh: nih*  
*ingtu hmuncaansawh: cu, kha*  
*ngeitu hmuncaansawh: i*  
*thawhnak hmuncaansawh: in, sin in*  
*hmanrua hmuncaansawh: in*  
*phaknak hmuncaansawh: ah, lei, sinah*  
*komh hmuncaansawh: cungah, pawngah*

**Particle**

postpositional particles  
 interrogative particles  
 imperative particles  
 negative imperative particles

**Biahnuthlai**

*hmuncaansawhzul: lio ah cun, khiin cun*  
*bialhalnak biahnuthlai: ma, maw, mei*  
*fialnak biahnuthlai: hme, ca, hen, ngat, tuah*  
*thlahuak biahnuthlai: hlah, laici*

**Conjunction****Case with conjunctions:**

coordinating  
 correlative  
 subordinators

**Biapah**

*cun, asinain, cucaah, asiloah*  
*biapah khuah: maw ... dah, kun ... kun, kun ... tal, maw ... dek*  
*hmanhseh, caah, ahcun, tikah, lioah*

**Sentence structure**

The various parts of the sentence  
 such as subject, verb, object,  
 pronouns and their related  
 pronominal agreement,  
 statements, questions,  
 commands, phrases, and clauses

*biatlang serning cang pawl*  
*biatlang langhter, bialhalnak, fialnak, biarual le biatan tbk.*

# Unit 1

## Areas of study

The areas of study common to Units 1–4 are detailed on pages 8–12 of this study design.

## Outcomes

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary
- initiate, maintain and close an exchange
- use appropriate style and register
- use a range of question and answer forms
- link and sequence ideas and information
- recognise and respond to cues for turn-taking
- self-correct, rephrase and use fillers to maintain communication
- use appropriate intonation, stress, pitch, spelling and punctuation
- communicate in a range of text types; for example, letter, email, social media
- use conventions and language appropriate to the text type
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

### Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of conventions of text types
- identify key words, main points and supporting ideas
- order, classify and link items from various parts of the text
- apply knowledge of vocabulary and structures related to the topics studied
- recognise common patterns of word formation, cognates and grammatical markers, and use these to infer meaning

- convey gist and global understanding as well as specific items
- establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

## Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types; for example, review, article
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences
- use stylistic features, such as repetition and contrast
- identify main ideas, events and sequences of action
- link ideas, events and characters
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions
- select and make use of relevant reference materials
- provide personal comment and perspective on aspects of texts
- respond appropriately for the context, purpose and audience described.

## Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks. Assessment tasks must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks.

A total of four tasks should be selected from the following list.

### Outcome 1:

- informal conversation
- or
- reply to personal letter or email or social media.

## Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Chin Hakha or English  
and
- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Chin Hakha or English.

## Outcome 3:

- oral presentation  
or
- review  
or
- article.

The student should respond in Chin Hakha to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one requires a response in Chin Hakha, and the other a response in English. Over the course of the unit, both oral and written skills in Chin Hakha should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

# Unit 2

## Areas of study

The areas of study common to Units 1–4 are detailed on pages 8–12 of this study design.

## Outcomes

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing
- use fillers, affirming phrases and formulaic expressions related to negotiation and transaction
- apply the conventions of the relevant text type
- use vocabulary and expressions appropriate to the topic
- make arrangements and complete a transaction
- obtain and provide goods, services and public information
- link and sequence ideas and demonstrate clarity of expression in spoken or written form
- initiate, maintain, direct as appropriate, and close an exchange
- use stance, gesture and facial expression to enhance meaning and to persuade
- use appropriate non-verbal forms of communication
- use examples and reasons to support arguments, and to convince
- respond appropriately for the context, purpose and audience described.

### Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of the relevant text type such as a letter or a newspaper report
- use vocabulary, structures and content related to topics studied
- infer points of view, opinions and ideas
- infer meaning from linguistic and contextual features
- order, classify, compare and predict information and ideas



- extract and reorganise information and ideas from one text type to another
- use connectives to link ideas at sentence and paragraph level
- appreciate cultural aspects critical to understanding the text.

### Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types
- use structures related to describing, recounting, narrating, reflecting upon past, present or future events or experiences
- use a range of appropriate vocabulary and expressions
- structure writing to sequence main ideas and events logically
- use stylistic techniques such as repetition, questions and exclamations
- vary language for audience, context and purpose
- use connectives to link ideas at sentence and paragraph level.

### Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks. Assessment tasks must be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

All assessments at Units 1 and 2 are school-based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision.

For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks.

A total of four tasks should be selected from the following list.

#### Outcome 1:

- formal letter or email or social media
- or
- role-play
- or
- interview.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type
- and
- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**

- journal entry
- or
- personal account
- or
- short story.

The texts used are in Chin Hakha and the student should respond in Chin Hakha to all assessment tasks selected. Over the course of the unit, both oral and written skills in Chin Hakha should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand.

EXPIRED

# Units 3 and 4

## Detailed study

The student is required to undertake a detailed study during Units 3 and 4.

The student is expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 9. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It is important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task/s set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for School-assessed Coursework should focus on the detailed study. The detailed study assessment task/s should be selected from those required to assess achievement of Outcome 2, Unit 4, and be designed to assess the student's understanding of the language and culture of the Chin Hakha-speaking community. The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

## Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Chin Hakha-speaking communities through a range of oral and written texts in Chin Hakha related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and its level of complexity. So that the student can explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

# Unit 3

## Areas of study

The areas of study common to Units 1–4 are detailed on pages 8–12 of this study design.

## Outcomes

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- create an imaginative or a personal text focusing on an event or experience in the past, present or future;
- use first- or third-person narrative perspectives
- use language appropriate to audience, context, purpose and text type, and change register and style accordingly
- organise and sequence ideas
- use simple stylistic techniques such as repetition, questions, exclamations, changes in tone or speed of delivery
- make appropriate use of reference materials, including dictionaries
- simplify or paraphrase complex expressions
- use a range of relevant text types.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist and identify main points, supporting points and detailed items of specific information
- infer points of view, attitudes and emotions from context and/or choice of language and intonation
- employ registers and stylistic features such as repetition and tone, where appropriate
- establish and confirm meaning through re-listening and using dictionaries
- accurately convey meaning.

## Outcome 3

On completion of this unit the student should be able to exchange information, opinions and experiences.

### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- exchange and justify opinions and ideas
- use appropriate intonation and stress
- present and comment on factual information
- describe and comment on aspects of past, present and future experience
- link and sequence ideas logically
- ask for and give assistance or advice
- speak using appropriate register for the audience, context and purpose
- self-correct and rephrase to maintain communication
- use response words, question forms and gesture, where appropriate.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

### Contribution to final assessment

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Express ideas through the production of original texts.	20	A 250-word personal or imaginative written piece.
<b>Outcome 2</b> Analyse and use information from spoken texts.	10	A response to specific questions, messages or instructions, extracting and using the information requested.
<b>Outcome 3</b> Exchange information, opinions and experiences.	20	A three- to four-minute role-play, focusing on the resolution of an issue.
<b>Total marks</b>	<b>50</b>	

\*School-assessed Coursework for Unit 3 contributes 25 per cent.

## External assessment

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which together will contribute 50 per cent.

# Unit 4

## Areas of study

The areas of study common to Units 1–4 are detailed on pages 8–12 of this study design.

## Outcomes

For this unit the student is required to demonstrate achievement of two outcomes.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- understand and convey gist, identify main points, and extract and use information
- infer points of view, attitudes and emotions from context and choice of language
- summarise, interpret and evaluate information from texts
- appreciate cultural aspects critical to understanding the text
- compare and contrast aspects of texts on a similar topic
- accurately convey meaning
- use the text type specified in the task
- use simple stylistic features such as repetition and contrast
- infer meaning from cognates, grammatical markers and common patterns of word formation.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts that reflect aspects of the language and culture of Chin Hakha-speaking communities.

#### Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Chin Hakha-speaking communities with other language communities in Australia
- identify and comment on culturally specific aspects of language, behaviour or attitude
- present an opinion about an aspect of the culture associated with the language
- identify similarities and differences between texts, and find evidence to support particular views
- show an awareness that different social contexts require different types of language
- select and make use of relevant reference materials.

## School-based assessment

### Satisfactory completion

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study and key knowledge and key skills listed for the outcomes should be used for course design and the development of learning activities and assessment tasks.

### Assessment of levels of achievement

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

Where teachers provide a range of options for the same School-assessed Coursework task, they should ensure that the options are of comparable scope and demand.

