



**2012 Languages: Korean First Language GA 3: Examination**

**Oral component**

**GENERAL COMMENTS**

One of the most successful aspects of the 2012 oral examination was the variety of subject matter chosen. Sub-topics and references were different from student to student. Students chose various texts – unknown, well-known, recent as well as from the classics. Assessors and students seemed fully engaged with each other and genuinely enjoyed some of the Presentations and Discussions because students introduced their topics in a very interesting manner.

This year there were a few superb performances. As in recent years, there were no students who were unprepared for their Presentation. Every student prepared reasonably well and managed to complete their Presentation within the five-minute time limit. There were some exceptionally good levels of performance. Students' scripts were well organised and included various important aspects with regard to the sub-topics. Scripts also included all the necessary evidence, which was drawn from the chosen references and texts. Students' opinions were expressed in depth, using a wide range of sophisticated vocabulary and phrases. Their opinions were also presented in a logical manner. In summary, students' levels of performance ranged from low to extremely high.

Unfortunately, many students arrived late for their oral examination. In the past, it was inevitable that some examinations be rescheduled as a result of unexpected circumstances. However, this year there were a few rescheduled examinations that seemed to be unnecessary and were evidence of students' lack of organisational skills and dedication. Students are expected to be punctual and to arrive at the venue at least 30 minutes before their allocated time, as indicated in the instructions.

**SPECIFIC INFORMATION**

**Section 1 – Presentation**

Students demonstrated Presentations that were of a very good standard and that they managed to deliver in an efficient and relaxed manner. Most students completed their Presentation in about 4 minutes and 30 seconds, without rushing their conclusions. It was evident that students had spent sufficient time rehearsing, which made it possible for them to appear relaxed and confident.

Many students demonstrated a good understanding of their chosen topic by using the texts effectively to support their Presentation and displayed satisfactory levels of proficiency in Korean. However, students are encouraged to make reference to the texts studied in order to support their arguments and/or opinions and not limit themselves to one text. The study design calls for 'at least three texts' (page 36).

It is important that students be fully aware of the possible variation of the meanings of words and phrases that are used in their Presentations. There were a few instances where students were unable to explain the meanings of words and phrases used in their Presentation. This gave assessors the impression that students' scripts were not original, and that they had borrowed ideas or sentences from other sources, such as those found on the internet. Assessors also had the same impression when scripts were disorganised. Scripts that included great ideas or views, but that were not supported by solid evidence, seemed to be disorganised and generally did not flow well. It is therefore recommended that students make a strong effort to understand the meanings of the vocabulary chosen and use the words appropriately.

**Section 2 – Discussion**

Questions asked during the Discussion included the following areas: definitions of vocabulary/phrases used and analysis of themes, characters, particular scenes, authors' intentions and text structures, and readers' awareness. Students are encouraged to consider current issues and outcomes related to their topics.

Students chose a wide range of sub-topics.

Some students' skills in the Discussion were outstanding. These students demonstrated an excellent understanding of all of the aspects mentioned by providing assessors with brief and clear viewpoints supported by sufficient evidence drawn from the texts and/or their own knowledge. Students were generally able to answer questions in a fluent manner.

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However, there is still room for improvement. Students are encouraged to give a response that is related to the topic. An answer supported with evidence from the texts demonstrates the students' understanding of the task.

Students are strongly encouraged to give brief but clear responses to the questions and provide sufficient support for their opinions. In order to answer successfully, students should try to use different scenarios or sentences for different questions. When a student uses the same scenario to answer different questions, it indicates insufficient preparation. Students should rehearse their answers before the examination. An effective way to prepare for the Discussion is to reflect on and write down all possible questions related to the chosen topic. Students could use this information to plan a response that has a brief and clear idea, with one unique explanation and example or support drawn from a range of texts.

Overall, students tended to prepare the Presentation better than the Discussion. The above suggestions may enable students to achieve better results in the Discussion by demonstrating a deeper understanding of themes as well as a satisfactory level of elaboration in terms of opinions.