VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

# 2009 LOTE: Korean Second Language GA 3: Examination

## Oral component

## GENERAL COMMENTS

The oral examination is divided into a seven-minute conversation and an eight-minute discussion of a Detailed Study. It is important to note that although the criteria for both sections are very similar, the criteria apply to very different tasks. The Conversation section assesses the students' ability to speak Korean in a linguistically and culturally appropriate way. On the other hand, the Discussion section assesses the students' ability to present and exchange information, ideas and opinions. Therefore, the discussion of the Detailed Study requires a more objective approach.

Most students were prepared and performed well in both sections. However, some students who had prepared their discussion topic by memorising by rote struggled to engage in a spontaneous discussion with assessors.

In order for students to maximise their performance in the examination, they should:

- become very familiar with the assessment criteria as part of their examination preparation
- anticipate the types of questions that may be asked and be aware that questions will be asked in a variety of ways
- provide in-depth responses that include details, for example, descriptions with specific characteristics, or explanations with reasons and examples
- use some repair strategies when necessary, for example, asking for clarification or self-correcting after an initial incorrect response.

## SPECIFIC INFORMATION

### Section 1 – Conversation

The Conversation section comprises of a general conversation about the students' personal world, including family, friends, school, interests and aspirations. High-scoring students demonstrated their ability to provide extended responses to questions by including appropriate reasons or examples. They were also able to build upon comments made by the assessors in a confident manner.

Students' performance was assessed against three categories: communication, content and language. The criteria for each category are listed below.

**Communication**

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange
- pronunciation, intonation, stress and tempo

**Content**

- relevance of information or ideas
- range of information or ideas
- capacity to support or elaborate ideas or opinions with reason, examples and evidence

**Language**

- accuracy of vocabulary and grammar
- variety of vocabulary and grammar
- appropriateness of vocabulary and grammar to the context, audience and purpose

### Section 2 – Discussion

The Discussion section consists of a one-minute introduction and a seven-minute discussion of the Detailed Study. During the introduction, students are expected to indicate their chosen sub-topic and the texts studied. The purpose of the Detailed Study is to enable students to explore and compare aspects of the language and culture of the Korean-speaking community.

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The *VCE Korean Second Language Study Design* details the key knowledge and skills required for the Detailed Study. Students should:

- compare and contrast aspects of life in the Korean-speaking community
- identify and comment on culturally specific aspects of language, behaviour or attitude
- 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.

It is very important for students to choose their sub-topic judiciously. A well-selected sub-topic and texts can allow students to prepare a meaningful discussion. The sub-topic chosen for the Detailed Study should:

- be related to an issue in the Korean-speaking community
- have appropriate and relevant resources
- be of interest to the student.

Various sub-topics were presented this year, including 'Parental love', 'Neighbourhood relations', 'The role of females', 'Social prejudice' and 'The Korean War'. Most students demonstrated a good understanding of the texts they had studied and were able to discuss them extensively. However, a number of students displayed little evidence of understanding their chosen texts. Consequently, these students were unable to analyse the chosen texts and their ideas were inadequately supported.

Students' performance was assessed against three categories: communication, content and language. The criteria for each category are listed below.

**Communication**

- capacity to link with assessors
- effectiveness of communication and repair strategies
- degree of support necessary to maintain the exchange
- pronunciation, intonation, stress and tempo

**Content**

- capacity to support or elaborate ideas or opinions with reason, examples and evidence

**Language**

- accuracy of vocabulary and grammar
- variety of vocabulary and grammar
- appropriateness of vocabulary and grammar to the context, audience and purpose

## Written component

## GENERAL COMMENTS

The majority of students completed all sections of the written examination this year. For Sections 1 and 2, all students responded in the correct language, either Korean or English as appropriate. In Section 3, most students demonstrated a reasonable understanding of the kind of writing, text type, purpose and audience required for their chosen task. The following section outlines the types of responses that were required. It should be noted that students' alternative wording or expressions were accepted for some questions when necessary.

## SPECIFIC INFORMATION

For each question, an outline answer (or answers) is provided. In some cases the answer given is not the only answer that could have been awarded marks.

## Section 1 – Listening and responding

This section assessed students' capacity to understand and convey general and specific aspects of spoken texts. The more competent students comprehended the details of the two spoken texts accurately and conveyed the required information appropriately.

In order to maximise results, students are advised to:

- read each question carefully and determine the kind of information required during reading time
- identify the correct information and make notes in the margin of the paper during listening time
- look up unknown key words during the pauses between the first and second readings of the texts.

# Part A – Answer in English

**Text 1**

**Question 1a.**

New Year's holiday

**Question 1b.**

- strong northerly wind
- heavy snow

**Question 1c.**

Either of:

- minus 7 degrees
- –7.

**Question 1d.**

- drivers
- hikers/mountain climbers

**Text 2**

**Question 2a.**

Finger(s)

**Question 2b.**

Advantages (two of)

- not changing its shape easily
- cheaper than wooden chopsticks
- developing better hand skills

Disadvantages

- demand more concentration
- heavier

**Question 2c.**

Either of:

- hard to reach
- oily.

**Question 2d.**

- for eating fish with bones
- for eating shellfish

**Question 2e.**

It is easier to pick up vegetables.

