

2016 VCE Korean Second Language written examination report

General comments

In 2016, students were well prepared and performed well in each section of the Korean Second Language written examination. All students were able to complete their responses within the allocated time. In Section 1 – Listening and responding, students demonstrated their comprehension skills by identifying the required information from three texts. Students carefully followed the instructions as each question demanded a different response, such as commenting, explaining and stating supporting evidence. In Part B, some students displayed a thorough understanding of the listening text by including all required information accurately in their responses. Those students commonly presented their responses in their own words by skilfully rephrasing the information identified from the text.

In Section 2 – Reading and responding, students demonstrated their comprehension skills after reading a journal entry, an advertisement and an article. A number of students were unable to answer the questions in the expected language in this section. Students could avoid this kind of error by familiarising themselves with the structure of the examination paper during their examination preparation. In Part B, most students produced a well-written recommendation letter as required after reading the news article. High-scoring students were able to include all the necessary information and also convey their message in an expressive manner.

In Section 3 – Writing in Korean, students were required to respond to one of five questions. Each question represented a different kind of writing, such as personal, imaginative, informative, persuasive and evaluative. Students produced a very high standard of responses. Most students adhered to the word limit of 500–650 *cha* as instructed. There were some outstanding responses that displayed a high level of competence in terms of content, structure and grammar. In those cases, convincing ideas were produced, and each paragraph was well linked and grammatically correct. The most popular question chosen by students was Question 9, the personal writing task, which required students to write a letter to a friend, suggesting strategies to encourage the friend to continue in their learning of a musical instrument.

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.

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

Text 1

Question 1a.

The son said, 'Wow. Smells good'.

Question 1b.

The son views keeping traditional celebrations in a negative way as being boring and inconvenient/cooking is hard. However, the mother views it in a positive way as being important for maintaining a nation's culture and good for relatives to exchange presents.

Question 1c.

- The family rotates/takes turns to host their relatives.
- The family buys cooked food instead of making everything at home.

Text 2

Question 2a.

Highs:

- having swimming sessions every day
- having the opportunity to learn how to ride a horse

Lows:

- finding dead insects in the buildings/lack of cleanliness
- having insufficient water fountains

Question 2b.

- Problem 1: Students tended only to mix with their close friends.
Strategy: Display new team lists at the entry each day.
- Problem 2: Students played with their mobile phones during group activities.
Strategy: Team merit points could be deducted when members use their mobile phones during group activities.

Part B – Answer in Korean

Text 3

Question 3a.

- 새 책임자가 인사하기 위해 (to introduce the new manager)
- 새로 바뀌어진 메뉴를 소개하기 위해 (to introduce a new menu)
- 새로운 주문방법을 안내하기 위해 (information on a new method of how to make a lunch order)

Question 3b.

- 건강식품이 제공됨 (healthier food becomes available)
- 음식 선택의 폭이 더 넓어짐 (selection of food becomes greater)
- 더욱 위생적인 환경이 만들어짐 (a more hygienic environment is created)

Question 3c.

- 이름, 주문할 음식, 가격을 종이백에 적어라 (write your name, the name of the food and its price on the paper bags)
- 정확한 액수의 돈을 봉투에 담아라 (put the exact amount of money in a money envelope)
- 요거트 봉투는 따로 준비해라 (prepare a separate bag for yoghurt)
- 모두 점심박스에 담아 학교 식당 책상에 갖다놓아라 (put them all in your lunch box and place it on the desk in the canteen)

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Question 4a.

- She was never absent from the dance class.
- She has wanted to learn dancing for a long time.
- She had photos of famous dancers on her bedroom walls.

Question 4b.

Emotion	Example
annoyance	I have no idea why my mum often makes mistakes by forgetting things.
regret	I should have checked inside the bag.
embarrassment	I blushed and quickly left them.
pride	Wow, a budding future dancer is born into our family.

Text 5

Question 5a.

- see the best dance teams
- have a chance to become a judge
- guest singer's special performance
- lucky prizes for the audience
- be the first to experience the world's best sound system

Question 5b.

- There are only a limited number of tickets available.
- Tickets should be pre-purchased as there is no ticket box office at the venue.
- Tickets are selling fast.
- Tickets are only available online.

Question 5c.

	Text 4	Text 5
Text type	<i>diary</i>	advertisement
Topic	traditional dance	<i>modern dance</i>
Writing tone	reflective	<i>persuasive</i>
Audience	<i>individual</i>	public

Part B – Answer in Korean**Text 6****Question 6**

- 글을 쓰는 목적 (the purpose of the letter is clearly shown)
- 가장 나이 어린 우승자 (the youngest winner)
- 최초의 여성 우승자 (the first female winner)
- 사회봉사 활동 (community volunteering)
- 상금 기부 (prize donation)

Section 3 – Writing in Korean**Question 7**

Students were expected to write an imaginative short story that included incidents arising from cultural differences and unfamiliar local customs. This was the least popular question.

Question 8

This was the second most popular question chosen by students. Students were asked to present a script for a speech setting out the reasons as to why free swimming sessions should be offered to secondary students. Various reasons were presented, such as physical, mental, academic and economic benefits. Some high-scoring students produced convincing scripts for a speech by presenting sufficient ideas to support their arguments. Those students commonly presented a well-condensed topic sentence in the beginning of their paragraphs and also linked their ideas well.

Question 9

This question was the most popular. Students presented interesting letters to a friend suggesting possible strategies, encouraging them to continue in their learning of a musical instrument. Some creative suggestions were put forward by students, such as joining a music club, organising a concert, trying to play another instrument or attending famous musicians' concerts. High-scoring students demonstrated their outstanding writing skills through well-linked paragraphs and grammatically correct expressions.

Question 10

This question required students to write an informative article on how families can contribute to reducing the problem of global warming. Students responded with some valid ideas, including practical suggestions about ways people can save on water usage, electricity usage and reduce waste at home. A number of students confused informative and persuasive writing. Those students

presented their ideas by stating ‘우리가 그렇게 해야만 한다 (We should do so)’ instead of correctly stating ‘우리가 그렇게 할 수 있겠다 (We can do so)’ throughout their responses.

Question 11

This question required students to write a report on the advantages and disadvantages of extending students’ work experience hours. Some outstanding responses presented very creative ideas, setting out both the advantages and disadvantages on the topic. However, a number of students mistakenly assumed that they were being asked to evaluate the work experience program. Although those students presented a well-written report, they were unable to achieve a good result as their evaluation did not correctly respond to the question. Students are reminded to read the questions carefully before planning their arguments.