

2019 VCE Korean First Language written examination report

General comments

Students who performed well on the 2019 VCE Korean First Language written examination demonstrated the ability to elicit relevant information from the listening and reading texts provided. Most students used their time effectively and attempted all questions. Students who scored highly understood the requirements of the tasks and gave highly relevant, logical and detailed responses addressing all elements of the task. These students demonstrated successful integrating of ideas in a sophisticated way, and highly effective structuring and sequencing of information and ideas appropriate to the audience and purpose specified.

Students are reminded that it is important to:

- use the reading time effectively
- make appropriate use of the dictionary
- take detailed notes during the playing of the listening text
- be aware of the audience, purpose and text type required
- adhere to the suggested times in order to complete all parts of the examination
- be aware that the space provided gives an idea of how much to write.

Specific information

Section 1 – Listening and responding

Most students answered all questions in Section 1. A small number of students demonstrated excellent skills in language application. Some students produced inaccurate responses because they simply rewrote parts of the text without selecting the relevant part for the question. Students are reminded to ensure that their answers are coherent within the context of the question. When a question asks to describe (서술/기술하십시오) or explain (설명하십시오), student responses that simply list points rather than describing or explaining are considered limited responses.

Text 1

Question 1a.

DMZ가 전세계 학자들의 초미의 관심사로 떠오른 이유는 1953년 휴전협정 체결 이후 민간인의 출입이 금지되어, 지난 66년간 사람의 발길이 닿을 수 없는 지구상의 유일한 공간으로 남겨져 독특한 생태환경을 조성해 왔기 때문이다. 그 배경으로 우선 생태적 측면을 살펴보면, 비무장지대 생태벨트가 야생동식물의 천국이라는 사실에 근거한다. 이를 '비무장지대 생물 종합 보고서'가 수치로 증명해 주고 있는데, 이곳에서 한반도 전체 생물종의 약 20 퍼센트, 멸종위기종 약 백여

중의 동식물이 발견되었다. 지질적 측면으로는 한탄강이 용암대지로 흐르면서 만들어낸 현무암 협곡인 '주상절리'가 있는데, 그 절경과 함께 한반도 지질의 신비를 간직하고 있다.

(The DMZ on the Korean peninsula attracted special attention from scholars because:

- Since the 1953 Truce Agreement, civilian access has been banned for the past 66 years and this has allowed the DMZ to create a unique ecological environment on earth.
- Ecological aspects: the DMZ ecological belts can be considered as a haven for wildlife. According to the National Institute of Ecology report, about 20 percent of all species on the Korean peninsula and about a hundred endangered species have been found.
- Geological aspect: the DMZ retains the mystery of the Korean peninsula's geological features together with the basaltic canyon, 'columnar joints', which was created as the Hantan River flows into the lava plateau.)

Overall, students did not perform well on this question. Some students did not accurately identify two different aspects in their answer and did not give a comprehensive account of both the ecological and geological features.

Question 1b.

- 2차림이란 자연적이거나 인위적인 원인으로 산림이 훼손된 뒤 스스로 재생한 숲을 뜻한다. (Secondary forests mean forests that have been self-regenerated after they have been damaged after natural or man-made/artificial causes.)
- 비무장지대의 숲이 바로 '2차림'으로서, 한국전쟁이라는 역사적 사실이 원인이 되어 원래의 산림이 훼손된 뒤 자연적으로 재생한 것이다. (The DMZ forest is the 'Secondary Forest' because it has naturally re-born/re-generated after it was destroyed through the Korean War.)
- 전쟁과 분단으로 인한 슬픔과 고통이 66년이 지난 지금, 비무장지대에서 소중한 생명으로 다시 태어나게 되었고(혹은 치유되었고), 이것은 자연의 선물이다 혹은 희망의 상징이다. (After 66 years of grief and suffering from the war and division, it has been reborn/healed as a precious life in the DMZ, and this is a gift of nature or a symbol of hope.)

Most students answered this question reasonably well. However, inaccurate or ambiguous responses resulted in some students missing out on marks. These responses did not include a precise enough explanation of the historical facts of war and division and their relation to secondary forests. In addition, language accuracy was poor and the responses lacked cohesion.

Question 1c.

