

2017 VCE Korean First Language written examination report

General comments

Most students achieved moderate results in the 2017 VCE Korean First Language written examination. They showed a good understanding of the texts and were familiar with the main ideas raised in the questions.

Some students provided responses that were not carefully worded. It is important that students take every opportunity to proofread their answers to check for clarity and appropriateness.

Some students did not use their time effectively and did not complete all questions. Students should practise for examinations under strict time constraints. Students are encouraged to use the 15-minute reading time effectively, familiarising themselves with all components of the examination.

Students with high-scoring responses demonstrated:

- excellent skills in language application
- ability to choose 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
- 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.

Section 1 – Listening and responding

Most questions in Section 1 were answered correctly by students. Many students were inaccurate in their responses and simply rewrote what they had heard in the text. They did not provide an appropriate explanation or description in their answer.

Text 1

Question 1a.

- 전통적인 온돌의 원리를 한옥에만 사용하지 않고 대중 교통 수단에도 활용하여 (because we have applied the principle to public transportation rather than simply applying it to traditional *hanok*)
- 전통적인 가치를 현대적으로 극대화 시켰기 때문이다 (because we have maximised the traditional value of *ondol*)

Question 1b.

	명 칭 (Term)	기 능 (Function)
ㄱ.	부넘기 (<i>bunumgi</i>)	아궁이를 통해 들어오는 찬 바람을 막는다. (It prevents the wind coming from the furnace.)
ㄴ.	구들개자리 (<i>gudeul gaejari</i>)	축열 방식을 사용하여 부넘기를 넘어 온 열과 연기를 가두는 역할을 한다. (Heat and smoke from the <i>bunumgi</i> are stored.)
ㄷ.	고래 (<i>gorae</i>)	열과 연기를 흘러가게 하며, 앞부분의 깊게 파인 부분을 통해 에너지를 저장한다. (It allows the heat and smoke to flow and store the energy through the hole in the opening.)
ㄹ.	고래개자리 (<i>gorae gaejari</i>)	저장된 열과 에너지를 다시 한 번 가두고, 굴뚝을 통해 나가는 열과 에너지를 잡아 방을 골고루 지속적으로 따뜻하게 한다. (It captures again the stored heat and energy; it also evenly and continuously distributes the heat energy across the room.)

Generally, students did not perform well in this question. They found it difficult to accurately identify all the required answers. Also, language accuracy was poor and responses lacked cohesion. Students are reminded to check their responses for clarity and accuracy.

Students' answers were accepted if the technical terms to do with the *ondol* system were phonetically spelt the same (i.e. 고래(래) / 개(계)자리). For students to receive full marks, the technical terms in the column on the left of the table needed to correctly match with their corresponding functions in the column on the right.

Question 1c.

한국의 온돌과 서양 벽난로는 구조적인 면에서 차이점을 가지고 있다. 먼저, 한국의 온돌은 바닥을 데우나 서양의 벽난로는 공기를 데운다. 두 번째로, 한국의 온돌은 구들개자리와 고래개자리를 통해 열과 에너지를 저장하여 지속적으로 골고루 방의 적정 온도를 유지할 수 있도록 하나, 서양의 벽난로는 열과 에너지를 저장하는 구조가 없어서 불이 꺼지면 실내 온도를 유지할 수 없다. 또한 기능적인 면에서는 한국의 온돌이 취사와 난방을 동시에 가능하게 하나, 서양의 벽난로는 단지 난방의 기능만 가능하다. (There are structural differences between the Korean *ondol* and the Western wall-mounted fireplace. Firstly, *ondol* heats the floor while the fireplace heats the air. Secondly, *ondol* saves the heat and the energy with *gudeul gaejari* and *gorae gaejari* and keeps the room's temperature, while the fireplace can't maintain room temperature. In terms of functional differences, heating and cooking can be done with *ondol*, while a fireplace can only be used as a heating system.)

Very few students were awarded full marks for this question. Students needed to differentiate 'structure' from 'function' when answering this question. Students were not awarded marks if they failed to write the differentiated and distinctive 'structural' as well as 'functional' differences in an integrated and descriptive manner.

Question 1d.

온고이지신이란 오래된 전통적인 가치를 배우고 익히는 것에서 끝나지 않고, 새로 배우거나 알게 된 것들을 계속 접목하여 새로운 현대적인 가치를 창조하는 것을 말한다. 그러므로, 오랜 역사를 통해 계승되어 온 조상들이 개발한 온돌의 전통적 원리에만 머물지 않고, 온수 보일러나 전기 보일러, 찜질방 등을 개발해냈다. 게다가 서해 금빛 열차라는 대중 교통 수단에도 온돌을 활용하여 새로운 형태의 가치를 창출하고 있다. 즉 서해 금빛 열차는 온고이지신의 결과이다. 앞으로 세계적으로 활용될 온돌은 점점 더 새로워진 온돌이 될 것이다. (*Ongoyijishin* means to move on from simply learning the traditional values to apply these to new knowledge to create new modern technology. Therefore, the *ondol* system is developed by integrating the idea to create hot water boilers, electric boilers, etc. Furthermore, the *ondol* room on Golden Train of West Coast Korea is the result of *Ongoyijishin*. *Ondol* will continue to be developed in the future to be used worldwide.)

