



**2004** **LOTE: Korean First Language GA 3: Examination**

**Oral component**

**GENERAL COMMENTS**

Most students were well informed of the oral examination procedures. Fluency, accuracy and variety of vocabulary and grammar were mostly of a high standard, and most students also showed a fairly good capacity to engage with the assessors.

**SPECIFIC INFORMATION**

**Section 1 – Presentation**

Most students performed well in the presentation because of the clear cues from assessors. Many students brought support objects and cue cards which were generally used appropriately and effectively in the presentation. However, students are reminded to use their cue cards and other materials wisely and not just read from them, otherwise they may be penalised because of a lack of eye contact with assessors.

Students are also advised to be aware of the speed of their speech. Students should complete their introduction in no more than one minute, as their presentation will not be longer than four minutes.

**Section 2 – Discussion**

In general, students showed less confidence in their discussion. Many students appeared to lack resources, knowledge of the texts, understanding of the texts and an appreciation of the texts they had studied; hence they were unable to refer to the texts to support their stance on the issue.

Students chose various sub-topics based on the Korean First Language Victorian Certificate of Education Study Design. However, the topics and issues were often quite similar, and in many cases different students gave the same answers to questions asked by assessors. Although this is quite acceptable, students who are able to include their own ideas and show different perspectives on the topics generally achieve better results.

The type of texts and number of the texts chosen was often an issue. A few students did not study the minimum requirement of three texts, and quite a large number of students did not present texts drawn from the fields of literature and/or the arts. Some texts were merely articles from the Internet or short songs. In these cases, students were not able to deliver a good understanding of the topic or present their own ideas in depth when answering questions. Students should undertake background study and research on their topic and texts so that they can establish an in-depth understanding of the topic and support their opinions and ideas with appropriate material.

Students who had not prepared their oral presentations often struggled to present their ideas and opinions adequately. Although they were able to answer introductory questions such as, 'Why did you choose this topic?', or questions about the content of the texts, many of these students struggled to expand on their ideas convincingly by using reliable evidence from the texts or by moving beyond the issues concerned. Students who performed poorly often only gave their own experiences without any conceptual links between texts. Students who performed well often used interesting visual materials such as graphs, tables and pictures.

In order to obtain better marks, students are advised to do more research and fully understand their chosen texts. Students should not memorise their scripts word for word as the oral presentation is not a memory test, and this approach lacks authenticity.

Teachers should encourage students to add depth to their discussions by referring to examples that support their stance, and making reference to the resources and texts studied. In order to do this, students should have undertaken a thorough and detailed study of the texts.



## Written component

### GENERAL COMMENTS

In the written examination, students are advised to:

- read the questions carefully and check if there are certain formats required
- in Sections 2 and 3, keep in mind that there is a word limit
- not copy sentences from the texts, as high marks will not be awarded for such responses
- follow the requirements for the text type when answering questions in Section 3
- use appropriate language according to the type of writing. In some texts, casual style and colloquialisms are not acceptable.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

In general, students performed well in Section 1 of the written examination. However, quite a large number of students were penalised for not answering in the required format (point form, in a paragraph or in a sentence). For example, Question 1 needed to be answered in a sentence, but many students did not do this. Part B of Section 1 seemed to be more difficult for students than Part A. Many students had particular trouble with Question 9, with many not gaining an overall understanding of the entire interview.

#### Section 2 – Reading and responding

In Section 2, students were asked to write a persuasive text that responded to the two texts provided. In the better responses, students provided fairly good ideas and opinions and supported these with information from the two texts. Students must refer to the two texts for information and to support their opinions; however, this does not mean they can simply copy the texts. Students who copy sentences from the texts or do not refer to the texts at all generally do not score well.

#### Section 3 – Writing in Korean

In Section 3, students had to choose one question out of the two imaginative and two evaluative tasks that were provided. All tasks proved equally popular. Generally, students produced good, creative writing. However, students must ensure that they stay within the specified word limit; some students wrote far more than 1000 *cha*. Students should be encouraged to keep to the recommended word limit. In addition, many students showed a poor range of vocabulary and grammatical structures. Students tended to repeat the same words and there were also many spelling mistakes. In Section 3, it is important that students provide appropriate structure and sequence according to the text type they choose. Students must understand what type of writing they are going to produce.