지역 / Region	지형 / Terrain	특성 / Characteristics
동부 East	산지지형 mountainous	급경사지 steep slopes
중부 Centre	논경지형 farmlands	평원 plains
서부 West	낮은 해발 구릉지형 low hills	습지, 혼합림 wetlands and mixed forest

설명: 비무장지대의 지역별 지형과 특성을 보면 한반도 전형인 '동고서저'의 형태를 따르고 있다는 것을 알 수 있다. 즉, 동부는 산지가 많아 지형이 높고, 서부로 갈수록 지형이 낮아지는 것을 볼 수 있다. (Explanation: The geographical features and characteristics of the DMZ follow 'Donggoseojeo', which is very typical of the Korean peninsula. That is, the eastern part of the terrain is high due to a lot of mountainous areas and the terrain becomes lower as it goes to the west.)

In general, students did not perform well on this question. They found it difficult to correctly identify the geographical features and its characteristics. Students who scored highly for this question

explained the meaning of ‘Donggoseojeo’ logically and in full detail. Students needed to make responses in a descriptive and meaningful way using full sentences to answer the question.

Question 1d.

생태계의 보고에 적신호가 켜졌다는 학자들의 주장은 지구 온난화에 따른 기후 변화로 ‘반달가슴곰’을 비롯한 비무장지대 멸종 위기종 개체수가 감소하고 있기 때문이다. 이는 과도한 인류의 욕심에 기인한 것으로 선조들의 지혜인 ‘과유불급’을 떠올리게 한다. (The reason for scientists’ claim that there are warning signs is because the number of endangered species, such as halfmoon bears, are diminishing due to climate change and global warming. This is caused by human greed and this reminds us of the four-letter proverb ‘Gwayubulgeup’.)

또한 앞으로 개발이 불가피한 시점에서 우리는 이를 교훈삼아 생태계와 인간의 조화로운 공존을 모색해야 한다. 통일한국을 염원하는 우리의 가장 큰 당면 과제는 미래의 세계유산인 DMZ를 소중하게 보호, 관리하는 것이다. (Facing the inevitable development in the future, we should learn our lesson and seek harmonious coexistence between ecosystem and human being. Our biggest challenge for the unified Korea is to protect the DMZ, the future world heritage.)

Generally, students did not perform well in this question. They only mentioned key words without linking their deeper meaning in an integrated and explicatory way to make a summary of the text. Many responses were much shorter than the space provided and therefore failed to explore the question in appropriate detail. Students who scored highly on this question presented well-structured responses, demonstrating highly appropriate vocabulary, accurate grammar and a high level of clarity, presenting well-sequenced information, including punctuation, with some evidence of control of more complex structures.

Section 2 – Reading and responding

Texts 2 and 3

Question 2

Students were required to demonstrate their comprehension of the two texts provided and to respond to the task using their capacity to identify and synthesise relevant information and ideas from the text.

- Context: An ideal equal society: women’s employment quota
- Audience: School newspaper readers
- Text type: Column for the school newspaper
- Kind of writing: Informative

Students who scored highly demonstrated excellent control of language. Both form and structure were highly suitable for the kind of writing, context, purpose and audience of the task. They combined, blended and integrated relevant information and main ideas from the two texts effectively and logically to successfully create a new, single text. Students who scored highly 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.

The following are possible areas that could have been discussed in the column.

- Text 2: 청와대 홈페이지 (Blue House homepage)
 - 여성고용할당제는 잠정적 우대조치이며, 여성의 사회진출이 충분히 확대되었으므로 더이상 필요 없다. (The women’s employment quota is a tentative incentive and is no longer needed as women’s entry to the workforce has sufficiently been expanded.)

