



## 2009 LOTE: Korean First Language GA 3: Examination

### Oral component

#### GENERAL COMMENTS

The Korean First Language oral examination is designed primarily to assess the students' knowledge and skill in using spoken language. It has two sections: a Presentation (of approximately five minutes) and a Discussion (of approximately five minutes).

In the Presentation students are asked to indicate the topic they have studied in no more than one minute and briefly explain the topic selected for their presentation.

The Presentation is followed by the Discussion in which students have the opportunity to discuss aspects of the nominated issue with the assessors. Students are expected to be prepared to clarify the stance presented and should expect the discussion to range beyond the issue selected. Assessors may also ask general questions on the chosen Detailed Study and students should anticipate questions that are somewhat unexpected even if they are closely related to the topic.

In the 2009 oral examination, most students seemed to have a good understanding of the examination procedures and appeared to be more confident than in previous years. The topics they chose were interesting and challenging and it was evident that students had prepared well for their presentation.

#### SPECIFIC INFORMATION

##### Section 1 – Presentation

Students need to be aware that the introduction to the Presentation should last no more than one minute. Students can use this time to refer to the texts that they have studied. Students are also advised that the presentation should last for no more than four minutes and students are expected to manage their presentation accordingly.

Students are permitted to use materials such as photographs, diagrams, maps and brief speaker's notes to support the presentation. However, any cue card used **must** be in point form only and on a small (no more than 20 cm × 12.5 cm) card. Cue cards may need to be checked so that the size of the card and the amount of writing can be verified. All students should be aware of the oral examination requirements as to the size and use of such cue cards, and meet these requirements.

Some of the topics chosen by students were not quite appropriate for the Detailed Study. The Detailed Study topic should be based on Language and Culture through Literature and the Arts. Topics should enable students to explore and appreciate aspects of language and culture through the texts studied. It was clear that quite a few students did not adequately understand their topics and some were unable to present their opinions and views on their topic. To be successful in the oral examination, students need to show that they have researched their chosen topic, have a clear understanding of the stance they have chosen and be able to talk about the texts that they have studied.

##### Section 2 – Discussion

In general, most students were confident and communicated well with assessors, demonstrating a good level of preparation. A small number of students displayed a wide range of views and ideas on the topics chosen and presented in-depth opinions.

However, a small number of students lacked knowledge, understanding and an appreciation of the texts they had studied. These students were lacking in confidence and struggled to maintain the discussion. Students should be aware that they are expected to know the meanings of key terms associated with their topic and be able to clarify issues when asked. In other cases, students failed to deliver their answers with reference to the texts they had studied. Students are advised to prepare for the Discussion by thoroughly researching and developing a sound understanding of the topic.