

Accreditation Period

Units 1 and 2

2016–2023

Units 3 and 4

2017–2024



Victorian Certificate of Education

KAREN

STUDY DESIGN



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1	Superseded	January 2015	

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Contents

Important information	4
Introduction	5
The language	5
Rationale	5
Aims	5
Structure	6
Entry	6
Duration	6
Changes to the study design	6
Monitoring for quality	6
Safety	6
Employability skills	6
Legislative compliance	6
Assessment and reporting	7
Satisfactory completion	7
Levels of achievement	7
Authentication	7
Units 1–4 Common areas of study	8
Unit 1	14
Outcomes	14
Assessment	15
Unit 2	17
Outcomes	17
Assessment	18
Units 3 and 4	20
Detailed study	20
Unit 3	21
Outcomes	21
School-based assessment	22
External assessment	23
Unit 4	24
Outcomes	24
School-based assessment	25
External assessment	26
Summary of outcomes and assessment tasks	29

Important information

Accreditation period

Units 1 and 2: 1 January 2016 – 31 December 2023

Units 3 and 4: 1 January 2017 – 31 December 2024

Implementation of this study for Units 1 and 2 commences in 2016.

Implementation of this study for Units 3 and 4 commences in 2017.

Other sources of information

The [VCAA Bulletin](#) is the only official source of changes to regulations and accredited studies. The *Bulletin* also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *Bulletin*. The *Bulletin* is available as an e-newsletter via free subscription on the VCAA's website at: 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/Pages/aboutus/policies/policy-copyright.aspx.

Introduction

The language

The language to be studied is standard, contemporary Sgaw Karen, which is the recognised language of Karen people and a language of wider communication in Myanmar/Burma. The written form uses the Sgaw Karen script and will be referred to in this Study Design as 'Karen'. Some variation in accent and pronunciation occurs and is accepted.

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 intercultural understanding, cognitive development, literacy 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 Karen language was officially used in primary and secondary Karen National Schools across lower Myanmar/Burma, formerly known as Burma, during British colonial times. The language was used in schools until 1962.

It is estimated that Karen is currently used by between 6 and 7 million people, including approximately 3 million in Thailand. It is also used as the main language of communication for users of other Karen varieties.

There are currently many Karen National schools teaching Sgaw Karen language in the Eastern Karen State and in other nearby regions.

Recent political changes since 2004 have seen Karen refugees resettled in Scandinavian countries and other parts of Europe, the United States of America, Canada, Australia and several other countries.

The study of the Karen Language will promote understanding of different cultures within the wider Australian community and beyond, as well as promote Australia's links with Myanmar and countries where Karen-speaking refugees have resettled.

The ability to communicate in Karen, in conjunction with intercultural understanding and global perspectives, may provide students with opportunities for employment in the fields of 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 Karen to communicate with others
- understand and appreciate the cultural contexts in which Karen is used
- understand their own culture/s through the study of other cultures
- understand language as a system
- make connections between Karen and English, and/or other languages
- apply Karen 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 key skills.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. VCE Karen 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 Karen 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 the 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 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 students' level of performance 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 Karen 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.

Units 1–4 Common areas of study

The areas of study for Karen 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 have been selected to provide the opportunity 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
- Karen-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	Karen-speaking communities	The changing world
<ul style="list-style-type: none"> • Personal identity <i>For example, self and others, personal values, cultural identity, home, background and community.</i> • Relationships <i>For example, relationships with family and friends, the role of the family, the individual in the community.</i> • Education and aspirations <i>For example, school life, further education, careers, lifestyle aspirations.</i> 	<ul style="list-style-type: none"> • History, culture and traditions <i>For example, origin of Karen traditions and ways of life, religious/belief systems, festivals and celebrations, multiculturalism.</i> • Lifestyles <i>For example, rural and urban life, costumes and clothing, social and family values, traditional social structures, adapting to Australian lifestyles.</i> • The migrant experience <i>For example, resettlement and its impact, the Karen people in Myanmar and beyond, cultural diversity.</i> 	<ul style="list-style-type: none"> • Social issues <i>For example, gender equality, poverty, women's role in society, social change, role of technology, employment.</i> • Youth issues <i>For example, challenges facing young people, self esteem, relationships and health.</i> • Environmental issues <i>For example, environmental change in Karen State, conservation and development and its impact on the environment, deforestation, renewable energy.</i>

