



2013 Languages: Korean First Language GA 3: Examination

Written component

GENERAL COMMENTS

Students performed successfully on the 2013 Korean First Language examination. Most students managed their time efficiently and attempted most questions.

Students' language proficiency was good, particularly in the areas of spelling and the use of appropriate vocabulary. When formal writing was required (Questions 2 and 7), some students used appropriate words and the appropriate tone.

Areas of strength included

- planning the writing
- structuring the writing appropriately
- meeting the requirements of each question (for example, answering in words, sentences or paragraphs)
- showing knowledge of necessary elements in different types of writing.

Section 1 required a high level of comprehension and analytical skills. In Question 1g., students were required to understand the whole listening text and compare the key ideas of 영재 교육 (gifted education), 창의력 (creativity), 학습 (learning) and 독립적인 개인 (individual); however, many students struggled to do so. Some students included very similar content in their answers to Questions 1c. and 1g. Students are reminded that they need to note all points from the text, then take time analysing these points in order to comprehend the whole text. It is suggested that students need to focus on improving their comprehension, analysis and note-taking skills.

The topic for Section 2, Social Networking System (SNS), was handled well by students and they showed a good understanding of the points in the texts. In general, students made their own recommendations for the sound use of SNS using the main points from the texts to support their ideas. However, some students still mentioned the advantages and disadvantages of using SNS.

There were many interesting responses in Section 3. In particular, some excellent responses were given to Questions 3 and 4. Students who answered these questions wrote very interesting responses, used many descriptive words and used an unusual structure to attract readers' interest.

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

Most students provided correct answers for Questions 1a., 1b. and 1d. A few students understood the text fully and gave high-quality answers for the rest of the questions in Section 1. Students found Questions 1e. and 1g. the most challenging.

Text 1

Question 1a.

탁월한 재능과 소질을 가진 영재를 조기에 판별하여 그들의 재능을 이끌어 내고 개발하기 위해 이루어지는 교육 (Gifted education determines who has excellent talent and aptitude at an early stage in order to guide and to develop his/her talent.)

2013 Examination Report



Question 1b.

동양적인 가치기준, 위계질서, 겸손, 절제, 우리의 조직 문화 (oriental values standards, rank order, humility, moderation, our hierarchical culture)

Question 1c.

주 요점은 (학생들의 창의성을 인정하고 이러한 잠재력을 기르며) 자신이 주체가 되어서 스스로 원하는 것을 알고 표현할 능력을 키우는 것.

- 객은 창의성이 자랄 새도 없이 수동적으로 길들여 가고 있다.
- 좋은 흐름으로 잘 설명했으면

예) 진정한 영재 교육의 주는 학생들의 창의성을 인정하고 이러한 창의력의 잠재력을 기르며, 자신이 주체가 되어서 스스로 원하는 것을 알고 이를 표현할 능력을 키우는 것이 되어야 하지만, 창의적인 능력을 뛰는 행동으로 보고 동양적인 가치기준인 절제와 겸손 등을 지나치게 강조하여 남들에게 평가 받는 행동을 주로 생각하는 교육 현실을 말하고 있는 것이다.

(The key point of true gifted education is to determine students' creative talents and develop those students' potential. Then students will know what they want independently and have the ability to express themselves. However, the current gifted education involves gifted students thinking about others' opinions because their creative talents are regarded as distinct private actions, and oriental values standards, humbleness and moderation are valued in our culture.)

Question 1d.

반복 학습과 (맹목적인) 속성 교육 - 둘다 맞아야지 (repetitive-style learning, accelerated learning)

Question 1e.

창의력은 시험이나 평가등 단기적인 방법으로 평가하는 것이아니라, 장기간에 걸쳐 아이의 지적 성장뿐만 아니라 행동, 성격 변화등 성장해 온 모든 과정을 담고 있는 포트 폴리오를로 평가해야 한다.

- 아이디어가 맞으면+ 을 잘 했으면

(We can assess students' creative talents through their portfolios, which show their intellectual development and the change of their actions and personalities over the long-term, not through tests or assessment in the short-term.)

Question 1f.

In general, there were three different types of answers.

- Type 1

정약용 선생의 독립적인 개인을 잘설명 했고+창의성 교육의 목표를 잘 설명했고+ 이들의 유사점을 잘 설명했다

- Type 2

학습과 교육을 명확히 대조해서 구분했다.+둘을 각 각 잘 설명했다+ 자신의 말로 했다.

- Type 3

학습의 정의 - 학습은 연습, 선행, 속성등의 방법으로 습득되는 것으로, 지식을 늘리는 것에만 집중하는 것이다

교육의 정의 - 교육이란 능력뿐 아니라 인격적인 성숙도 전반적인 것을 개발하는 것이다.

아래의 포인트를 참고하여 현재 영재 교육의 실정을 자신의 말로 잘 설명하고 있다



(The independent individuals mentioned by Yak-Yoong Jeong are people who have mature characters gained through learning and developing self-regulation and independence. They do not rely on their creative talents, but they develop to know what they want independently and have the ability to express themselves. Based on this, independent individuals aim at building a mature character. This should be the key point of today's gifted education.)

Question 1g.

다음과 같은 주요 내용이 포함되어서 학습과 교육의 정의를 잘 설명하고 이를 영재교육의 실정에 빚대어 잘 설명한 글.

