

2015 VCE Korean Second Language written examination report

General comment

In the 2015 examination, students successfully completed responses for all sections within the allowed time. Students performed best in Section 1 – Listening and responding. Most students were able to identify the required information from the three listening texts. In Part B, however, some students presented their responses using dot points instead of in full sentences. It is important for students to familiarise themselves with the examination format during their preparation. Students are also reminded that the amount of answer space given and the marks allocated to the question are a good indication of the length of response required.

In Section 2 – Reading and responding, there was a significant difference between the level of students' responses. Some students demonstrated their ability to identify the information accurately from the given texts. In contrast, some students frequently presented unexpected information and seemed to use their general knowledge. In Part B, students produced very interesting responses in their enquiries to a travel agent regarding special services for the elderly. Students were able to make meaningful enquiries after reading the tour itinerary as a given text. Most students displayed in their responses that they were well aware of the physical, emotional and medical needs of the elderly.

In Section 3 – Writing in Korean, students were required to respond to one of the five questions. Each question required a different kind of writing, such as personal, imaginative, informative, persuasive and evaluative. Most students presented their responses within the expected length of 500–650 *cha*. Students showed skill in linking paragraphs by using appropriate connecting words; for example, 우선, 먼저, 또한, 하지만, 반면.

Specific information

This report provides sample answers or an indication of the key points that are expected in students' responses for each question.

Section 1 – Listening and responding Part A – Answer in English

Text 1

Question 1a.

Dog's size

Question 1b.

- not using a leash/dog lead
- running

Question 1c.

- a discount on entry to the next event
- a photo
- dog toys
- a dog training ticket for five weeks

Text 2

Question 2a.

- The match was close.
- The other team made a mistake.
- The coach substituted the players at the right time.
- The big drum and cheer squad added to the atmosphere.

Question 2b.

- The front seats are expensive.
- The seats for the cheer squad behind the goals are cheap.
- The seats at the corner have a blocked view.

Question 2c.

The boy had been given a free ticket.

Part B – Answer in Korean

Text 3

Question 3a.

이박사가 10 월에 특별상을 받게 된 이유는 여러 가지가 있다. 10 월이 환경의 달이기 때문이다. 또한 국제 보트대회와 에너지 전시회가 10 월에 열리기 때문이다.

(Dr Lee was awarded the special prize in October for several reasons. October is environment month. Also the international boat race and the energy exhibition are held in October.)

Question 3b.

이박사의 연구가 미디어에 다르게 보도되었다. 잡지에 여러 종류의 보트들이 사진으로 실렸고 신문에는 이박사의 과학적 이론이 설명되었다. 그리고 TV 에는 이박사의 연구팀이 소개되었다.

(Dr Lee's research was presented in the media in different ways. The boat photos were shown in a magazine and the scientific theory was explained in a newspaper. Also the research team was introduced on a television program.)

Question 3c.

이박사와 진행자는 국제연구팀에 대해 서로 다른 의견을 가지고 있었다. 이박사는 국제팀이라서 언어와 문화차이의 극복을 위해서 또한 팀훈련을 위해서 많은 시간을 보내야했다는 단점을 말했다. 반면에 진행자는 국제팀이기 때문에 새로운 아이디어들을 모으는 데 좋고, 또한 같은 연구가 다른 나라에서 중복되는 것을 막을 수 있다는 장점을 말했다.

(Dr Lee and the presenter expressed different views about the international research team. Dr Lee mentioned the negative aspects of being an international team; they had to spend a lot of time overcoming language and cultural differences as well as on team bonding. On the other hand, the presenter mentioned the positive aspects – it could be good for collecting new ideas and also to avoid duplication of work in different countries.)

Students are reminded to present their information according to the instructions given in each question. For example, Question 3a. required students to explain why Dr Lee was awarded the special prize in October. Only high-scoring responses included an explanatory paragraph by

starting with a topic sentence such as 이박사가 10 월에 특별상을 받게 된 이유는 여러 가지가 있다 (Dr Lee was awarded the special prize in October for several reasons). Question 3c. required students to analyse the two speakers' different views in detail. Students were expected to include their own analytical statements in their responses. Some students were able to state their own analysis of the information by including evaluative words such as 긍정적 부정적인 면 (positive and negative aspects) and 장점과 단점 (advantages and disadvantages). In contrast, other students simply presented what was said in the text.

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Question 4a.

- photos for the slide show
- choice of meal
- name of attendees
- name of the teacher they want to sit with

Question 4b.

- opportunity to display and sell their artwork
- opportunity to develop management/organisational skills
- increase scholarships for tertiary education

Text 5

Question 5a.

- The old popular movie was revived.
- It was the best film director's last movie.
- The main actor received the best actor award.

Question 5b.

- the weather
- lighting
- background music
- camera close-up

Question 5c.

- showing the movie in the graduation season
- discounts for the elderly

Question 5d.

	Text 4	Text 5
The feelings of those graduating	pride/happy	gratitude/thankfulness
The atmosphere of the event	celebratory/festive	heavy/dark

Part B – Answer in Korean

Text 6

Question 6

Possible sample answers were as follows:

- Geong Bok Palace: Is it possible for elderly tourists to take breaks and sit down inside the palace?/Are their vehicles for taking the elderly around the gardens?
- Mask Dance: Will the elderly be able to join in comfortably?/Will the noise be overpowering for them?
- The Banquet: Will there be too much rich food for the elderly?/Will they have a choice of special dishes?
- The River Cruise: Will there be help for the elderly in getting on and off the boat?/Will there be seating on the boat for them?

The students' responses were assessed on the following aspects: the purpose of the letter, the presented enquiries relating to the text, the use of grammar and honorific words.

Section 3 – Writing in Korean

Question 7

Students were expected to write an informative script for a speech on the topic of obtaining a driver's licence. Students who scored highly presented thorough information on the different kinds of licences and the process for obtaining them. These students also remembered to include road safety issues involving accident prevention and insurance matters. A number of students made an error by only focusing on the process of getting a driver's licence. They did not provide any information about the road safety issues, which was clearly requested in the instructions. Students are reminded to read instructions carefully in order to satisfy all the requirements of the question.

Question 8

This question was not chosen by many students but required students to write an imaginative short story. However, a number of students who selected this question produced a very interesting and creative plot. Their responses displayed the following common strengths:

- a strong sense of imaginative storytelling with interesting characters, setting and events
- clear development of a plot in each paragraph, including an unexpected climax
- accurate use of vocabulary and grammar.

Question 9

This question was the most popular choice. Students were expected to write an evaluative article on installing CCTV cameras throughout schools. High-scoring responses presented well-balanced ideas for both positive and negative views on the topic. The common advantages presented by those students included safety issues, preventing bad behaviour and identifying criminal behaviour. The common disadvantages were a lack in concentration and privacy issues.

Question 10

Most students who selected this question presented very interesting reasons for their argument. Some common ideas on the topic included physical and mental health issues. Students with high-scoring responses displayed their strengths in the following aspects:

- Convincing arguments were presented with relevant supporting ideas, such as statistics, examples and experts' statements.

- A topic sentence clearly indicated the main argument of each paragraph and each paragraph was well linked.
- A broad range of vocabulary was displayed and the use of grammar was accurate.

Question 11

This question, which required students to write a diary entry, was the second-most popular question. Students who selected this question presented interesting experiences that exchange students could possibly face in Korea. The common ideas presented were the use of shoes inside the house, different table manners and the use of honorific words.