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:

Noun

မံး
ကယံးမုာ်တၢ်လၢအသးသမူအိၣ်, အသးသမူတအိၣ်ဒီး တၢ်လၢအသး
အကၢ်အိၣ်, အသးအကၢ်တအိၣ်တဖၣ်န့ၣ်ပကိးအီၤလၢ(မံး)လီၤ.
အဒိ - စီၤအဲၣ်ကလုာ်, ကွီ, ကဘီယုၤ, သိလုာ်, တက ဉ်,
သ့ၣ်ထူၣ်, ထံ, ကလံၤ....

Proper noun

မံးနီၣ်စၢ်
အဒိ - နီၣ်ဝါဝါ, စီၤထူစ့, ဝုာ်တကူၣ်, ဝုာ်မဲလဘၢ(နံ), ဝုာ်ကံာ်မဲ, ကွၢ်ကဘီလုာ်,
ယိၣ်လီၤကျိ, သူမ့ကျိ, ကီၢ်အိးစၢ်လၢယါ, ကီၢ်ကွီၣ်တဲာ်...

Common noun

မံးကမျၢ်
အဒိ - ပုၤ, ဝုာ်, ကျိၢ်, ပနံၢ်, လံာ်ဖး, သ့ၣ်ထူၣ်, လီၤဆုၣ်နီၤ, စၢ်ဘိ,
ကွီ, သဝီ, ထံကီၢ်, ဝုာ်ခိၣ်, ကလုာ်ကီၢ်မိၢ်ပုၤ...

Collective noun

မံးန့ၣ်
အဒိ - ကျိၢ်တန့ၣ်, ကျိၢ်တခိၣ်, ပနံၢ်တကရၢ, ဖျၢၣ်ထူတကရၢ,
ထိၣ်တန့ၣ်, ဆိတန့ၣ်, ထိၣ်ဒုာ်တကရၢ....

Abstract noun

မံးကလၢ
အဒိ - ပိညါ, တၢ်အဲၣ်တၢ်ကွံ, တၢ်မံးမိၢ်, ကျိၢ်သန့, တၢ်လၢတၢ်ကပီၤ.....

Pronoun

မံးမဲး
တၢ်ဟံးပနီၣ်လၢအဘၣ်တၢ်သ့မဲးအီၤလၢမံးအလီၢ်န့ၣ်မ့ၢ်“မံးမဲး”လီၤ. အဒိ -
အဝဲ - မ့ၣ်, အဝဲ - ခွါ, အဝဲသ့ၣ်, ယ, ပ, ပဝဲ, အဝဲန့ၣ်...

Personal pronoun

မံးမဲးနီၣ်
အဒိ - ယ, ပ, အဝဲ, နၢ, န, သ့

Relative pronoun

မံးမဲးသန့
မဲးတၢ်ကတီၤ(လၢ)အိၣ်အါထၢၣ်ဒီးဒုးမဲးဘုးဘုးထွဲမံးဒီးဝီၢ်အဘၣ်စၢၤန့ၣ်(လၢ)န့ၣ် မ့ၢ်မံးမဲးသ့”လီၤ.
အဒိ - အဝဲမ့ၢ်ပုၤကွီၣ်ဖိလၢပုၤကိးဂၤပတြၢအီၤလီၤ.
ယသ့ၣ်ညါဟံးတၢ်လၢအအိၣ်ဆိးဝဲန့ၣ်လီၤ.

