

# LOTE: Korean First Language GA 3: Examination

## Oral component

Generally, students chose a variety of very interesting topics and included oral, visual and written materials drawn from the field of Literature and the Arts.

As this is the second year of the Revised LOTE Examination, most of the students understood the procedures and were well prepared.

### Capacity to present the information appropriately and effectively

For students to maximise their results they should be able to demonstrate the use of a wide range of vocabulary, as well as being able to engage the assessors with interesting topics.

### Relevance, breadth and depth of information, opinions and ideas

Students should do background study and be able to support their opinions and ideas, and elaborate on information with appropriate reasons.

## Section 1 – Presentation

Most students managed the one minute introduction to their topic effectively. Student presentations that were too long, were disadvantaged because they were unable to give sufficient opinions and ideas in the four minutes allowed for this part of the task.

Students are reminded that they are allowed to bring cue cards to their presentation for reference and prompting but not to read from them.

## Section 2 – Discussion

Some students were able to maintain and advance the exchange with assessors and show initiative to move the conversation forward. Students should be able to express their own thoughts, not only the facts or information in the discussion.

## Written component

In general, students demonstrated a very good understanding of the task they were given and used structure and sequence appropriately. The topics were suitable to the student age group, the language level was high, but the texts were too long and complicated, especially Section 2, Texts 1 and 2.

Students are advised when a word limit is specified, they must answer within that limit.

## Section 1 – Listening and responding

### Part A

#### Question 1

수주 또는 사전준비

시장조사

컨셉트 또는 개념 확정

광고언어를 창조하는 것입니다.

광고는 유명한데, 상품 판매와는 연결이 안 되는 것.

물건도 많이 팔고,

브랜드 이미지를 소비자에게 오랫동안 심어주며,

회사에 대한 이미지를 좋게 하는 것 입니다.

매출액은 급증시키는 것

그것을 유지하는 것.

### Criterion Capacity to understand and convey general and specific aspects of texts

Most students did well in Question 1. Students who demonstrated an excellent comprehension of the text by providing a minimum of 8 out of 10 correct responses, obtained the maximum points.

### Part B

#### Question 2

학벌에 의해 차별 받지 않는 사회 동시에 모든 종류의 부당한 차별과 불평 등이 없는 사회

#### Question 3

별은 반대한다 그러나 모든 종류의 차이는 존중 받아야 한다고 생각.

#### Question 4

원인은 중 고등학교 시절에 과중한 입시 경쟁에 시달려서(진정한 의미의 자유로운) 사색의 시간을 가질 수 없었기 때문에 or 생각하는 법을 배우지 못하고 대학에 들어오는 까닭에 학문에 적응을 하지 못함

대책은 중고등학생들을 입시 지옥에서 해방하는 일,

(문제집이 아닌)책/고전을 읽고 공부- 학문을 할 수 있는 소양을 닦아 대학에 입학,

대학을 온전한 학문기관으로 만들어야 함,

대학 서열을 없애야 함,

서열이 없어야 학생과 교수들이 자기 분야에서 최고가 되기 위해 경쟁 가능.

#### Question 5

시험이 배움 그 자체의 목적이 되었음.

대학의 서열화로 인해 입시 경쟁이 더욱 치열해 졌음

어려운 객관식 시험이 요구 됨(any of the two)

#### Question 6

- 학생들은 학문을 위해서가 아니라 취업을 위해 대학에 들어옴

또는 학생들은 학문할 준비가 안되어 있음.

- 대학의 학문은 입학 시험 그리고 취직시험과 상관이 없음

대학의 좋고 나쁨이 학문적 기준이 아니라 고시합격이나 취업현황을 통해 평가

대학은 학문적 여건을 개선하기 보다는 고시합격자를 늘리기 위해 투자

가장 큰 문제는 대학이 학문을 외면

대학이 취업 준비기관이 되었음.

#### Criteria Capacity to understand general and specific aspects of texts

##### Capacity to convey information accurately and appropriately

Many students were unable to answer Question 3; some students gave the Question 2 response to Question 3.

Apart from these students, most understood the text well and showed the capacity to convey information correctly with sufficient explanation in all questions.

#### Section 2 – Reading and responding

##### Criteria Capacity to identify and synthesise relevant information and ideas from the text

##### Appropriateness of structure and sequence

##### Accuracy, range and appropriateness of vocabulary and grammar

#### Question 7

Students were asked to read two texts of opposing views on the downloading of MP3, and write a letter to an editor of a pop music magazine.

Generally, students produced a letter with good structure and sequencing. However, some lacked relevant information and ideas from the text.

Students should have avoided writing over the word limit of 1000 *cha*. The letter had to be formal and have relevant information and thoughts.

#### Section 3 – Writing in Korean

##### Criteria Relevance, breadth and depth of content

##### Appropriateness of structure and sequence

##### Accuracy and vocabulary and grammar

##### Range and appropriateness of vocabulary and grammar

Students were given a choice of two imaginative and two evaluative writing tasks. The most popular topic was ‘the imaginative letter to their daughter or son to be married the next day’ (Question 10), followed by ‘to write an evaluative report to a school newspaper about how the computer affects school and family life’ (Question 9).

Students generally produced a good written piece, particularly on topics requiring imaginative writing. In evaluative writing, their work tended to lack breadth, depth and ideas. Most students demonstrated sufficient ability to convey their ideas with good structure and sequencing.