



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

Written component

GENERAL COMMENTS

This year students paid more attention to question details and answered most questions to the best of their ability. There was noticeable improvement in the students' knowledge of text types and different kinds of writing. The majority of students were able to include necessary phrases and wrote in appropriate formats for letters and speeches. However, the use of the appropriate register for formal and informal writing was challenging for some students.

In Section 2, a large number of students simply reorganised the two texts. Students are encouraged to analyse and synthesise the two texts in order to develop their own ideas and produce a piece of persuasive writing using relevant information taken from the two texts.

In Section 3, each question was chosen by an approximately equal number of students, although a slightly larger number of students chose Questions 6 and 7. Questions requiring imaginative writing tend to attract students who have confidence using various descriptive words and adopting skills to maximise the effect of a story by manipulating the reader's response to the story to create the desired reaction or emotional appeal. In a similar vein, evaluative writing is recommended for students who are able to consider advantages and disadvantages critically and logically.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Students managed their time very well and seemed to have sufficient time to complete their answers. To successfully comprehend the text, students needed to understand culturally specific words such as 국수주의 and 혈통.

Text 1

Question 1

The majority of students showed a sound level of understanding of the listening task. Most students wrote the correct answers in Questions 1a., 1b. and 1f. On the other hand, only a small number of students wrote the correct answers for Questions 1g. and 1h. These questions required students to comprehend the listening text as a whole, not simply understand one piece of information. These questions also accommodated different levels of ability in synthesising and analysing the listening text. Students are strongly encouraged to practise this type of question during their examination preparation.

A large number of students did not write their answers to Questions 1c. and 1e. in paragraphs as required. It is vital that students read the question carefully and ensure they meet all the requirements. For Question 1d., writing in a few sentences or phrases was accepted as writing in paragraphs was not specifically required in this question.

Question 1a.

인종차별(을 철폐하라는 것).

Question 1b.

(한국이) 순수민족국가라는 것을 지나치게 강조하여 다민족 사회를 인정하기 않게 되었기 때문에 (혹은 다른 민족을 인종 차별하였기 때문에).

Question 1c.

- (첫번째 반응은 유엔의 보고서에 대해) 강한(어불성설이라며) 강한 반발을 보이고 있다. 그 이유로는 (한국은 예로부터 하나의 순수한 혈통으로 이루어진 국가이기 때문에) 단일민족국가 의식을 지양하기는 어렵기 때문이다.
- 반면에 다른 반응은 유엔의 권고를 엄중히 받아들이자는 것이다. 그 이유로는 단일 민족주의에서 벗어나 세계화 흐름에 발맞춰야 한다는 것이다.

Question 1d.

박교수에 의하면 국수주의의 원인은 단일 민족주의가 심해지면 국수주의 성향을 보인다는 것이고 이를 해결하기 위해서 국민 의식 개선 교육 실시와, 다민족 국가의 날 개최를 제시했습니다.



Question 1e.

현대사회에서 한 국가를 이루는 가장 중요한 요소는 문화이다. 현대 사회에서 혈통 위주가 아니라 문화 위주로 국가가 이루어진다. (현대 사회에서 국가는 혈통으로 이루진다고 보다는 같은 문화를 공유하는 사람들은 국가라는 하나의 소속으로 묶여지는 것이다. 미국이 가장 좋은 예이다.)

Question 1f.

| | 교육 대상 | 교육 내용 |
|------|----------|---------------------------------|
| 교육 1 | 다수자 | 소수자들을 사회의 한 구성원으로 완전히 받아들이자는 교육 |
| 교육 2 | 소수자 | 새로운 사회 문화에 자연스럽게 동화 될수 있는 교육 |
| 교육 3 | 다수자와 소수자 | 모두가 조화롭게 살 수 있도록 돕는 교육 |

Question 1g.

순혈 (또는) 순수한 혈통

Question 1h.

(단일 민족주의) 을(를) 지양하고 (국제화 시대) 을(를) 이루자.

Or (순혈 주의) 을(를) 지양하고 (국제화 사회) 을(를) 이루자.