Interrogative pronoun

မံးမဲးစး
မ့ၢ်မံးမဲးလၢအသံကွၢ်တၢ်ဘၣ်ယး - မတၢ, မတၢအ, မဲလဲၣ်...
အဒိ - မတၢအိၣ်မဲန့ၣ်လဲၣ်, မတၢအလံာ်လဲၣ်, ဟံးမဲလဲၣ်တဖျၢၣ်လဲၣ်,
နအိၣ်ဒီးတၢ်မန့ၣ်လဲၣ်,
နကခိးယၢမဲလဲၣ်.

Indefinite pronoun

မံးမဲးလီၢ်
အဒိ - ပုၤတနီၤတဲာ်လၢအဝဲမဲးမဲးလီၤ.
နမၤပုၤဟဲတဂၤမၤ.
ပုၤတအိၣ်နီၣ်တဂၤလၢကကွၢ်ထွဲဟံးဘၣ်.

Demonstrative pronoun

မံးမဲးလီၢ်
အဒိ - လံာ်အဝဲအံၤမ့ၢ်ယလံာ်လီၤ.
ကျိၢ်အဝဲန့ၣ်မ့ၢ်အကျိၢ်လီၤ.

Adjective

မံကယာ
 တံလၢအကယာကယဲဒီးတခူထီၣ်မံသ့ၣ်တဖၣ်န့ၣ်မံမံကယာလီၤ.
 အဒိ - လၢအန့ၣ်, လၢအကၢၣ်, လၢအယဲလၢ, လၢအန့ၣ်မ့, လၢအဘိၣ်,
 လၢအယဲၤ, လၢအထီ, လၢအဂ့ၤမး ...
 အဝဲမ့ၢ်ဖိသ့ၣ်လၢအသး န့တဂၤလီၤ.

Verb

ဝီၣ်
 တံလၢဝီၣ်န့ၣ်မ့ၢ်အဟံၣ်ဖျါထီၣ်ဝဲ - မၤတၢ်, မ့ၢ်တၢ်, ကဲတၢ်, အိၣ်...
 အဒိ - လဲၤ, က့ၤ, ယဲ, အိၣ်, မၤစၢၤ, ဂဲၤကလံၣ်, သးဝံၣ်...
 မၤတၢ် - အဝဲကွဲးလံၣ်လီၤ.
 မ့ၢ်တၢ် မ့တမ့ၢ် ကဲတၢ် - အဝဲမ့ၢ်သရၣ်တဂၤလီၤ.
 အိၣ်တၢ် - အဝဲအထံၣ်အိၣ်ခံၣ်လီၤ.

Adverb

ဝီၣ်ကယာ
 တံလၢအကယာကယဲဒီးတဲဖျါဂ့ၤထီၣ်ဝီၣ်အဂ့ၢ်န့ၣ်မ့ၢ်ဝဲဝီၣ်ကယာလီၤ.
 အဒိ - ညီၣ်န့ၢ်, ဘူၣ်ဘူၣ်ဘျီဘျီ, သူၣ်ဖုံသးညီ, ဒိၣ်မး...
 ဖိသ့ၣ်ဖိၣ်ခါတဂၤဟးချးမးလီၤ.
 မ့ၢ်လၢယဖျါတၢ်ဒီးစးအယိသးခုဒိၣ်မးလီၤ.

Time

ခုခါ
 အဒိ - တစိၣ်ဖိ, မဟါ, မဆါ, နီတဘျီ ...
 ယနံၣ်ဟူလၢညါလံ.
 အဝဲဟဲတ့ၤစဲၤခံ.
 ပစးထီၣ်မၤခဲအံၤ.

Number

နီၣ်ဂံၢ်
 အဒိ - ယတဲန့ၢ်ခံဘျီလံ.
 အဝဲဟဲတဘျီတခီၣ်

Place

လီၢ်ကျဲ
 အဒိ - ဆၢထၢၣ်ဖဲအံၤ
 လဲၤဆူန့ၣ်
 သရၣ်အိၣ်လၢဟံၣ်ဧါ.
 အဝဲက့ၤကဒါဆူအသဝီ

Manner

တနူ
 အဒိ - အဝဲဖးလံၣ်ဆူၣ်မး
 ဖိသ့ၣ်မံကပုၣ်လုး
 ဟံလီၤအိၣ်ကယိကယိ

Degree

ပတီၢ်
 အဒိ - ခဲလၢၣ်, တဖုံၣ်တတ်, တနီၤ, ဖးဖိ, တစးတမ့း ...
 တကွံသ့ၣ်ဘူးကမံလံ.
 ယကတီၤယသးလၢလၢပုၤပုၤ.
 ယသးခုလၢၣ်သး.

