



**2013 Languages: Korean First Language GA 3: Examination**

**Oral component**

**GENERAL COMMENTS**

In general, students conformed to the requirements of the 2013 Korean First Language oral examination and performed quite well.

In Section 1 – Presentation, students demonstrated good analytical and organisational skills and were able to make comparisons between texts. This led to successful and interesting discussions. Some students could have focused more on accurate pronunciation.

Students tended to be better prepared for the Presentation than the Discussion. It is important for students to remember that both sections are weighted equally. A few students were unable to provide further explanations or descriptions about a point they mentioned in the Presentation. It is strongly recommended that students write down as many questions related to their presentation as possible and prepare their answers thoroughly. Students should try to prepare their answers by referring to the text as much as possible to demonstrate their understanding of the text.

Some students' chosen sub-topics were limited and relied on a limited range of texts. Well-selected sets of texts should have different purposes and forms of literature. This will lead to an interesting and successful discussion.

Students should consider the following points when they choose texts.

- Does this text have in-depth information on my sub-topic?
- Does each text have a different background, so my presentation could include various aspects of my topic?
- Is the main topic of this text in line with my sub-topic?

**SPECIFIC INFORMATION**

**Section 1 – Presentation**

In general, students delivered their presentation with confidence in an efficient and effective manner. It was evident that they had prepared well. However, students could vary their oral presentation skills, such as by using different tones and/or stress to emphasise their main points.

The content of students' scripts showed a good level of analysis and comparison and included students' ideas and opinions. However, when students analysed texts they tended to describe obvious aspects without looking into the deeper meaning behind them. It is important that students be fully aware of the meaning of all points made in the Presentation. They should also be able to explain the points in detail.

**Section 2 – Discussion**

Assessors drew their questions from the following categories: definition of vocabulary/phases used in the presentation and analysis of theme, descriptions of characters, particular scenes, authors' intentions, readers' awareness and text structure. In addition, students were asked their opinions on current issues or future matters related to their topic.

Some students' answers were focused only on introducing relevant scenes or parts in the texts without discussing their deeper meaning. Students should note that their own interpretation of a particular scene or part makes for a quality answer. Some students were unable to understand their sub-topic in relation to the topic area they chose. For example, if a student chose 'human rights for factory workers', they should have researched many aspects of human rights in general, not only those for factory workers. This would assist them to better understand factory workers' human rights. It is recommended that students study/research various aspects beyond the chosen texts, using many different resources to broaden their understanding of the topic chosen. For example, for a sub-topic 'human rights of factory workers', they should look into regulations or laws and comparisons of work conditions in Korea and Australia.