- 여성고용할당제는 남성에 대한 성차별을 심화시켰다. (The quota system has intensified sex discrimination against men.)
 - 여성고용할당제는 여성 스스로의 능력을 폄하하며 기회 균등의 의미보다 무조건적인 결과와 평등을 보장하는 제도로 민주주의에 위배된다. (The quota violates democracy because the system undermines women’s abilities and guarantees unconditional results and equality rather than providing equal opportunities.)
 - 여성고용할당제는 업적주의의 침해이며, 전체적인사회의 효율성과 자유경쟁을 방해하며 시장을 왜곡하여 자본주의 사회에 맞지 않다. (The quota system for women is an infringement of meritocracy, which is at odds with capitalism as it hinders overall social efficiency and free competition, distorting the market.)
- Text 3: 라디오 프로그램 블로그 (radio program blog)
 - 여성고용할당제는 여성에 대한 차별을 없애기 위한 법적, 정치적 수단이다. (Women’s employment quota is a legal and political means to eliminate discrimination against women.)
 - 스웨덴과 같은 외국의 사례처럼 실제적인 여성의 사회 진출 확대를 위해 여성고용할당제 이행 기구를 설치해야 한다. (As in foreign countries such as Sweden, we need to establish an implementing organisation to expand women’s entry to the workforce.)
 - 여성고용할당제는 여성이 관리자가 될 수 없는 유리천장을 깰 뿐만 아니라 글로벌 경쟁력 확보와 국가 경쟁력 강화를 위한 조치이다. (Women employment quota is a measure to secure global competitiveness and strengthen national competitiveness as well as breaking the glass ceiling that hinders women from occupying managerial positions.)
 - 여성고용할당제는 가부장 제도로 인해 여성을 차별하는 악순환의 고리를 끊고 중요한 자원을 분배하는 자리에 여성이 배치되도록 하여 평등 사회로 가게 하는 초석이다. (The quota system for women’s employment is the cornerstone of an equal society, by breaking the vicious cycle caused by the patriarchal system, and placing women in a position where they can serve as important human resources.)

Section 3 – Writing in Korean

Students generally wrote on topic. However, in many cases responses showed a lack of depth and breadth of ideas, which affected the overall marks achieved for this section. Students should take careful note of the kind of writing required for the chosen question and include appropriate language in the finished piece. Responses that scored highly were on topic and in the correct text type format. These responses demonstrated integration of ideas in a very logical, relevant and comprehensive explanation with a reasonably wide vocabulary and with refined language skills. Question 3 and Question 6 were the questions most commonly attempted.

Question 3

Students were required to respond to the following task.

With the expansion of unmanned stores in the global distribution market, the wave of the fourth industrial revolution is sweeping the distribution industry in Korea. In addition, leading corporate supermarkets in Korea have started operating unmanned cash registers. Write an evaluative article for a youth magazine about the advantages and disadvantages of introducing unmanned cash registers.

- Context: Unmanned stores
- Audience: Youth magazine subscribers
- Text type: Magazine article
- Kind of writing: Evaluative

Some of the responses did not demonstrate the structure of an article: introduction, body and conclusion. Responses could have included at least two advantages and disadvantages, discussed rationally and objectively using evidence to support the contrasting sides or alternatives. Students should be reminded that a title and an author (a fictitious name) are required for the (magazine) article text type.

Question 4

Students were required to respond to the following task.

The Ministry of Culture, Sports and Tourism, and the Korean Tourism Organisation have recently selected 100 domestic tourist attractions to visit. Write an evaluative essay for a blog entitled 'Building memories: the pros and cons of travelling on your own in Korea'.

- Context: Travelling on your own
- Audience: General
- Text type: Essay for a personal blog on travelling
- Kind of writing: Evaluative

Responses could have presented two or more important aspects of the issue of 'Travelling on your own' and discussed these rationally and objectively using evidence to support the contrasting sides or alternatives. Creation of an impression of balance and impartiality was essential.

Question 5

Students were required to respond to the following task.

Joongang Broadcasting calls for scripts for dramas for young adults. The image provided is from a genre painter Shin Yoon-Bok from the late Joseon period. Using the image as a stimulus, write a summary of the drama.

- Context: An image by Shin Yoon-Bok
- Audience: Young adult
- Text type: A summary for a drama (plot)
- Kind of writing: Imaginative

The structure needed to be clear, including the setting, the plot development, and how the situation was resolved or concluded.

Question 6

Students were asked to write an imaginative diary entry based on the poem 'Very powerful words' by Jeong Jin-A.

- Context: Poem
- Audience: The self
- Text type: Journal entry
- Kind of writing: Imaginative

Most students understood the implication of the homonyms 'horse' and 'words'. The journal text type required a date and could also have included the day and the weather, as well as a lesson learnt from the event of the day.

Question 7

Students were asked to write a short story for young people, using a poster as stimulus.

- Context: Andong Mask Dance Festival
- Audience: Young people, general audience
- Text type: Story

- Kind of writing: Imaginative

A piece of imaginative story writing could break normal sequencing for added impact, such as in a flashback or in a final disclosure that puts a different interpretation on preceding passages.