2021 VCE Korean First Language oral external assessment report

General comments

The Korean First Language oral examination assesses students’ knowledge and skills in using spoken language. It is important that students and teachers familiarise themselves with the specifications for oral examinations available on the [VCE Korean First Language examinations webpage](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Korean-First-Language.aspx)*.* The examination has two sections – a presentation of up to five minutes (which includes a short introduction of no more than one minute) and a discussion of approximately five minutes.

It should be noted that during the oral examination:

* students may be asked a variety of questions with varying levels of difficulty. Questions may also be asked in a different order from the one students anticipate
* assessors may interrupt students to ask questions during either section of the examination; this should be regarded as a normal process in a discussion
* assessors may also repeat or rephrase questions
* normal variation in assessor body language is acceptable.

Details of the assessment criteria and descriptors are published on the VCAA website. It is important that all teachers and students be familiar with the criteria and descriptors and that students use them as part of their examination preparation. This will help students to engage in a lively and interesting exchange with assessors. Although there are similarities between the assessment criteria for the presentation and discussion sections of the examination, the criteria assess two very different aspects of performance. Students who are well prepared are generally able to demonstrate their abilities and proficiency in the language.

Students who need to use cue cards should do so in a suitable way – as brief prompts to aid memory rather than text to be read verbatim.

Specific information

Section 1 – Presentation

Following a short introduction of no more than one minute, students present on a subtopic selected from the topic ‘Language and culture through Literature and the Arts’, using supporting objects and/or cue cards if they wish. The presentation should last no longer than four minutes. The presentation should include a clear stance on the issue selected, relate clearly to the subtopic chosen for detailed study and be supported by evidence. Students are expected to refer to texts studied.

Responses that scored highly demonstrated excellent control of style and register. Students stated accurately their explored subtopic using an extensive range of adequate expressions, with excellent tempo and effective time management. Their use of resources and their knowledge enabled them to deliver relevant information accurately and in a logical manner, to analyse the implications and to deduce well-developed opinions and conclusions.

Responses that did not score well did not demonstrate clear arguments about the chosen subtopic. The ideas and opinions were superficial, and students were not able to elaborate on or make effective use of the texts presented.

Section 2 – Discussion

Following the presentation, the student discusses aspects of the selected issue with the assessors and should be prepared to clarify the points presented.

Responses that scored highly demonstrated the students’ ability to defend their stance with clear evidence analysing resources related to the subtopic chosen. Students had developed an extensive vocabulary that was specific to the subtopic chosen, and delivered their responses readily and confidently, demonstrating the ability to handle challenging questions ranging beyond the chosen issue.

Students who could not expand on or effectively discuss the answers to the questions demonstrated a lack of preparation. They did not use their resources successfully and retold the information provided during their presentation. They found it difficult to clarify and incorporate original ideas and opinions in an effective way.