# Part B – Answer in Korean

**Text 3**

**Question 3a.**

참가자들이 갖추어야할 조건들:

- 현재 호주에 사는 사람
- 18세 이상인 사람
- 호주 학교에서 7년 이상 공부한 사람.

**Question 3b.**
한국에 가서 영어 교사로 일하는 것의 좋은 점들:
- 모국을 위한 봉사
- 모국에 대해 더 배울 수 있는 기회
- 경제적인 도움
- 한국어 실력 향상.

**Question 3c.**
예상되는 문제점들:
- 지원자의 영어 실력
- 지원자의 교사로서의 적성
- 두 나라의 교육 방식의 차이점.

Students' responses were assessed according to the following criteria.

The capacity to understand general and specific aspects of texts
- required information from the text

The capacity to convey information accurately and appropriately
- structure and sequence of information
- accuracy, variety and appropriateness of vocabulary and grammar

High-scoring students:
- identified the required key information from the text
- organised information and ideas well to meet the requirements of the task
- demonstrated extensive knowledge and understanding of vocabulary and sentence structure
- manipulated language authentically and creatively to meet the requirements of the task.

## Section 2 – Reading and responding

This section assessed students' capacity to understand and convey general and specific aspects of written texts. Students were required to comprehend and analyse the given texts in an appropriate way.

## Part A – Answer in English

**Text 4**
**Question 4a.**
A symbol of protection

**Question 4b.**
Any two of:
- on the centre of the island
- the lake on the top of the mountain
- volcanic mountain.

**Question 4c.**
Any two of:
- farm work
- the culture of the native people
- a lifestyle of respecting ancestors.

**Question 4d.**
People who can respect the natives' culture and are interested in farming

**Text 5**
**Question 5a.**
To share the travel experience with a friend

**Question 5b.**
Aboriginals' creative artworks

**Question 5c.**
- painting on trees and rocks
- hand crafted products
- traditional music/didgeridoos

**Question 5d.**
- Text 4 is an advertisement; Text 5 is a letter.
- Text 4 is written for everyone; Text 5 is written for only one person.
- Text 4 is factual information; Text 5 is a personal account.

**Question 5e.**

| | **Similarities** | **Differences** |
|---|---|---|
| **Geographical features** | Any two of:<br>• a lake on the top of the mountains<br>• located in the southern part of the countries<br>• both are islands. | Either of:<br>• the size is different<br>• Jejudo is a volcanic island. |
| **Native inhabitants** | • preserved cultures<br>• unique traditions | • the native people of Tasmania are scarce |

# Part B – Answer in Korean

**Text 6**
**Question 6**
다섯 가지 부정적인 점들:
- 쓰지 않고 두는 휴대전화가 많다
- 문자를 많이 보내 시간을 허비한다
- 최신형 휴대폰으로 바꾸느라 소비성이 높다
- 인터넷 접속 등으로 요금을 많이 지불한다
- 부모님들이 부담스럽게 비용을 지불한다.

Students' responses were assessed according to the following criteria.

The capacity to understand general and specific aspects of texts
- required information from the text

The capacity to convey information accurately and appropriately
- structure and sequence of information
- accuracy, variety and appropriateness of vocabulary and grammar

High-scoring students:
- identified the required key information from the text
- organised information and ideas well to meet the requirements of the task
- demonstrated extensive knowledge and understanding of vocabulary and sentence structure
- manipulated language authentically and creatively to meet the requirements of the task.

# Section 3 – Writing in Korean

This section assessed students' ability to express ideas through the creation of an original text. Students were requested to write between 500 and 650 *cha* on one of five tasks. The most popular task was the evaluative writing followed by the informative writing. Students had to identify the features of the various text types and the kind of writing required in each task. Most students were able to complete their chosen task.

Students' responses were assessed according to the following criteria.

Content – relevance, breadth and depth of content
- relevance of content in relation to the task set
- comprehensiveness and sophistication of content

Structure – appropriateness of structure and sequence
- introduction, body and conclusion as appropriate to the text type
- organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs

Language – accuracy, range and appropriateness of vocabulary and grammar
- accuracy and variety of vocabulary
- accuracy of grammatical structures
- appropriateness of vocabulary and grammar for the text type, audience, purpose and context of the task

High-scoring students:
- demonstrated depth in the treatment of the task through the development of relevant information, ideas and/or opinions
- sequenced and structured their ideas and information coherently and effectively
- demonstrated extensive knowledge of vocabulary and sentence structures
- manipulated language authentically to meet the requirements of the task.

**Question 7**
- Introduction: background for the report and connection with the reader
- Body: personal experiences and feelings
- Conclusion: restatement

**Question 8**
- Introduction: background for the topic and connection with the reader
- Body: information on how to save water
- Conclusion: restatement

**Question 9**
- Introduction: beginning of the story
- Body: crisis and climax
- Conclusion: finale of the story

**Question 10**
Advantages
- gaining independence
- making pocket money
- learning about social relationships

Disadvantages
- too tired to study
- spending money easily
- wasting time

**Question 11**
- Introduction: background for the issue and connection with the audience
- Body: opinions on the issue
- Conclusion: reinforcement