2022 VCE Korean First Language written 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. Students responded well to most sections, demonstrating knowledge and understanding of the new examination structure and the different text types and writing styles required.

Students must be aware that it is important to:

* make clever use of the dictionary
* use the 15 minutes of reading time efficiently
* take detailed notes during the playing of the listening text
* be attentive to the audience, purpose and text type required
* use the spaces provided in Section 1 as an indicator of how much detail is required in each response
* pay particular attention to the task verb: explain, describe, compare, analyse, discuss, etc. (설명하다, 기술하다, 비교하다, 분석하다, 서술하다, 논하다, etc.)

Specific information

This report provides sample answers, or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Students were expected to answer all questions with correct sentence structure; full marks could not be awarded for the criteria of grammar, vocabulary and sentence structure if they did not do so.

Section 1 ‒ Reading, listening and responding

The assessment criteria for this section were the capacity to:

* understand general and specific aspects of texts
* identify and integrate relevant information and ideas from the texts
* convey information accurately and appropriately.

All questions in Section 1 were attempted by students. Some students answered all the questions correctly, demonstrating excellent skills in language application. Some other students however, simply rewrote what they had heard in the text without taking into account the context of the question, therefore failing to convey information accurately and appropriately. In this section students were not penalised for mistakes of spelling and spacing.

Question 1a.

* 한복은 평면 재단이기 때문에 보관이 용이하다 (Because *hanbok* is a flat cut, it is easy to store.)
* 몸의 치수에 따라 크게 달라지는 옷이 아니기 때문에 체형에 관계없이 누구나 맵시 있게 입을 수 있다. (Because it is not a garment that varies greatly depending on size, anyone can wear it well regardless of body shape.)
* 바지나 치마가 풍성해서 좌식생활에 편리하게 디자인되어 있다. (Pants and skirts are cut wide; they are comfortable and therefore well-suited to a sedentary lifestyle.)

Question 1b.

* 한복을 목적에 맞게 과감하게 개량해서 현대화를 시켰다 (The *hanbok* was boldly reformed and modernised to fit the purpose of the performance.)
* 한복을 세계에 알리는 데 기여했다. (It contributed to introducing *hanbok* to the world.)
* 한복의 세계화의 가능성을 열어주었다. (It opened new possibilities for the globalisation of *hanbok*.)

Question 1c.

* 한복의 우수성 중에 한복의 미적인 면에서 먼저 형태미를 살펴보면 직선과 곡선의 조화로움으로 선의 섬세함을 살렸다는 특징이 있다. 펼쳐놓았을 때는 평편하지만 실제 입었을 때 인체에 따라 변하는 자연스런 곡선과 하의의 풍성한 주름이 움직임에 따라 선사하는 역동적인 리듬감이 있다. (First, in terms of the shape, *hanbok* is characterised by an excellent harmony of straight lines and curves, which brings a delicate beauty to the garment. When spread out, *hanbok* lays flat on a surface, but when worn, the natural curves that embrace the human body shape and the rich folds of the bottom skirt or pants give a dynamic rhythm with every movement.)
* 다음 색채미를 보면 우리 민족이 사랑한 청렴결백함과 순수함이 표현된 흰색의 미가 뛰어나다. 거기에 음양의 조화와 무병장수의 의미가 포함된 오방색(청색, 적색, 황색, 백색, 흑색)과 오간색(녹색, 분홍색, 하늘색, 자주색, 유황색)의 보색의 조합이 훌륭하다. (As for the colours, the use of the much-loved white shade in *hanbok* expresses the values of purity and innocence. The combination of *ohbangsaek* (blue, red, yellow, white and black) and *ohgansaek* (green, pink, sky blue, purple and yellow) represent good health, longevity and the harmony of yin and yang.)
* 소재미로 본다면 한복은 여름에는 모시, 겨울에는 명주 등 계절에 맞게 천연섬유를 사용하여 섬유 자체의 결을 살려주었다. 사용된 섬유는 대부분 천연염료로 염색되어 환경친화적인 자연의 미가 있다. (In terms of the material, *hanbok* uses natural fibres according to the season, such as *mosi* in summer and *myungju* in winter, maximising the ability of the fibres’ textures to suit the climate. Also, most of the fibres used in the garment are dyed with natural pigments, which makes *hanbok* environmentally friendly.)

Question 1d.