Comparison

သတြီၤ
 အဒိ - ဒိၣ်န့ၢ်နံး, အါန့ၢ်နံး, လဲၢ်န့ၢ်နံး, ဖုၣ်န့ၢ်နံး
 သဝီန့ၣ်ဆံးန့ၢ်နံးဝုၣ်လီၤ.
 ပိၣ်လဲၣ်န့ၣ်လဲၢ်န့ၢ်နံးနီၣ်လီၤ.
 ဂုၢ်န့ၣ်ထီၣ်န့ၢ်နံးထိးကလဲၣ်လီၤ.

Tenses	ကတိ (ခါ)	
Past	ပူကွံင် အခိ -	ယလဲလဲ, ယလဲတုာ်လဲ... စီတိန့ၣ်ကဲတုာ်ကွံသရၣ်လါ အပူကွံင် ခံန့ၣ်န့ၣ်လီၤ. ဖဲမဟါကၢ် နီၣ်ပုပု လဲၤဟးလိာ်ကွံဆူကီးဝၣ်ဘျီသဝီန့ၣ်လီၤ.
Present	ခဲအံၤ အခိ -	ယလဲၤ, ယလဲၤအဖါမုၢ်... အခဲအံၤယလဲၤဆူထံကွံန့ၣ်အဖါမုၢ်လီၤ. ယဖိထီၣ်မုၢ်လါဟါတၢ်အိၣ်အဂီၢ်လီၤ.
Future	ဆူညါ အခိ -	ယကလဲၤ, ယကဘၣ်... ခဲမဆၣ်န့ၣ်ယကလဲၤဆူသဝီသီလီၤ. ခဲကၢ်တန့ၣ်ယကဘၣ်လဲၤကီၢ်ချါလီၤ.
Conjunction	ဖျၢၣ်ပစိာ်	
	ဖျၢၣ်ပစိာ်ခဲးတၢ်န့ၣ်မုၢ်တၢ်ကတိၤဖျၢၣ်လါအဒုးပစိာ်ပုၤတဂၤဒီးတဂၤအတၢ်ဘၣ်ထွဲ, မ့တမုၢ်-တၢ်ဂ့ၢ်တမံၤဒီးတၢ်ဂ့ၢ်အဂၤတမံၤအဂ့ၢ်အခါးန့ၣ်, မုၢ်ဖျၢၣ်ပစိာ်လီၤ. အခိ -	ဒၣ်လဲာ်, တဘျီဖီ, ဒီး, အယိ, ဘၣ်ဆၣ်, လါ, မ့တမုၢ်, အခါ, တုၤအဖါမုၢ်, တခီ, တကးဘၣ်,သနာ်က့, လါန့ၣ်အမဲာ်ညါ, အဂီၢ်, တကီၢ်ခါ./မုၢ်လါ./န့ၣ်ဒဲး ... နီၣ်ထူဒီးနီၣ်စ့မုၢ်ဒီးပုၤဝဲာ်လီၤ. ပနီၣ်ဂံၢ်စ့ၤသနာ်က့ပမၤသ့လီၤ.
Classifier	မံၤပိာ်ထွဲ	
	အခိ -	ဒု, ဂၤ, ဘိ, ဘၣ်, ဖျၢၣ်, ဖိး, ထူၣ်, ထူ, ခူၣ်... ကျီတဒု, ထီၣ်တဘျီ, ပုၤကညီတဂၤ, သ့ၣ်တထူၣ်, ဖိတဖိး, ပျံတဘိ...
Preposition	ဖျၢၣ်ဘျးစဲ	
	ဖျၢၣ်ဘျးစဲခဲးတၢ်န့ၣ်, မုၢ်လံာ်ဖျၢၣ်လါအဒုးဘျးစဲတၢ်မံၤခဲခါန့ၣ်လီၤ. အခိ -	လါ, ဝဲ, ယုာ်ဒီး, ခီဖျိ, န်သိး, သနာ်က့, ဖဲ, ဆူ, အဖိလဲာ်, အဖိခိာ်... နဆုာ်တၢ်ပရၢခီဖျိမတဂၤလဲာ်. အဝဲလဲၤဆူဝုာ်ပူၤလီၤ.
Article	ဂုၢ်ခါး	
Definite article		ဂုၢ်ခါးနီၣ် အခိ - စီၤပၤအိၣ်တဂၤလီၤ. (တလီၤတံာ်) စီၤပၤဝဲန့ၣ်အဖိခွါအိၣ်ခံဂၤလီၤ. (လီၤတံာ်)
Indefinite article		ဂုၢ်ခါးယီၢ် အခိ - ကသံၣ်သရၣ်တဂၤ (တဂၤဂုၤ တဂၤဂုၤ)
Sentence structure	ကျိပုၤသနူ	
	အခိ -	ယကလဲၤဆူကွံလီၤ.
Subject	နီၣ်မၤ	
	အခိ -	နီၣ်ဝါလဲၤဆူကွံလီၤ. ပနာ်တဒုအိၣ်နီၣ်လီၤ. အဝဲဟဲဟးဆူယဟံၣ်.

