

# 2016 VCE Korean First Language written examination report

## General comments

Most students achieved moderate results in the 2016 Korean First Language written examination. The majority of students used their time effectively and attempted to complete all questions. They showed a good understanding of the texts and were familiar with the main ideas raised in the questions.

Students with high-scoring responses demonstrated:

- excellent skills in language application
- highly relevant and significant information, successfully integrating ideas in a sophisticated way
- highly effective structuring and sequencing of information and ideas appropriate to the audience and purpose specified
- an exceptional range of vocabulary and grammatical structures.

Students with low-scoring responses demonstrated:

- basic information and ideas that were largely irrelevant or unrelated to the question
- frequent errors in expression and language control
- little organisation of structuring and sequencing of information and ideas
- a poor range of vocabulary and grammatical structures, with major errors
- very little awareness of the requirements of the questions.

## 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.

Assessment was holistic, using the published assessment criteria.

## Section 1 – Listening and responding

Some students made appropriate notes in the note-taking space but did not transfer their responses into the answer spaces. It should be noted that information in the note-taking spaces is not assessed.

### Text 1

#### Question 1a.

한국전쟁이 같은 (동) 민족간의 전쟁이었기 때문이다. (It is because the war took place between the same ethnic groups.)

Most students answered this question reasonably well. However, some students had difficulty understanding the four-character idiom **골육상잔** (fraternal tragedy).

### Question 1b.

Both:

- 이념간의 대립이 빚어낸 한반도의 남, 북간 물리적 갈림을 의미한다. (A product of clashing ideologies that divided a country into the south and the north.)
- 한국전쟁을 겪고 뿔뿔이 흩어지게 된 가족들에게 소통 가능한 모든 수단이 차단됨을 의미한다. (Dispersed families have no way to verify the whereabouts of long-lost relatives and family members as all possible means of communication are intercepted.)

A number of students used the word **2년간** where they were expected to write **이념간**. Students are reminded to review their answers to avoid such mistakes and ensure their answers are coherent within the context of the question.

### Question 1c.

한국전쟁의 물리적 피해 뿐만 아니라 흩어진 가족들이 같은 한반도에 살고 있으면서도 서로 만날 수 없는 고통을 안고 있기 때문이다. (Not only did the Korean War leave physical damage, but it also caused agonising pain to the war-dispersed families as they could not see lost relatives and family members even though they lived on the same peninsula.)

### Question 1d.

- 138일간의 방송시간 (138 days of broadcasts)
- 놀라운 이산가족들의 참여율: 하루 평균 6만여 통의 전화접수, 총 10만 건이 넘는 이산가족 사연이 접수, 5만 3천여 건이 방송에 소개 (High level of the dispersed families' participation: An average of 60 000 calls was received a day, a total of 100 000 applications were submitted and about 53 000 cases were presented on television.)
- 75%라는 전무후무한 시청률 기록 (Unprecedented viewer ratings of 75%)
- 서울 여의도 일대가 이산가족들의 만남의 장소가 됨. (Yeouido became a meeting place for the dispersed families.)

Very few students were awarded full marks for this question. Students were not awarded marks if they failed to write all the relevant reasons in an integrated and descriptive way.

### Question 1e.

영향 & 의미

- 한국전쟁을 과거의 역사적 사실로만 알고 있던 전후 세대들에게 전쟁의 비극이 현재진행형임을 깨닫게 함 (For the post-war generation who only knew the Korean War as a past event in history, the documentary showed how it was, in fact, an ongoing tragedy for the dispersed families.)
- 한국 국민 모두가 이산가족들의 아픔에 공감해 프로그램을 적극 지지 (Viewers shared the pain and suffering felt by the dispersed families and actively supported the program.)
- 해외 유수언론사들이 한국전쟁이 낳은 비극적인 이야기에 주목하고 앞다투어 기사로 전함 (The media from all over the world paid attention to this tragic story and reported on this heritage documentary.)
- 한국전쟁 전후세대를 잇는 가교 (중요한) 역할을 함 (It helped bridge the divide between Korea's war generation and its post-war generation.)
- 전쟁은 되풀이 되지 말아야 할 역사라는 교훈을 줌 (It taught a lesson that such tragic war should not be repeated.)

Very few students were awarded full marks for this question. Students who were awarded high marks needed to explain logically and in full detail the impacts and the meanings of this heritage documentary.

