



2012 Languages: Korean First Language GA 3: Examination

Written component

GENERAL COMMENTS

In 2012, students showed sound improvement in many aspects of the Korean First Language examination. Comprehension and analytical skills were particularly good. A few students showed an exemplary level of proficiency in Korean: their responses not only met the requirements of the question, but also displayed excellent knowledge, comprehension and writing skills.

Section 1 contained more comprehension-based questions this year than in previous years. Question 1f., for example, required students to comprehend the whole listening text and synthesise the information in order to respond properly. It is recommended that students focus on practising questions similar to Question 1f. in the future in order to improve their listening comprehension skills.

Another area of improvement was evident in Section 2. More students were able to analyse the two texts in order to design their own 'ideal history education in Korea'. This year, very few students transcribed the texts without developing their own ideas. However, some students developed their responses by using ideas that were not relevant to the topic. This led to students losing marks for comprehension skills as well as for the relevance to the text.

It is recommended that students take enough time to read the two texts to fully identify the issues and main points. They should then develop their own ideas based on the texts, as developing relevant ideas is the main aim of Section 2 and the basis of assessment. There were some students whose responses only evaluated the pros and cons of the policy instead of suggesting their own design for history education. Students should therefore read the question carefully before planning their response to ensure that their response meets the requirements of the question being asked.

Students are also encouraged to practise formal writing; for example, through writing formal letters and articles. The tone in some of the responses this year was noticeably casual and a number of responses were not relevant to the text type. The question in Section 2 was a good example of where formal writing was required. There are ways in which formality can be shown, such as by using appropriate vocabulary as well as correct register and format.

Spelling was another area that showed improvement this year. In particular, 서 and 써 were used in a correct way by the majority of students. However, the inability to differentiate between ㅁ and ㅂ was still evident.

With regard to the quality and level of vocabulary used this year, some students tended to use limited and reparative words. They were also unclear and unable to elaborate in depth on their opinions. Students could improve on this area by methodically looking up words that are similar to and/or the opposite words of known words.

SPECIFIC INFORMATION

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and responding

In general, students responded quite well to this section.

For Question 1c., the expected answer was 'to overcome the language barrier'. The professor listed all the current issues facing the intercultural couple. He then pointed out that the 'language barrier' was the fundamental issue. However, most students answered with 'to establish the ideal multicultural society' or 'to practise the salad policy', which were not precise answers, even though they were not incorrect. As a result, one mark was awarded.

Some students wrote very similar answers for Questions 1d. and 1f., despite these being very different questions. Question 1d. required students to identify the main points of the two policies (the melting pot and the salad policies). Question 1f. required students to comprehend the text as a whole and explain what an ideal multicultural society would be.

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Question 1f. stated that the answer should be written in one paragraph. A paragraph usually includes several sentences connected with appropriate words. Conjunctive words play an important role in the flow of the paragraph. Some paragraphs had more than one sentence without any conjunctive words or one sentence with many ideas and -고,-며,면서. These were not considered to be a paragraph.

When addressing Criterion 2, the content of students' responses is not taken into account. This means that an incorrect answer will not affect the marks awarded for satisfying this criterion. The elements taken into account for Criterion 2 are: spelling, particles, register, coordination of subject and verb, sequencing and appropriate use of words.

This year the standard of students' language proficiency had improved.

Question 1a.

한국인과 외국인이 결혼하여 구성한 가정을 말함

Question 1b.

Any two of

- 시골 노총각들 마침내 결혼
- 시골학교 개교
- 3D 포함한 다방면의 산업 분야에 외국인 근로자 근무
- 외국인들의 수고가 우리경제의 커다란 활력소

Question 1c.

언어장벽 문제 극복

Question 1d.

