

# 2015 VCE Korean First Language written examination report

## General comment

The majority of students responded well to all sections of the examination within the allocated time. They displayed good comprehension skills and were able to identify the required information from both spoken and written texts. Students seemed to understand that the marks allocated and the amount of space given for answering each question were a good indication of the length of the expected response.

In Section 1 – Listening and responding, students were expected to identify information from the text and then present their responses in full sentences. Most students were able to present the required information. However, some students did not respond with the information provided in the text. For example, in Question 1e., a number of students used the phrase ‘최저 온도’ (minimum temperature) when they were expected to write ‘최적 온도’ (optimum temperature). In order to avoid such a mistake, students should revisit their response to check whether it is logical.

In Section 2 – Reading and responding, most students demonstrated their ability to comprehend the content of two texts on the topic of the public medical system. They produced a script for a speech according to the information provided in the texts and some excellent responses were produced. Some students were able to present their own argument by using key information provided from both texts. Other students were either unable to utilise the main ideas from the given texts effectively or they were unable to present their own argument based on the given texts.

In Section 3 – Writing in Korean, students were required to write 1000–1200 *cha* in Korean on one of the five questions involving evaluative and imaginative writing. All five questions were attempted by students and the most popular choices were Question 3 (an evaluative article) and Question 6 (an imaginative story). Students’ ability to structure and sequence responses was good.

## 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.

신선한 야채 대신 김치를 겨울 동안 먹을 수 있게 했다.

(*Kimjang* allows people to eat *kimchi*, replacing fresh vegetables throughout the winter.)

#### Question 1b.

김장에 들어가는 재료를 일년 내내 준비했다. 즉 봄에는 젓갈, 여름에는 소금, 가을에는 고추, 늦가을이나 초겨울에는 배추를 준비했다.

(People prepare the ingredients of *kimjang* throughout the year. They prepare *jeotgal* in spring, salt in summer, chili in autumn and cabbage in late autumn or winter.)

**Question 1c.**

김장을 위해 가족과 이웃이 함께 돕고, 또 각 가정이 이웃들과 노동을 공유하는 것을 뜻한다.

(It means that families and neighbours all work together for *kimjang* and each family shares their labour with their neighbours.)

**Question 1d.**

지역명	재료
전남 여수 거문도	삼치 (천일염, 멸치액젓)
경남 산청 방목마을	참조기 새끼, 새우, 해조류
충남 서산	마늘, 호박, 굴
전남 담양 (종가집)	간장

**이유:** 기후적 여건상 지역마다 나는 특산물이 있어 사람들은 자기 고장에서 나는 재료를 김장에 활용한다. 또는 집안 대대로 내려오는 비법을 활용하기도 한다.

**(Reasons:** People use their own ingredients for *Kimjang* according to their regional production depending on the local climate. Also people use the traditional secret recipes of their family.)

**Question 1e.**

김장을 저장하는 전통적인 방법은 항아리에 넣어 땅 속에 묻는 것이다. 이 방법을 통해 최적의 온도를 일정하게 유지된다.

젖산균이 만들어져 가는 과정을 통해 건강에 좋은 영양소가 풍부한 식품이 된다. 김치는 면역력 강화, 노화 방지, 암 예방, 다이어트에 좋은 효능이 있다.

(The traditional method for preserving *kimchi* is to put it into clay pots and then keep it underground. *Kimchi* is kept at the best temperature in this way.

*Kimchi* becomes a nutritious food through the process of producing lactic acid bacteria. It is good for strengthening the immune system, slowing the aging process, preventing cancer and maintaining a healthy diet.)

**Question 1f.**

김장은 한국 사회에서 나눔의 상징이 된다. 그리고 또 김장은 사람들 사이에 유대 강화와 사회 통합의 계기가 된다.

(*Kimchang* is the symbol of sharing in Korean society. *Kimchang* also brings about close relationships and unity among people.)

## Section 2 – Reading and responding

### Texts 2 and 3 Question 2

In this section, students' responses were assessed according to the following assessment criteria:

- the capacity to identify and synthesise relevant information and ideas from the text
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar

The key information provided in each text was as follows:

<b>Text 2:</b> '보건의료 투자 활성화'의 긍정적인 영향	<b>Text 3:</b> '의료 영리화'의 부정적인 영향
1 창의적인 의료 서비스 개발로 병원 수익성 문제를 개선할 수 있다	1 부적절한 판촉행위가 늘 수 있고, 과잉진료와 과잉처방의 폐해가 생길 수 있다
2 인력, 설비, 노하우 공유를 통해 지역병원이 활성화될 수 있다	2 대형병원을 중심으로 의료시장이 개편되고 작은 병원들이 설 자리를 잃게 될 수도 있다
3 의료 관광 활성화를 통해 한국사회의 새로운 성장동력이 될 수도 있다	3 필수의료와 저소득층 진료를 꺼리게 될 수도 있다

<b>Text 2:</b> Positive effects of 'Activating investment in the public medical system'	<b>Text 3:</b> Negative effects of 'Capitalising the medical system'
1. Hospitals can make more profit through developing their creative medical services	1. Inappropriate promotional activities can be increased. Damage can occur by the overuse of clinical visits and prescriptions
2. Local hospitals can do better through sharing human resources, facilities and expertise	2. The medical market can be restructured to favour big hospitals and small hospitals can become marginalised
3. It can become a new source for economic growth through the development of medical tourism	3. Essential medical activities and treatment for low income earners can be avoided

## Section 3 – Writing in Korean

For this section, student responses were assessed against the following criteria:

- relevance, breadth and depth of content
  - relevance of content in relation to task set
  - comprehensiveness and sophistication of content
- appropriateness of structure and sequence
  - introduction, body, conclusion as appropriate to text type and kind of writing
  - organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs
- accuracy of vocabulary and grammar (including punctuation, and where relevant, script)

- range and appropriateness of vocabulary and grammar
  - variety of vocabulary and grammatical structures
  - appropriateness of vocabulary and grammar for the kind of writing, text type, audience, purpose and context of the task

### Question 3

This question was one of the most popular. High-scoring responses included well-balanced views on the impact of the modernised Korean historical dramas and films. Students were able to present distinctive ideas for both positive and negative aspects of the topic comprehensively. Their main ideas were also commonly supported by relevant examples, case studies or statistics.

### Question 4

This question required students to write a letter to a friend, sharing experiences of Korean street food during a trip to Seoul. Many students' letters were very creative and interesting, with a great range of relevant ideas. These letters showed excellent structure for imaginative writing and each idea was well-linked with appropriate connecting words.

### Question 5

This question required students to write a script for a speech on positive and negative aspects of 스타노믹스. Students with high-scoring responses created a very interesting script with a broad range of relevant ideas, such as 국가적 경제성장, 스타배출 장려, 인간을 상품화하는 풍조, 본질을 망각. Those students presented a well-balanced script that objectively stated the positive and negative sides of the topic. In contrast, some students stated their personal views on the topic.

### Question 6

This question was one of the most popular. Students were required to create a short story in relation to pictures given on the examination paper. Some students presented a very creative story with an eventful plot, distinctive theme and characters. Their short story commonly showed a clear structure and was well-linked between each stage of the story.

### Question 7

This question was the least popular. Students were required to write a story in relation to a given Korean proverb in order to send to a popular radio program. Only a small number of students selected this question but those students were able to produce captivating and personalised stories.