The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the study design. The VCAA publishes *Advice for teachers* for this study, which includes advice on the design of assessment tasks and the assessment of student work for a level of achievement.

Teachers will provide to the VCAA a numerical score representing an assessment of the student's level of achievement. The score must be based on the teacher's assessment of the performance of each student on the tasks set out in the following table.

### Contributions to final assessment

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Analyse and use information from written texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
<b>Outcome 2</b> Respond critically to spoken and written texts that reflect aspects of the language and culture of Chin Hakha-speaking communities.	20	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.
	20	and A three- to four-minute interview on an issue related to the texts studied.
<b>Total marks</b>	<b>50</b>	

\*School-assessed Coursework for Unit 4 contributes 25 per cent.



## External assessment

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which together will contribute 50 per cent.

### End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

### Oral examination (approximately 15 minutes)

Dictionaries and electronic devices are not permitted in the oral examination.

#### Purpose

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Chin Hakha.

#### Specifications

The oral examination has two sections.

#### Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor/s. It will consist of a general conversation about the student's personal world; for example, school and home life, family and friends, interests and aspirations.

#### Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor/s the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Chin Hakha-speaking communities and the student will be expected to make reference to texts studied.

The student may support the discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

### Written examination (2 hours and 30 minutes, plus 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in one or two volumes in the written examination.

#### Section 1: Listening and responding

##### Purpose

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts, and respond in English in Part A and Chin Hakha in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text
- aspects of the language of the text; for example, tone, register and knowledge of language structures.

### Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears six texts in Chin Hakha covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 8 minutes (16 minutes in total for two readings of each text). Some texts will be short, that is, one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is, one reading of each text will be approximately 90–120 seconds.

Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

### Part A

There will be three texts, including at least one shorter text and one longer text.

Questions will be phrased in English for responses in English.

### Part B

There will be three texts, including at least one shorter text and one longer text.

Questions will be phrased in English and in Chin Hakha for responses in Chin Hakha.

## Section 2: Reading and responding

### Purpose

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from one or two texts. The student may be required to respond critically to the text/s and, where there are two texts, to compare and/or contrast aspects of both texts.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Chin Hakha to information provided in a text.

### Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

### Part A

The student will be required to read one or two texts in Chin Hakha of approximately 400 words in total. Where there are two texts, the texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

### Part B

The student will be required to read one text or two related texts totalling approximately 150 words in Chin Hakha. If two related texts are used (for example, an attachment within an email) they will be presented as one text with two parts.

The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 9.

The student will be expected to write a response of approximately 150 words in Chin Hakha. The task will be phrased in English and Chin Hakha for a response in Chin Hakha.

### **Section 3: Writing in Chin Hakha**

#### **Purpose**

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Chin Hakha.

#### **Specifications**

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be designed to ensure that the student is provided with opportunities for producing different kinds of writing (for example, personal, imaginative, persuasive, informative, evaluative, reflective, narrative or descriptive, either individually or in combination) through, for example:

- having different purposes, audiences and contexts
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of approximately 250 words in Chin Hakha. The tasks will be phrased in English and Chin Hakha for a response in Chin Hakha.

# Summary of outcomes and assessment tasks

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

## Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter or email or social media.	1 Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter or email or social media. or Role-play. or Interview.
2 Listen to, read and obtain information from spoken and written texts.	a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Chin Hakha or English. and b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in Chin Hakha or English.	2 Listen to, read, and extract and use information and ideas from spoken and written texts.	a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a spoken or written text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in spoken or written form.	Journal entry. or Personal account. or Short story.

## Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken and written texts that reflect aspects of the language and culture of Chin Hakha-speaking communities.	a) A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and b) A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.	3	

## Contribution of assessment tasks to study score

School-assessed Coursework	%	End-of-year examinations	%
<b>Unit 3</b>		<b>Oral examination</b>	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
<b>Unit 4</b>		<b>Written examination</b>	
Response to written texts.	5	Listening and responding	
		Part A: Response in English	7.5
		Part B: Response in Chin Hakha	7.5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding	
		Part A: Response in English	5
		Part B: Response in Chin Hakha	7.5
Three- to four-minute interview.	10	Writing	10

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Overall contribution of School-assessed Coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	17.5
Writing	30

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FOR USE IN 2024