Melting-pot policy

- the Korean government to facilitate foreigners' adjustment to our society
- forcing Korean culture on foreigners
- the passive and deliberate reinforcement of our culture in multicultural families
- cultural assimilation dominated by Korean culture

용광로란 여러가지 원료를 모두 녹여서 각각의 특성이 제거된 통일된 하나의 성격으로 만드는 것으로 다문화가족들에게 우리(한국)의 문화를 일방적으로 주입하는 동화주의를 지양하는 문화정책

Salad-bowl policy

- a new movement that is very different from current trends
- the need to recognise cultural differences, treat foreigners as separate identities, and respect and understand their unique cultures
- the need to first create an atmosphere in our society itself where there is a willingness to understand foreigners, circumstances and culture

샐러드그릇이란 샐러드가 각각의 채소등이 특유의 성질을 그대로 유지하면서 하나의 샐러드라는 큰 개념을 형성하는 것으로 문화의 다양성을 상호 존중하고, 문화적 차이에 대한 관용을 중시하는 문화 정책

Question 1e.

- prejudice and discrimination
- pure Korean heritage and lineage
- the tradition of pure lineage
- cultural assimilation dominated by the Korean culture
- hostile barriers



편견, 차별, 순수혈통, 순혈주의, 갈등, 방어벽, 경계, 동화주의

Question 1f.

A variety of responses was accepted but these should have included the point that rather than assimilating foreigners into Korean culture, Koreans should respect and understand minority cultures in order to form a more balanced society.

다양한 설명이 가능함. 그러나 주요한 내용은 소수자들을 융합시키는 정책에서 벗어나, 소수자들도 배려하는 샐러드 그릇 문화로 거듭나야 한다는 내용을 자신의 단어를 사용하여 표현하는 것이 매우 중요함.

Section 2 – Reading and responding

There were two ways to respond successfully to the question in Section 2: one was for the student to develop their own ideas based on points from the texts and use some ideas from the texts to support their own ideas; the other was to reconstruct ideas taken from the texts and use their own examples, expressions and/or ideas to support their own reconstructed ideas. A good piece of writing for Section 2 demonstrated well-developed ideas that were related to the main points of the given texts, and contained the necessary detailed explanations that demonstrated a good level of organisation and sequence.

However, some responses merely transcribed information from the texts, which meant, depending on the degree to which information was copied, lower marks were awarded for not satisfying criterion 1 (the capacity to identify and synthesise relevant information and ideas from the texts) and criterion 3 (range of vocabulary and grammar). Students were not penalised for criterion 2 if their responses demonstrated a good level of structure and sequence.

A good response included various points about the education policy. The texts considered the current policy for history education from different points (see below). About 15 aspects were mentioned in the texts, so around three to four points should have been included in an essay of 800–1000 *cha*.

The points mentioned in the texts were as follows.

Text 2 – 한국사, 필수 과목화 하자

1. 2012 년 부터 필수 과목으로 이수하도록 함
2. 고사위기에 처한 한국사 교육이 위기에서 모면됨
3. 국사를 배우지 않고도 졸업하는 안타까운 현실이 바로 잡아짐
4. 한나라의 국만으로서 자국의 역사를 배우는 것은 당연하다
5. 중국이나 일본에 대항하여 적절한 대응능력을 키우기 위해 역사 교육은 절실하다
6. 편파적인 교과서 내용과 암기위주의 수업방식에서 역사교육을 하게 한다
7. 역사는 과거가 아닌 현재의 문제를 규정하고, 미래를 할 수 있게 대비해야 한다
8. 한국사 필수는 대환영할 일이다.

Text 3 – 한국사 필수 과목화, 반드시 필요한가?

1. 필수-선택-다시 필수로 전환되어 교육계에 혼란을 불러 일으키고 있다
2. 국수주의적 성향을 떨 우려가 있다
3. 왜곡된 시각과 대한 민국의 성취를 폄하하는 등 부정적인 내용이 개정되지 않는다면 역사교육의 강조는 그 실효성을 잃을 수 있다.
4. 수능 입시에서는 여전히 선택으로 남아서 그 실효성에 의문이 간다
5. 학생의 수업 참여도는 낮을 수 가 있어서 반쪽짜리 내신용 과목으로 전략할 것이다
6. 올바른 역사 인식을 위해서는 한국사 뿐만 아니라 전반적 사회 교과목의 강화가 요구된다
7. 체계화된 교육과정이 정착되지 않은 현 상황에서 입시와의 연결성이 결여된 한국사의 필수 과목화는 불요불급하다

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The following is a summary of an exemplary response. One of the strong features of this response is that the main points were taken from the texts provided, but the response also offered some practical and interesting suggestions drawn from the student's own experiences. The suggestions were highly relevant to the points made and showed logic. The response also contained sound structure and sequence, with an excellent range of accurate vocabulary as well as excellent grammar.