* 먼저 편하고 아름다운 새로운 디자인을 많이 개발해서 한복을 특별한 날에만 입는 현대인들에게 상용화가 가능하도록 해야 한다. (First, we need to develop a variety of comfortable and beautiful new designs so that people start wearing *hanbok* on a daily basis, not only on special days.)
* 고름을 없앤 생활한복을 선보인다거나, 치마 길이를 짧게 해 불편함을 줄인다. (For example, we can develop *hanbok* designs that do not have a *goreum* and increase comfort by shortening the skirt length.)
* 합리적인 가격을 위해 생산 방식을 바꾸고 구김이 안 가고 세탁하기 쉬운 천을 사용할 수 있다. (We can change the production process to ensure an affordable price and use fabric that is wrinkle-free and easy to wash.)
* 한복의 날을 홍보하고, 한복으로 교복을 만든다거나 한복 고쳐 입기 캠페인 등의 (정부의) 적극적인 홍보와 지원도 중요하다. (Public sector efforts may include promoting Hanbok Day, making *hanbok*-style school uniforms and organising *hanbok* reform campaigns. Government support and publicity strategies are vital.)
* 무엇보다도 우리가 실제로 한복을 자주 입는 것이 제일 중요하다고 할 것이다. (Most importantly, we need to take the initiative and start wearing this wonderful costume more frequently.)

Section 2 ‒ Reading, listening and creating text

The assessment criteria for this section were:

* the capacity to identify, integrate and synthesise relevant information and ideas from the texts
* appropriateness of structure and sequence
* accuracy, range and appropriateness of vocabulary and grammar (including punctuation and, where relevant, script).

Question 2

Students were required to demonstrate their comprehension of the two texts provided and respond to the task using their capacity to identify and synthesise pertinent information and ideas from the texts. They needed to use the form and structure appropriate for the writing style, text type, context, purpose and audience of the task.

* Writing style: Personal
* Text type: Article for a school magazine
* Audience: Students and teachers of the school
* Context: Personal experience with the new high school credit system

Students who scored highly demonstrated very effective structuring and sequencing of information and ideas across their response, using a high degree of grammatical accuracy. They identified the relevant points of the stimulus texts, integrating and synthesising all related information and ideas to successfully create an original text that emphasised ideas, opinions, feelings and impressions. They met all the requirements of the task effectively, including the specified audience, purpose, writing style and text type using a broad range of highly appropriate vocabulary and, where applicable, accurate script.

The following are possible areas that could have been discussed in the article:

* Text 2A
* 과목 선택권으로 인한 흥미 유발 (able to choose the preferred subjects)
* 미래에 대한 구체적 준비 기회 제공 (opportunity to think concretely about the future)
* 학습주도권으로 책임감 향상 (developing a sense of responsibility while studying the chosen subjects)
* 다른 교육 기관과의 정보 공유로 유익하고 색다른 경험 제공 (beneficial and unique experience due to subjects studied outside of school)
* 협력적 학습 환경으로 자신감 진작 (confident and reassured, thanks to mutually supportive help along the way)
* 수업 동선을 고려한 효율적 공간 배치 (more efficient arrangement of classrooms and school spaces)
* 장래희망과 적성을 반영한 직업선택 가능 (이미지 참조) (thinking about the most suitable career now, rather than after finishing school)
* Text 2B
* 절대평가제 전환으로 인한 혜택 (evaluation method had changed to absolute assessment without unnecessary competition)
* 어려운 과목을 위한 보충수업 제공 (taking supplementary classes, which helped complete difficult subjects)
* 교사의 상담 및 전문가의 구체적인 지도와 조언 (counselling and good support provided from teachers and career experts)
* 자율적이고 개별화된 공간 및 편리한 다목적 시설 확충 (convenience of using school facilities transformed into multi-purpose classrooms and venues)
* 교사 수급과 배치 (supply and allocation of teachers)
* 실용적 기술 습득 가능 (able to learn practical skills)

Section 3 – Writing in Korean

Both questions were attempted by students equally. Responses needed to match the prompt in terms of writing style and text type required for the chosen question, and include relevant content and ideas.

Question 3

Whether to abolish zoos or not has long been discussed as a social issue. The Animal Welfare Association is holding a debate on the theme of ‘Zoos should be abolished’. Write the script of a persuasive speech for a debate in which you present your arguments either for or against abolishing zoos.

* Writing style: Persuasive
* Text type: Script for a speech
* Audience: Participants of the debate

Students who scored highly had a good flow of ideas that carried messages clearly, with extremely well-organised paragraphs and a wide range of suitable vocabulary and expressions. They used persuasive techniques relevant to the target audience to convince readers about an idea, opinion or course of action needed to achieve a desired outcome. The speech text type required a greeting.

Question 4

South Korea has become an aged society, with the share of population aged 65 and over reaching 16.5 percent in 2021. An ensuing decrease in South Korea’s percentage of working-age population has recently given rise to the need for reemploying the elderly. You have learned that one of your retired grandparents is considering looking for work. Write an evaluative email to your grandparent about the pros and cons of rejoining the workforce.

* Writing style: Evaluative
* Text type: e-mail (informal)
* Audience: Your retired grandparent

The response could have presented two or more pros and cons of rejoining the workforce and discussed these rationally and objectively using evidence to support the contrasting sides or alternatives. The response could also have included expressions of cause, consequence, opposition and concession. The informal e-mail text type required the recipient’s email address, subject line, date, salutation, greeting, body (content) and sign off, as well as correct register, style and layout.