1. 영재교육은 주객이 전도되었다. (The current education for gifted students gives priority to something less important.)
2. 진정한 영재 교육은 연습하고 선행하고 속성으로 할 수 있는 것이 아니다 (2. True education for gifted students does not include repetitive learning styles and accelerated learning.)
3. 사설학원에서 영재를 준비시켜서 영재 교육원에 입학시키는 것이 가능하다고 생각하는 현실이다 (3. Many private institutes think that students are able to enter a gifted education school with repetitive learning styles and accelerated learning.)
4. 타고난 창의성을 잘 개발하고 스스로 표현능력을 키우는 교육을 시키는 것이 아니라 절제와 겸손을 강조하면서 이를 오히려 억제 하고 있다 (4. It is difficult for students to develop their talents and have the ability to express themselves independently because humbleness and moderation are valued in our hierarchical culture.)
5. 영재성을 평가하는 것조차 학원에서 준비한 시험 문제로 평가가 가능하다고 이를 학습하고 있는 실정이며 이보다는 자라온 모든 것을 취합하는 포트폴리오가 강조되고 있지 않다. (5. The current private institutes think that they can assess gifted students through tests prepared by them, and students can become familiar with past examination papers to achieve successful marks and be able to enter the institutes for gifted education.)
6. 교육이란 능력뿐 아니라 인격적인 성숙도는 전반적인 것을 개발하는 것이지 이를 학습하는 것은 지식을 늘리는 것에 불과하지 않는데 안타깝게도 현재 한국의 영재 교육은 이렇게 학습을 시키고 있다. (6. They do not use portfolios to show students' progress over the long-term to assess their giftedness.)

Points to be considered

1. 맞춤법 (spelling)
2. 문법 - 주어와 동사의 일치, 조사 (accuracy of grammar)
3. 단어의 의미를 올바르게 사용했나 (accurate use of vocabulary)
4. 문제에 충실했나? - 구절/단어/문장/문단으로 답했나 (문단에 한문장 밖에 없을 때는 총점에서 감한다.)
(meeting the requirements of the task)
5. punctuation
6. 문장/문단의 흐름이 자연스럽나 (flow)



문단으로 써야 하는 문제에서 문단을 올바르게 사용했나 – 접속어, 한줄 혹은 한칸 띄우기 (두문단일 경우) (answer in the required form, such as phrases, sentences and paragraphs)

Section 2 – Reading and responding

Texts 2 and 3

Social Networking System is a popular topic and students were confident in dealing with it. Students showed a good level of understanding of the texts and made various interesting points in their responses.

The most important aspect in Question 2 was for students to recommend a way of using SNS correctly. Few students discussed the advantages and disadvantages of using SNS in modern life. This indicated that students read the question carefully and understood the requirements of the question before answering. In general, students' organisational skills and the flow of their writing were quite good in most responses, which helped them to convey their ideas more clearly.

To be able to respond to Section 2 successfully, students should practice developing their own ideas using the main points from the given texts and supporting the main points using their own ideas.

The following points needed to be considered.

- 질문이 디자인하는 것이기 때문에 제안 이 많이 들어갈수록 문제에 충실한 글이다 (enough suggestions are made rather than copying the ideas from the texts)
- 문제에 충실했나? (meet the requirements of the task)
- 찬반을 말하지 않고 자신의 올바른 법을 디자인(제안했고) 했나? (Students should have used their own ideas and suggestions rather than agree or disagree.)
- 텍스트를 그대로)메인 아이디어와 예를 한꺼번에) 인용하지 않고, 자신의 아이디어를 가지고 예를 사용하거나, 텍스트의 아이디어를 골격으로 하되 자신의 예를 썼다. (Students could have used the ideas from the text to support their ideas or used their own example to support the ideas from the text.)

Students should have mentioned the following points in their responses.

Relevant information and ideas to be identified (Text 2)	Relevant information and ideas to be identified (Text 3)
<ul style="list-style-type: none"> • The Social Networking System is taking the role of a public square where anyone can raise his or her voice. 	<ul style="list-style-type: none"> • Manipulation of public opinion by backbite power, malicious diffusion of rumours and instances of inaccurate material deduced about threats to national security are just some mishaps caused by SNS.
<ul style="list-style-type: none"> • Anyone can enjoy the freedom of expression across the SNS and the human relations are undergoing a dramatic change. One can have a relationship with all the users of SNS from all over the world. 	<ul style="list-style-type: none"> • Leakage of important government information is also becoming more frequent. The confidentiality of internal company information cannot be guaranteed due to anonymous employee feedback.

2013 Examination Report



Relevant information and ideas to be identified (Text 2)	Relevant information and ideas to be identified (Text 3)
<ul style="list-style-type: none"> Efficient marketing has also become possible for a relatively low cost. Now consumers have more confidence in practical and realistic information through SNS rather than didactic information given through advertisements. 	<ul style="list-style-type: none"> Due to the ease of breaking relationships on SNS, not only can you not find any truthful relationships but narcissism prevails, with the increasing desire to present oneself for public approval.
<ul style="list-style-type: none"> Taking into account the characteristics of the two-way communication of SNS, we should endeavour to freely express ourselves and our ideas, form dynamic human relationships and create an era of equity of information. 	<ul style="list-style-type: none"> False publicity forms very easily. This is due to the emergence of social commerce, the spontaneous nature of which leads to dissemination of information regardless of its accuracy.

Section 3 – Writing

There were many interesting responses to Section 3. More students chose imaginative writing than evaluative writing. Students who chose imaginative writing needed an interesting storyline and structure using the 기, 승, 전, 결 (introduction, development, climax, conclusion) format. Unfortunately, a few imaginative stories had a rushed conclusion. 승, 전 (development, climax) should be the main parts in a story, and a good story should have a good flow throughout.

Students who choose evaluative writing should be reminded to use the kind of writing and an appropriate tone. For example, Question 7 needed knowledge of letter writing and a few students did not use the proper format.