서론 - 내가 고3의 학생으로서 역사 교육을 한 경험을 바탕으로 느낀점을 말하면서 따라서 바람직한 정책을 제안해 보려한다.

본론 1 - 역사 교육의 강화는 다른 과목과의 조화 속에서 이루어져야 한다

본론 2 - 학생 참여도가 현 실정에서 문제가 되고 있으므로 수능에서는 선택으로 할 수 있도록하고 단 선택했을 경우에는 혜택을 주도록 한다

본론 3 - 역사 교육 방법에 있어서는 효율성에 중점을 두기위해, 중요한 사건만 간추려서 가르치도록 한다

본론 4 - 내용이 왜곡될 경우를 줄이기 위해 교육청이나 역사학자들이 교과서 내용을 검토하며 감수하기로 한다

결론 - 따라서 위의 정책이 실현화 될수 있도록 우리 다같이 노력을 아끼지 않아야 하겠다.

Marks were allocated as follows.

Criterion 1: The capacity to identify and synthesise relevant information and ideas from the texts

Total marks: 10

	To identify relevant information and ideas		To synthesise relevant information and ideas
5 marks	The relevant three points from the two texts have been identified accurately. The essay shows an excellent understanding of the relevant points and ideas of both texts.	5 marks	The information and ideas have been successfully combined to form a new text. The essay combines, blends and integrates the relevant information and ideas from the two texts to successfully create a new single text to an excellent degree.
4 marks	The essay shows very good understanding of the relevant three points and ideas of both texts.	4 marks	The essay combines, blends and integrates the relevant information and ideas from the two texts to create a new single text that is very good.
3 marks	The essay shows fair understanding of the relevant points and ideas of both texts or one text.	3 marks	The essay demonstrates a fair attempt to combine, blend and integrate the relevant information and ideas from the two texts to create a new single text, but elements of the first two texts are still apparent.
2 marks	The essay demonstrates limited understanding of the relevant few points and ideas from one or two texts.	2 marks	The essay demonstrates some attempt to combine, blend and integrate the relevant information and ideas from the two texts to create a new single text, but it is clear that the student has summarised first one text and then the other text (so it is still apparent that there are two separate texts, rather than one single text).
1 mark	The essay shows major difficulties in identifying any of the relevant points and ideas from the texts.	1 mark	Little attempt has been made in the essay to combine, blend and integrate the relevant information and ideas from the two texts to create a new single text. The response shows that the student has had major difficulties synthesising the two texts.



Four areas to be identified

Relevant information and ideas to be identified (Text 1)	Relevant information and ideas to be identified (Text 2)
<ul style="list-style-type: none"> The government has made a plan to improve the effectiveness of history education by correcting textbook content and teaching methods. 	<ul style="list-style-type: none"> Without any change to textbooks and the curriculum for Korean history education, the government's aim of strengthening Korean history education may not be fruitful.
<ul style="list-style-type: none"> The 'History Education Enforcement Plan' aims to provide practical history education through easier and more interesting teaching methods, rather than making history a compulsory subject for the university entrance examination as this could prove to be a burden to students. 	<ul style="list-style-type: none"> Even if Korean history became a compulsory subject in school, its effectiveness would remain in doubt as long as it remains an optional subject for the university entrance examination.
<ul style="list-style-type: none"> It is important to know Korean history in order to deal with the distortion of Korea's ancient history, and issues to Korea's sovereignty and the distortion of history textbooks. 	<ul style="list-style-type: none"> Overall, for a correct view of history, social science subjects should be strengthened as well as Korean history.

