VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

2010 LOTE: Korean Second Language GA 3: Examination

Oral component

GENERAL COMMENTS

Most students were well prepared for the 2010 oral examination and were able to interact effectively with the assessors. The examination consisted of a general conversation, and a discussion relating to the Detailed Study. In each section, students were assessed against three categories: communication, content and language.

It is important for students to understand that each section of the Conversation and the Discussion has a different focus. The Conversation assesses the students' ability to speak Korean in a linguistically and culturally appropriate way and the focus is on the students' daily life. The Discussion assesses students' skills in presenting and exchanging ideas, opinions and information. Therefore, the Discussion requires a more objective approach as well as the use of more formal language.

High-scoring students were able to respond spontaneously to the assessors' questions. These students were able to present relevant responses and elaborate on them by giving examples, reasons and opinions. They also exhibited thorough preparation and demonstrated a good understanding of their chosen sub-topics and selected resources. These students were able to explore the sub-topics in depth and their ideas were supported by evidence from the resources studied.

In order for students to maximise their performance they should:

- become familiar with the assessment criteria as part of their examination preparation
- be aware that questions can 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 repair strategies when necessary; for example, asking for clarification or self-correcting after an initial incorrect response.

SPECIFIC INFORMATION

Section 1 – Conversation

This section consisted of a seven-minute general conversation about the students' personal world, including family, friends, school, interests and aspirations. Most students demonstrated their ability to provide extended responses to questions by including appropriate reasons or examples. Some students were also able to build upon the assessors' comments in a confident manner. However, students who had rote-learned their content experienced difficulty in conversing spontaneously with assessors.

The characteristics of high-scoring students were as follows.

Communication (maximum 20 marks)

High-scoring students:

- demonstrated excellent understanding by responding readily and confidently
- used highly effective repair strategies
- carried the conversation forward with some spontaneity
- had excellent pronunciation, intonation, stress and tempo.

Content (maximum 10 marks)

High-scoring students:

- presented an excellent range of information, opinions and ideas clearly and logically
- gave highly relevant responses
- were readily able to clarify, elaborate and defend opinions and ideas
- demonstrated thorough preparation.

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Language (maximum 20 marks)
High-scoring students:

- usually self-corrected errors
- used an excellent range of vocabulary, structures and expressions accurately and appropriately
- used appropriate style and register consistently.

Section 2 – Discussion

This section consisted of a one-minute introduction and a seven-minute discussion of the Detailed Study. During the introduction, students were expected to indicate their chosen sub-topic. 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. Therefore, it is very important for students to choose their sub-topic thoughtfully. A well-selected sub-topic with relevant resources can allow students to prepare a meaningful discussion.

Most students prepared and performed well. They were able to demonstrate a good understanding of the texts they had studied and discuss the details extensively. However, some less successful students displayed little evidence of comprehending their chosen texts. These students were unable to analyse the texts in any depth and their ideas were inadequately supported during the discussion.

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

- 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.

The characteristics of high-scoring students were as follows.

Communication (maximum 20 marks)
High-scoring students:

- demonstrated a good understanding of their sub-topic and texts by responding readily and confidently
- carried the discussion forward with some original input
- used highly effective repair strategies
- had very good pronunciation, intonation, stress and tempo.

Content (maximum 10 marks)
High-scoring students:

- presented an excellent range of information, ideas and opinions clearly and logically
- gave highly relevant responses
- were readily able to clarify, elaborate and defend opinions and ideas
- demonstrated thorough preparation of the topic.

Language (maximum 20 marks)
High-scoring students:

- usually self-corrected errors
- used an excellent range of vocabulary, structures and expressions accurately and appropriately
- used appropriate style and register consistently.