



2011 **Languages: Korean First Language GA 3: Examination**

Oral component

GENERAL COMMENTS

It was another successful year for the Korean First Language oral examination. Students were generally much better prepared for the assessment than in other years, and most students showed great confidence in completing their presentations within the allocated time. The quality of presentation skills was significantly improved this year, which enabled students to deliver their presentations much more effectively, and it was evident that students had been rehearsing their speeches. There were also minimal issues regarding cue cards, since the majority of students had not brought cue cards and managed the presentation quite well.

There is, however, still room to improve. The chosen topics were very limited – overall there were only two or three topics discussed during the two days of assessments. The content of the presentations was also an issue, with most students focusing mainly on the summary, similarities and differences and author's intentions. Appreciation of the texts is an essential part of the Detailed Study since its aim is to promote students' understanding of the culture and lifestyle of the country.

SPECIFIC INFORMATION

Section 1 – Presentation

Students had prepared their presentations very well. They effectively delivered their speeches using appropriate presentation skills. Most students managed their time well, and there were only a few cases where students rushed into the Discussion section.

However, students should have reflected more on their own observation of the texts, so their Presentation contained their own opinions and ideas about the texts. When assessors hear similar presentations given by multiple students, it does not give a very good impression as to the originality of the student's Presentation. Once a topic is selected in class, teachers should provide students with as many different texts as possible to choose from as this can encourage students to discuss different sub-topics.

Unfortunately, most students presented content that was far from reflective of their understanding of the literature. A good-quality script should include the student's own understanding and appreciation of the texts, which makes the Discussion more interesting. It is suggested that teachers can help students to develop an appreciation of the literature and understand the texts at a deeper level.

Section 2 – Discussion

Overall students showed a good understanding of the questions and delivered their ideas effectively. Their answers were short but focused on the main points. This year, there were few students who were not able to successfully complete their answers.

However, it is also noted this year that some students showed a lack of understanding of the use of appropriate particles and vocabulary. It seems to be inevitable that students feel more comfortable in using spoken and informal language due to the increased influence of the Internet on contemporary students' lives. However, it is very important that students learn how to choose the appropriate register and vocabulary for formal situations such as the oral assessment.

One effective way to prepare for the Discussion is to write down all the possible questions related to the chosen topic, and then have a discussion and debate in groups. This could help students to develop more structured, logical and detailed answers.

To assist in achieving good results in the oral examination next year, students are strongly encouraged to read as many literature reviews as possible, including reviews of works drawn from English literature. The study has very useful guidelines on how to read and appreciate literature and includes a great range of questions.