Criterion 2: Appropriateness of structure and sequence

Total marks: 10

max 10 marks	<p>The structure is well organised and suitable for a response. Ideas are well organised in paragraphs and have good links between them.</p> <ul style="list-style-type: none"> text type: essay uses appropriate structure (introduction, body and conclusion) appropriate sequencing of information good flow of ideas, conveying messages clearly expresses ideas/information in own words <p>For 9–10 marks</p> <ul style="list-style-type: none"> very clear introduction, body and conclusion paragraphs are very well organised ideas are very logically and clearly linked together <p>For 7–8 marks</p> <ul style="list-style-type: none"> generally clear introduction, body and conclusion paragraphs are reasonably well organised ideas are logically and clearly linked together <p>For 5–6 marks</p> <ul style="list-style-type: none"> some evidence of introduction, body and conclusion some evidence of organised paragraphs or logically linked ideas <p>For 3–4 marks</p> <ul style="list-style-type: none"> poor structure and little evidence of logic in paragraphs ideas are poorly linked and without logic or clarity <p>For 1–2 marks</p> <ul style="list-style-type: none"> poor structure – no evidence of paragraph structure ideas are poorly linked and without logic and clarity <p>For 0 marks</p> <ul style="list-style-type: none"> no evidence of the above
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Criterion 3: Accuracy, range and appropriateness of vocabulary and grammar (including punctuation and, where relevant, script)

Total marks: 10

max 10 marks	<p>The student is able to use appropriate vocabulary and grammar (5 marks), which are suitable for an essay, with accuracy and uses great range (5 marks).</p> <ul style="list-style-type: none"> • correctly uses <i>cha</i> • correctly writes <i>cha</i> • uses a good range of appropriate <i>cha</i> • uses a good range of appropriate vocabulary and expressions • uses a variety of grammar correctly <p>For 9–10 marks</p> <ul style="list-style-type: none"> • no major errors, very accurate • extensive use of vocabulary and grammar • language appropriate to audience, purpose, text type and context • few minor slips <p>For 7–8 marks</p> <ul style="list-style-type: none"> • good range (and accurate use) of vocabulary and grammar with a few errors • use of language appropriate to audience, purpose, text type and context <p>For 5–6 marks</p> <ul style="list-style-type: none"> • generally good range (and accurate use) of vocabulary and grammar with some major errors • a few mistakes with appropriateness of language used • shows evidence of language inappropriate to audience, purpose, text type and context <p>For 3–4 marks</p> <ul style="list-style-type: none"> • repeated use of limited vocabulary and grammar with major errors • shows some evidence of language inappropriate to audience, purpose, text type and context <p>For 1–2 marks</p> <ul style="list-style-type: none"> • limited, poor and repeated vocabulary and grammar used with repeated errors • no evidence of language use appropriate to audience, purpose, text type and context <p>For 0 marks</p> <ul style="list-style-type: none"> • no evidence of the above
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Section 3 – Writing in Korean

Students showed improvement in understanding the characteristics of evaluative and imaginative writing, and also produced some excellent responses in Section 3. Some evaluative writing contained distinctive aspects of the topic with very logical support. Some imaginative writing showed a unique and interesting storyline with plenty of adjectives and descriptions used. However, there is room for improvement. In evaluative writing, it is important to present two or more aspects of an issue or sides of an argument. These should be discussed objectively and use evidence from the text to support the contrasting points of view. Including different points should make the writing more interesting.

Some students did not use an appropriate structure for imaginative writing this year. Imaginative writing, which can take the form of a short story, may be written in a variety of ways. However, the appropriate structure must be used – *ki*, *seung*, *junk* and *kul*. Attracting readers’ attention is one of the most important aims of a good imaginative story. Students used many different skills to attract their readers, including using a variety of adjectives and descriptions, unexpected change of story/ending, unusual background, etc.

Students who selected Question 6 were expected to point out the advantages and disadvantages of ‘web-toons’ for youth culture. It is vital that responses meet the requirements of the key words in the question. Weaker students’ arguments were simply about the advantages and disadvantages of ‘web-toons’, which indicated that these students lacked the ability to synthesise information.