High-scoring responses explained logically and in full detail the meanings of *Ongoyijishin* and explained all the relevant reasons in an integrated and descriptive way. Lower-scoring responses simply enumerated these points rather than addressing the question to explain how the terms relate to each other. Students needed to respond as much as possible in their own words.

Question 1e.

온돌은 한국인의 삶의 세 가지 측면에서 영향을 미쳤다. 첫째, 생활방식의 변화를 가져왔다. 입식 생활을 하던 한국인들은 바닥이 따뜻해지자 좌식 생활로 바뀐다. 둘째, 건축양식의 변화를 가져왔다. 온돌을 설치하기 위해 단층 주거 양식이 정착되었다. 셋째, 건강한 생활을 유지할 수 있게 되었다. 바닥을 데우는 온돌은 생체 면역력 증가와 숙면에 도움을 주어 건강하게 해 주기 때문이다. (*Ondol* has impacted the lives of Koreans in three ways. Firstly, it has changed lifestyle, as Koreans began to use the floors as the floors became warmer. Secondly, it has influenced the style of architecture: a single-storey residential building became popular as residents can install *ondol*. Thirdly, it helps to maintain good health; *ondol* helps to improve immunity.)

High-scoring responses described logically and in full detail three ways that *ondol* has affected the lives of Koreans. Lower-scoring responses simply enumerated these points rather than answering the set question. Students needed to write responses in a descriptive and expressive way.

Section 2 – Reading and responding

Texts 2 and 3

Question 2

Students were required to demonstrate their comprehension of two texts by writing a persuasive speech for a debate for youth. They were asked to base the writing on the main ideas and information in the two texts.

The key information provided in each text was as follows:

Text 2 노키즈존 찬성 글

Supporting No Kids Zone

- 고객의 행복 추구를 위해 필요 (It is needed to satisfy customers' satisfaction and enjoyment.)
- 아동 보호 차원에서 필요 (It is needed for child protection purposes.)
- 근로자와 업주를 위해 필요 (It is needed for the employees and employers.)

Text 3 노키즈존 반대 글

Opposing No Kids Zone

- 노키즈존은 일반화의 오류 (No Kids Zone policy is not an appropriate policy since it does not apply to all the cases)

- 노키즈존은 인권 침해 사례(No Kids Zone interferes with children's rights.)
- 근본적 대안을 세우지 않는 근시안적인 발상 (It does not provide an ultimate solution to the issue.)

Students with high scores demonstrated excellent control of language. They combined, blended and integrated the relevant information and main ideas from the two texts effectively and logically to successfully create a new, single text. These students sequenced information appropriately and had a good flow of ideas that conveyed messages clearly, with extremely well-organised paragraphs and a wide range of appropriate vocabulary and expressions. Some students found it difficult to answer in their own words.

Section 3 – Writing in Korean

In this section, students were required to write 1000–1200 *cha* in Korean on one of the five topics, involving evaluative or imaginative writing. Students should take careful note of the kind of writing required for their chosen question and include appropriate language in the finished piece. Some students did not address the question asked and instead wrote off-topic, focusing on only one aspect of the question.

In general, student responses lacked depth and sophistication of content, and were very poor in their range of vocabulary and cohesiveness of writing within and between paragraphs. High-scoring students focused clearly on the chosen topic, supporting their ideas with very logical, relevant and comprehensive explanations with a reasonably wide vocabulary and with sophisticated language skills.

All five questions were equally popular; however, Question 6 was the question more students attempted.

Question 3

Students were asked to write an imaginative story from an image of a barcode. 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 concluded.

Question 4

Students were asked to write an imaginative story inspired by Sang-Wook Ha's short poem on Instagram. The structure needed to be clear, including the setting, plot development and how the situation was resolved or brought to a conclusion.

Question 5

Students were required to write an imaginative diary entry from a futuristic society in 2040, where Artificial Intelligence technology has developed. The journal text type required a date and could have included the day and the weather, as well as a lesson learnt from the event of the day.

Question 6

Students were asked to write an evaluative article for a fashion magazine on the topic of 'The positive and negative influences of casual *Hanbok* on Korean *Boksik* culture'. Some students did not consider Korean *Boksik* (clothing and accessories) culture and merely focused on the use of casual *Hanbok*. Responses could have included at least two positive and negative impacts.

Question 7

Students were asked to write an evaluative article to be published for the school newsletter on the strengths and the weaknesses of 'one-person media'. Responses could have included at least two

aspects of the strengths and the weaknesses. Students were generally able to describe both the strengths and weaknesses. Some students needed to better balance their responses between these two aspects.