2022 VCE Korean First Language oral external assessment report

General comments

This was the first year this study was delivered according to the newly accredited *VCE Korean First Language Study Design 2022–2026* and examination specifications. The examination had two sections: Section 1, a presentation of approximately three minutes, and Section 2, a discussion of approximately seven minutes.

Students were assessed on their knowledge and skills in using spoken language, including:

* their capacity to present the information appropriately and effectively
* the information, opinions and ideas they presented related to one of the subtopics
* their capacity to maintain and advance an exchange appropriately and effectively
* the relevance, breadth and depth of information, ideas and opinions they presented.

Overall, students demonstrated a sound level of understanding, and an ability to respond to and communicate with assessors effectively and confidently.

Specific information

Section 1 – Presentation

Students presented for three minutes on an issue related to the subtopic they had selected for their extended study of language and culture, drawn from one of the prescribed topics found under the theme ‘Tradition and change in Korean-speaking communities’. The prescribed topics are ‘Literature and the arts’, ‘Stories from the past’ and ‘Youth issues’. In 2022 they selected from the prescribed topic ‘literature and the arts’, and were permitted to bring in supporting objects and/or cue cards. The presentation should have included a clear stance on the issue selected, related clearly to the subtopic chosen for extended study and been supported by evidence.

Students who achieved higher scores generally:

* communicated information, ideas and opinions very effectively
* were highly engaged with the assessors and effectively used appropriate style and register
* used sophisticated vocabulary and grammatical structures accurately and appropriately
* had excellent pronunciation, intonation, stress and tempo
* presented an extensive range of highly relevant information, ideas and opinions related to the subtopic
* effectively elaborated and reflected on information, ideas and opinions presented on the issue
* presented a very clear stance on an issue related to the chosen subtopic
* effectively used evidence from the texts studied to support their stance.

Criterion 1

Students who had prepared their subtopic well had a great command of the language and grammatical structures required, and were able to express their ideas accurately and appropriately. They communicated confidently with excellent pronunciation, intonation, stress and tempo. Most students engaged well with the assessors.

Criterion 2

Most students demonstrated in-depth preparation of their chosen subtopic which was drawn from one of the prescribed topics (‘Literature and the arts’, ‘Stories from the past’ and ‘Youth issues’). Some students presented an impressive range of information and ideas with clear and logical thoughts and opinions. Other students, however, were not able to elaborate successfully on the information and their opinions with appropriate reasons, examples or evidence.

Section 2 – Discussion

Following the presentation, each student discussed aspects of their selected issue with the assessors and clarified the points they presented.

Students who engaged in higher-scoring discussions:

* presented an impressive range of highly relevant information, ideas and opinions clearly and logically
* had well-developed ideas and opinions
* demonstrated a thorough preparation of the subtopic
* used a sophisticated and extensive range of vocabulary, sentence structures and expressions accurately and appropriately
* self-corrected their errors
* had excellent control of style and register
* had excellent pronunciation, intonation, stress and tempo
* responded readily and confidently
* maintained a high level of engagement with the assessors
* coped effortlessly with difficulties
* took initiative
* had an extensive range of highly relevant and original ideas and information
* were readily able to clarify, elaborate on and defend opinions and ideas.

Criterion 3

Students who scored highly spoke accurately and used appropriate grammatical and syntactical expressions. They engaged with assessors and communicated readily and confidently, providing relevant responses with excellent control of style and register.

Some students had a productive exchange with the assessors, effectively carrying the discussion forward without difficulties. Students who scored less well were able to respond to and communicate with the assessors about their chosen subtopic with supportive reasons for their ideas and opinions, but they did not always use a sophisticated and extensive range of vocabulary.

Criterion 4

Students who scored highly provided an excellent range and depth of information and ideas and opinions on the issue selected. They were able to clarify, elaborate on and defend their own opinions with supportive evidence and relevant examples. Some of the students’ information and ideas, however, were not always original.

More information

Refer to the [VCE Korean First Language study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/koreanfirstlanguage/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Korean-First-Language.aspx) for full details on this study and how it is assessed.