

2014 Languages: Korean First Language GA 3: Examination

Written component

GENERAL COMMENTS

Students attempted all questions in each section of the 2014 Korean Second Language examination.

Section 1 – Listening and responding appeared to be challenging for some students. It required a high level of analytical skills. Students needed to identify key information from the listening text, then synthesise the information in order to satisfy the requirements of each question. Most students effectively utilised the note-taking space given on the exam paper.

Section 2 – Reading and responding involved a high level of analysis and synthesis. High-scoring students confidently presented a script for a speech on the topic, ‘desirable ways in which teenagers should use the Korean language’. Those students skilfully reused key information identified in the reading text without copying the original sentences. In contrast, some students:

- were unable to identify necessary information from the reading texts
- were able to identify necessary information from the reading texts but unable to express it in their own words
- were unable to blend and integrate identified information as required.

Section 3 – Writing in Korean was managed well. The most popular question was Question 5, which involved writing a formal letter. High-scoring students presented distinctive and well-balanced views on the influence of cartoons on primary school students. Most students were able to structure their essays with appropriate paragraphs according to the required text type.

SPECIFIC INFORMATION

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

Section 1 – Listening and responding

Text 1

Question 1a.

옛날에는 사람들이 70 세까지 살기가 어려웠으나 요즘에는 흔한 일이다. 그러므로 나이보다는 바른 행동에 더 초점을 두고 중심이라고 불러야한다는 것이다.

(In the past, it was difficult for people to live to 70 years of age, but it is common these days. Therefore, it is best to refer to 70-year-old people as ‘Jong Shim’ to focus on correct behaviour, not age.)

Question 1b.

노인층의 고용률이 높아졌기 때문에 취업의 자리를 두고 청년층과 경쟁을 하는 뜻의 경합이 이루어지는 것은 아니다. 오히려 선호하는 직업의 종류가 다르기 때문에 서로 빈 자리를 메꿔준다는 의미의 보완의 관계로, 따라서 서로 도와서 살아간다는 상생의 관계라고 할 수 있다.

(The elderly do not compete for employment with the young because their employment rate has risen. They can co-operate with the young to fill job vacancies because jobs for the elderly and young require different skills. In this case, the relationship between the employment rates of the young and elderly can be win-win to help each other.)

2014 Examination Report

Question 1c.

임금 피크제는 임금이 극에 달하면 다음 해부터 조금씩 줄어드는 것을 말한다. 오래 일한 근로자는 연봉이 극에 달해서 정년까지 그 수준을 유지하느라 사업주에게 부담이 되기 때문이다.

(The wage peak system means that when a worker's wage reaches the maximum, the wage will be gradually reduced the following year. This is because when a worker receives more wages every year due to a pay rise, it places a burden on the company owner to keep the pay rise until retirement.)

Question 1d.

김수관 교수:

임금 피크제는 결과적으로 임금 뿐 아니라 퇴직금을 깎는 계기를 마련해주게 된다. 또한 이로 인해 노사 간의 갈등을 일으키기 때문에 정년 연장을 위한 방법은 아니다.

정소연 교수:

정년 연장은 사실상 자금이 충분한 공기업이나 대기업에서 가능한 일이다. 그러므로 기업도 살고 정년도 보장하려면 임금 피크제는 피할 수 없는 과제이다.

(Professor Kim:

The wage peak system can lead to a reduction in workers' wages and retirement payouts. It can create conflicts between workers and companies. Therefore, it is not a good system for extending the retirement age.

Professor Jeong:

In reality, the extension of retirement age is possible for public enterprises or large enterprises because they have enough finances. Therefore, the introduction of the wage peak system is unavoidable to guarantee the retirement age and survival of companies.)

Question 1e.

임금피크제에 따라 근로자의 임금이 해마다 줄어들게 되면 최저 임금으로 겨우 살아가는 노동자들의 임금이 더욱 줄어들게 된다. 결과적으로 그들의 최저 생활도 보장하기 힘들게 되기 때문이다.

(When the incomes of workers reach their highest point [it will be still the lowest income considering the number of years they have worked], their income will be reduced each year due to the introduction of the wage peak system. Therefore, the low-paid workers won't be able to maintain their minimum level of lifestyle as their income will be cut down each year.)

Question 1f.

Students needed to:

- indicate a good understanding of the text
- state a clear opinion either agreeing or disagreeing with the issue
- present appropriate supporting ideas from the text.

Section 2 – Reading and responding

Texts 2 and 3

Question 2

본문 2에서 파악해야하는 주요 내용:

- 존대어 사용을 바르게 해야한다
- 한글 파괴의 주범이 되고 있는 신조어의 사용을 심사숙고해야한다
- 무분별한 외래어와 외국어의 남용을 삼가해야한다.

본문 3 에서 파악해야하는 주요 내용:

- 어려운 한자어나 전문 용어를 쉬운 한글로 바꿔 써야한다
- 신조어는 사용자 간의 유대감을 조성하고 의사소통의 다양성을 부여하므로 긍정적으로 보아야한다
- 원활한 의사소통을 위해 외래어의 사용은 그대로 수용해야한다.

(The main ideas and information students needed to identify from Text 2 included:

- We should use honorific expression correctly.
- We should be careful using new words that interrupt the communication between generations and destroy Korean language.
- We should avoid overusing foreign words.

The main ideas and information students needed to identify from Text 3 included:

- We need to replace Chinese words or specialised words with easy Korean words.
- The generation of new words is positive as they create unity as well as diversity in communication.
- We should accept the use of foreign words in order to encourage good communication.)

Section 3 – Writing in Korean

In this section, students' responses were assessed according to the criteria by incorporating content, structure and language. To score highly, students needed to:

- demonstrate understanding of relevant and significant information and integrate ideas in a sophisticated way throughout the text
- demonstrate effective structuring and sequencing of information and ideas appropriate to the audience and purpose specified in the task
- demonstrate the characteristics of the kind of writing in the required format
- use a broad range of vocabulary as well as accurate grammatical structures.

Question 3

Many students chose this question and presented a short story relating to the picture given. Some high-scoring students presented excellent short stories by creating interesting characters, settings and events.

Question 4

This question required students to write a memoir after receiving an award for the best entrepreneur of the year, highlighting one's life efforts and achievements. Few students were able to present interesting and distinctive aspects of the topic in their response.

Question 5

This was the most popular question. Students were required to write a formal letter to the Ministry of Education, evaluating the influence of cartoons on primary school students. Some high-scoring students presented distinctive and well-balanced views on the topic. Those students were also able to state their main points effectively by writing topic sentences in each paragraph.

Question 6

This question was selected by only a few students. They were required to write a newspaper article evaluating the influences of foreign students on Korean university culture. The majority of students were unable to present distinctive main ideas on the topic. Students are reminded of the importance of thorough brainstorming when planning their answers.

Question 7

Students were required to write a script for a speech, evaluating the modernisation of traditional Korean music. A number of students presented very logical ideas and gave their personal views on the topic. In order to keep the audience interested, some high-scoring students often used authentic and realistic expressions.