Verb	<p>ဝိၣ်</p> <p>အိၣ် - ဟး, အိၣ်, အိၣ်, ဝံ, ဖး, ကွဲး, စံၣ်, ယုၣ်, ကျိ...</p> <p>ယကမၤကဆိၣ်တၢ်လီၤ.</p> <p>ကျိၣ်တၢ်ဆိၣ်လၢပျီၤ.</p>
Object	<p>နီၣ်ခိၣ်</p> <p>အိၣ် - ယအိၣ်မ့ၤလီၤ.</p> <p>ဆိတဘျီၣ်န့ၣ်ဟးယုအိၣ်အဆိၣ်လီၤ.</p> <p>ထီၣ်ဖိတဖၣ်ယုၤတၢ်လီၤလၢတၢ်ဖးဖိလီၤ.</p>
Clause	<p>ကျိၣ်ခိၣ်</p> <p>လံာ်ဖျါၣ်ကရူၢ်ဘျးဝဲလိာ်သးလၢအိၣ်ယုၣ်ဒီးနီၣ်မၤဒီးဝိၣ်</p> <p>အိၣ် - မ့ၢ်လၢအဝဲန့ၣ်ဘၣ်အိၣ်</p> <p>ယကထံၣ်အိၣ်</p> <p>နဖျါယံလၢ</p>
Phrase	<p>ကျိၣ်က့</p> <p>လံာ်ဖျါၣ်ကရူၢ်ဘျးဝဲလိာ်သးလၢတအိၣ်ဒီး : နီၣ်မၤဒီးဝိၣ်</p> <p>အိၣ် - လၢအကလုာ်ခိၣ်</p> <p>လၢသ့ၣ်ဂ့ၤသးဝါ</p> <p>ဘၣ်ဆၢဘၣ်ကတီၢ်</p> <p>ခိဖျါအတၢ်န့ၣ်</p>
Question	<p>တၢ်သံက့ၢ်</p> <p>အိၣ် - မတၢ်အိၣ်ဖဲန့ၣ်လဲၣ်.</p> <p>နကလဲၤဖဲလဲၣ်.</p> <p>မတၢ်အတၢ်လဲၣ်.</p> <p>နသးလီၤတၢ်မန့ၣ်လဲၣ်.</p>
Final particles	<p>ကျိၣ်ပျဲၤကတၢ်တဖၣ်</p> <p>အိၣ် - လီၤ, လဲၣ်, ဓါ, နီၣ်, ဝိၣ်...</p> <p>နကအိၣ်မ့ၤဓါ.</p> <p>နမံၤဒ်လဲၣ်.</p> <p>ခဲဂီၤယကလဲၤလၢနဟံၣ်နီၣ်.</p> <p>ဟီၣ်တဂ့ၤဓါ.</p>

