



2010 **LOTE: Korean First Language GA 3: Examination**

Written component

GENERAL COMMENTS

Students had prepared quite well for the 2010 examination and were able to answer questions comfortably. The majority of students completed all questions on the examination and performed well.

As this is a first language paper, students are expected to use vocabulary and expressions that represent their language proficiency as a first language learner. There is room for improvement in this regard. Students should not write using English sentence structures. The meaning of some sentences was conveyed, but the correct grammar was not used.

Many students appeared to have a good understanding of the kinds of writing, particularly evaluative writing. They emphasised positive and negative points clearly. However, some students' writing lacked the necessary elements. Please refer to the *VCE Korean First Language Study Design* for more information on text types and kinds of writing.

SPECIFIC INFORMATION

Section 1 – Listening and responding

The listening tasks required students to comprehend, compare, contrast, analyse and synthesise the texts. Students should understand not only the meanings of the words, but also the relationship between the words within the context.

Students are encouraged to have a clear understanding of ‘단어’, ‘구절’, ‘문장’ and ‘문단’ as students are asked to answer in a particular way.

Question 1a.

환경 친화적으로 경제성장을 이루려는 사업입니다. (1점)

Question 1b.

경제 성장을 이루면서도 환경을 보호할 수 있다는 것(1점)으로 경제와 환경이 서로 상호작용하여 둘다 긍정적인 발전을 이룬다는 뜻으로 경제도 성장시키면서 환경을 잘 보호한다는 함축적인 의미를 (1점)가지고 있다.

The literal meaning is different from 함축적 의미. 함축적 의미 means what the 상생 implies in this context.

Question 1c.

녹색 성장 -실제적인 방안을 제시했다. (1점)
후쿠다 버전 -정치적인 성격이 강한 선언일 뿐이다. (1점)

Students should have answered this question in paragraph form, which could have meant writing a few sentences with appropriate conjunctive words between sentences to enhance the flow.

Question 1d.

원인) 온난화를 막아야 한다는 공감대 형성, 지하 자원의 고갈(1점)
목적) 재생 에너지를 만드는 것 (1점)

Question 1e.

국가는 수자원을 확보할 수 있다. 또한 사회는 다기능 생태 환경을 넓힐 수 있다. 나아가 가정은 깨끗한 물을 (안정적으로) 공급받을 수 있다. (2점)

Question 1f.

에너지 효율성이 높아짐. 탄소 발생을 줄임, (온난화로 인한) 기후 변화에 잘 대응함(2점)



Question 1g.

Students needed to understand the meaning of the text and how it is used in the context. Students should have used each word from their understanding on how it is used in the text not from what they already know about the words. (총 4점)

녹색 성장은 우리정부가 환경보호를 하면서도 경제를 발전시키려는 계획이다. 이러한 우리 정부의 녹색 성장의 주요한 목표는 재생에너지 개발이다.
녹색 성장을 위한 우리 정부의 사업은 여러가지가 있지만, 그중 대표적인 것은 4대강 살리기가 있다.
정부뿐만 아니라 국민들도 녹색 성장을 이룩하기 위해 저탄소 제품을 개발해서 소비하는 녹색 소비를 하는 등 많은 일을 할 수 있다.

Section 2 – Reading and Responding

Many students performed well in this section. Few students simply copied the two texts without including their own opinions. Students are reminded that if they reproduce long excerpts of the text they cannot score well because they are not providing evidence of **synthesis** (a blending of two texts), which is a requirement of the task. However, if an answer does not refer to points given in the texts, students cannot score well for criterion 1 (the capacity to identify and synthesise relevant information and ideas from the texts), so both aspects have to be kept in mind: students need to cover all the important issues raised in the two texts, but they have to use these in a new text, with a new focus and text type. Students who only evaluated the positive and negative aspects of volunteer work could not score highly.

Section 3 – Writing in Korean

This year most students chose evaluative writing. Students demonstrated a good understanding of how to write an evaluative piece and present positive and negative points. In some pieces, however, there was little clear differentiation between points. Students are encouraged to try to present distinctive, creative and unique points where possible. There were some very interesting and well-written imaginative pieces this year.

The area that could have been most improved was Section 3 – Writing in Korean, where it is necessary to be familiar with different kinds of writing. The text type of Question 6 was a diary entry; some students wrote the day and date but did not include points about what happened on that day. A few students showed excellent understanding of the requirements of a diary entry.

Question 3

Students were presented with a critique of a prize-winning short story from a 2010 state-wide literature competition for teenagers. They were required to write a short story using the review as a prompt.

Question 4

Students were given a poster of the movie entitled, ‘The Rock Band of Our Ancestors’, which had been ranked recently as the most popular movie for young people in Korea. They were required to write a detailed summary of the movie for the screen magazine called, ‘Movie World’.

Question 5

Students were required to write an article for the Korean Cuisine Circle’s newspaper on the advantages and disadvantages of creating modern style dishes in contrast to Korean Traditional Cuisine.

Question 6

Students were required to write a journal entry reflecting on the advantages and disadvantages of reading novels electronically.

Question 7

Students were required to write a letter to the Principal of their school to inform him or her about the advantages and disadvantages of opening a website to the public that lists comprehensive information about the school.

2010 Assessment Report