**Question 1f.**

Some students were not able to answer this question adequately. High-scoring responses could have included the following features.

- 한반도는 여전히 남북으로 분단돼 있는 상태임을 의미한다. (It implies that Korea is still a divided nation.)
- 이산가족들과 대한민국 국민 모두의 염원이 통일이라는것을 의미한다. (It implies that the wish for all Koreans and the dispersed families is unity.)
- 북에 있는 가족들과 왕래하고 싶은 소망을 담고 있다. (It also represents people's hope to remain in contact with the families in the north.)

**Section 2 – Reading and responding**

**Texts 2 and 3**

**Question 2**

Students were required to demonstrate their comprehension of the two texts provided and write a persuasive speech intended for a debate program. They were asked to base the writing on the main ideas and information from the texts.

The key information provided in each text was as follows:

<p><b>Text 2</b> 대형마트 의무휴업 찬성 글 (Text 2: Article advocating for the regulation)</p>	<p><b>Text 3</b> 대형마트 의무휴업 반대 글 (Text 3: Letter opposing the regulation)</p>
<p>영세 상인, 재래시장과 골목상권을 보호하기 위하여 (To protect small merchants and traditional markets.)</p>	<p>소비자들의 재래시장 이용 등 골목상권을 살린다는 취지에 부합하지 못하며 소비자 불편만 초래하기 때문에 (It is inadequate to revive traditional markets and street markets, and it also causes consumers inconvenience.)</p>
<p>하도급 불공정 거래를 막는 등 경제 민주화를위하여 (To prevent unfair transactions with subcontractors from occurring, and for economic democratisation.)</p>	<p>소비자의 구매 선택권, 기업의 자율 경영권 등을 보호하기위하여 (To protect the consumers' rights to choose and autonomous management of the enterprises.)</p>
<p>근로자의 건강권 보호 등 공익적 목적을위하여 (To protect the employees' health and welfare.)</p>	<p>대형마트가 영업을 못하면 농어민과 납품 업체 등만 손해를 보기때문에 (Farmers and fishermen suffer if the large retail supermarkets limit their trading hours.)</p>

High-scoring students demonstrated excellent control of language. They combined and integrated the relevant information and main ideas from the two texts effectively and logically to create a new, single text. High-scoring students sequenced information appropriately and had a good flow of ideas conveying messages clearly, with extremely well-organised paragraphs and a wide range of appropriate vocabulary and expressions.

## Section 3 – Writing in Korean

It is strongly advised that students take careful note of the kind of writing required for the chosen question and include appropriate language in the finished piece.

In this section, students were required to write 1000–1200 *cha* in Korean on one of the five topics involving evaluative or imaginative writing. In 2016, many students' responses lacked the required depth and breadth, and did not contain a broad range of sophisticated vocabulary.

### Question 3

This question was one of the less popular questions. Students were given the logo for the Korean Youth Foundation and asked to write an imaginative story for their journal. The logo implies the words 'youth', 'hope' and 'fund', and students should have focused on the connotations of these specific words to develop a piece of creative writing, not evaluative writing. The story should have had a beginning, middle and end. The structure needed to be clear, including the setting, plot development and how the situation was resolved or brought to a conclusion.

### Question 4

This was a popular question, which required students to write a journal entry inspired by the lyrics of a popular song by Psy. In general, responses lacked depth of content and used basic vocabulary and grammatical structures.

### Question 5

This question was the least popular question. Students were asked to write the modern adaptation of the opening scene of a play 'Heungboo and Nolboo'.

### Question 6

This question was the most popular. Students were required to write the script for a speech to their peers, evaluating the pros and cons of a Digital Detox program they had recently participated in.

High-scoring students drew clearly on the positive and negative aspects of the program, supporting their ideas with relevant details incorporated from their own experiences and using a reasonably wide vocabulary and sophisticated language skills.

Students did not always respond in the format of a speech. Some responses lacked depth and were limited to depicting the student's own personal experiences to relate to some of their arguments.

### Question 7

Students were asked to write an evaluative article for the school magazine on the positive and negative impacts of a newly introduced 'free semester' program in high schools. In general, responses lacked depth and sophistication of content, and cohesiveness of writing within and between paragraphs, and contained little evidence of structure.