Orthography

Vowels	<p>တၢ်သီၣ်မိၣ်ပုၢ်</p> <p>-ါ ၣ် ဝဲ -ါ ဖု ဖူ ဝိ ဝိ</p>
Tones	<p>တၢ်သီၣ်ယၢပုံ</p> <p>-ါ -ၣ် -ၣ် -း -ါ</p>
Double consonants	<p>လံာ်ဖျါၣ်ခၢၣ်စး</p> <p>ၣ် ၣ် ဝဲ ဝဲ ဝဲ</p>

Unit 1

Areas of study

The areas of study common to Units 1–4 are detailed on pages 8–13 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, volume and punctuation
- communicate in a range of text types; for example, speech, letter, email, social media
- use conventions and language appropriate to each 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 actions
- 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 demands

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 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.

Outcome 2:

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

Outcome 3:

- oral presentation
- or
- review
- or
- article.

The student should respond in Karen to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one response should be in Karen, and the other a response in English. Over the course of the unit, both oral and written responses in Karen 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 8–13 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, justifying, explaining, agreeing and disagreeing
- use fillers, affirming phrases and formulaic expressions to facilitate 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 fluency in spoken or written form
- initiate, maintain, direct as appropriate and close an exchange
- use stance, gesture and facial expressions 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 topic 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 on past, present or future events or experiences
- use a range of appropriate vocabulary and expressions
- structure writing to sequence main ideas and events
- use stylistic techniques such as repetition, question and answer questions
- vary language for audience, context and purpose
- use connectives to link ideas at sentence and paragraph level.

Assessment

The award of satisfactory completion of this 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 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 for 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
- 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 Karen and the student should respond to all assessment tasks selected. Over the course of the unit, both oral and written skills in Karen 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.

Units 3 and 4

Detailed study

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

The student will be 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 will be 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 Karen-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 Karen-speaking communities through a range of oral and written texts in Karen 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 communities. 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 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 8–13 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
- show knowledge of 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, identify main points, supporting points and detailed items of specific information
- infer points of view, attitudes, 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
Outcome 1 Express ideas through the production of original texts.	20	A 250-word personal or imaginative written piece.
Outcome 2 Analyse and use information from spoken texts.	10	A response to specific questions, messages or instructions, extracting and using the information requested.
Outcome 3 Exchange information, opinions and experiences.	20	A three- to four-minute role-play, focusing on the resolution of an issue.
Total marks	50	

*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 8–13 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 Karen-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 Karen-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
Outcome 1 Analyse and use information from written texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
Outcome 2 Respond critically to spoken and written texts that reflect aspects of the language and culture of Karen-speaking communities.	20	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.
	20	A three- to four-minute interview on an issue related to the texts studied.
Total marks	50	

*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 Karen.

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 Karen-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 Karen 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 Karen 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 Karen for responses in Karen.

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 Karen 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 Karen 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 Karen. 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 Karen. The task will be phrased in English and Karen for a response in Karen.

Section 3: Writing in Karen

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 Karen.

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 Karen. The tasks will be phrased in English and Karen for a response in Karen.

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.	1 Participate in a spoken or written exchange related to making arrangements and completing transactions.	Form letter or email. or Pay. 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 Karen or English. and b) Read written texts (e.g. extracts, advertisements) to obtain information to complete notes, charts or tables in Karen or English.	2 Listen to and understand 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. Answer.	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 Karen-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	%
Unit 3		Oral examination	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
Unit 4		Written examination	
Response to written texts.	5	Listening and responding	
		Part A: Response in English	7.5
		Part B: Response in Karen	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 Karen	7.5
Three- to four-minute interview.	10	Writing	10

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

FOR USE IN 2024