Or (국수 주의) 을(를) 지양하고 (다민족 사회) 을(를) 이루자.

Or (국수 주의 성향) 을(를) 지양하고 (세계화 시대) 을(를) 이루자.

Section 2 – Reading and responding

The key to success in this section is the development of the textual ideas and arguments, supported by the main points in the text. Copying sections of the texts without formulating an argument is inappropriate.

Successful responses to this task included a fluent synthesis of the two texts with a sufficient amount of supporting evidence based on key points taken from the two texts, a sequential structure, varied vocabulary and sentence structure, appropriate register for a speech and persuasive kind of writing.

Key points from Texts 2 and 3 are listed below. Students needed to synthesise these points into a meaningful response that answered the question.

Text 2

- 표준말은 원활한 의사 소통을 시킨다.
- 표준어는 국가가 정한 법규이고 규범이므로 지켜야 한다.
- 하나의 국가가 국론을 통일 할 수 있게 하는 첩경이기도 하다.
- 잘못된 언어 습관을 고치는 국어 순화의 기능도 있다.

Text 3

- 방언은 우리 말의 어휘의 다양화를 이루게 한다.
- 방언 사용규제는 평등권을 침해하는 문제이며, 지역적 편견을 초래하여 국론을 분열 시킬 우려도 있다.
- 방언은 우리 국민이 가진 문화적 산물이며, 우리 문학을 더 풍성하게 하는 언어 자원을 보고이다.

Section 3 – Writing in Korean

This section assesses students' ability to express ideas through the creation of an original text. Students were required to write between 1000–1200 *cha* on one of the five questions. The most popular kind of question involved evaluative writing followed by imaginative writing. Students had to identify the features of the various text types and the kind of writing required in each question. Most students were able to complete their chosen question.

Students' responses were assessed against the following criteria.



Content – Relevance, breadth and depth of content

- relevance of content in relation to the task set
- comprehensiveness and sophistication of content

Structure – Appropriateness of structure and sequence

- introduction, body and conclusion as appropriate to the text type
- organisation and sequencing of ideas within and between paragraphs, cohesiveness of writing within and between paragraphs

Language – Accuracy, range and appropriateness of vocabulary and grammar

- accuracy and variety of vocabulary
- accuracy of grammatical structures
- appropriateness of vocabulary and grammar for the text type, audience, purpose and context of the task

To receive a high score, students were expected to:

- demonstrate depth in the treatment of the question through the development of relevant information to form the new required text type
- sequence and structure ideas and information coherently and effectively
- demonstrate extensive knowledge of vocabulary and sentence structures
- manipulate language authentically to meet the requirements of the task.

It is vital that students allow themselves enough time to complete this task successfully; this includes careful planning and thorough editing. A small number of students were unable to finish writing their conclusion. Students should also allow time to edit their work at the end of the examination.

Question 3

Students were required to write an imaginary journal entry inspired by a cartoon strip. A few pieces were commendably structured and provided an insightful message. However, some students included a lengthy introduction and finished suddenly, which meant that their journal entry lacked the necessary detail to be awarded marks for structure, sequence and content.

Question 4

Students were required to imagine that a television set was brought into a mountain village in the era of the Cho-sun Dynasty. They were then required to write an imaginative short story for a teenage magazine containing a possible episode(s) for television. The story is designed to explore the confusion between a pre-civilised society and a very significant piece of technology: television.

Question 5

This question required logical and insightful thinking from various perspectives. Students tended to focus on economic issues; however, students could have improved their evaluative writing by analysing educational, political and family issues.

Question 6

Students seemed to favour this question. Advantages and disadvantages were addressed equally and various aspects of the issues were discussed. It appeared that many students had practised writing a speech as they demonstrated confidence in using the appropriate register and phrases for a speech.

Question 7

There was a visible improvement in students who included the necessary phrases and the correct format for a letter. To be successful in this question, students' evaluative writing should have covered educational, social and administrative issues as well as some discussion of personal advantages and disadvantages.