2023 VCE Korean First Language written external assessment report

General comments

This was the second year of implementation of the Korean First Language Study Design 2022–2026, meaning students and teachers were now familiar with the specifications for written examinations. The information is still available on the VCAA website for those who require further information.

In general, students were able to understand all tasks, and responded well to most sections, demonstrating knowledge and understanding of the new examination structure and the different text types and writing styles required. Student responses were assessed holistically according to the assessment criteria and the expected qualities published on the VCAA website.

Students must be aware that it is important to:

* use the 15 minutes of reading time effectively
* take detailed notes during the playing of the two listening texts
* be attentive to the audience, purpose, writing style and text type required in Sections 2 and 3
* be aware that the spaces provided in Section 1 give an indication of how much to write
* notice that the visual image within the text also contains information that needs to be utilised when developing their response. It is not there simply to decorate or support the text.
* pay particular attention to the task verb: explain, describe, compare, analyse, discuss etc. (설명하다, 기술하다, 비교하다, 분석하다, 서술하다, 논하다, etc.)

Specific information

This report provides sample answers, or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Students were expected to answer all questions with correct sentence structures but were not penalised for spelling or spacing mistakes.

Section 1 ‒ Reading, listening and responding

The assessment criteria for this section were the capacity to:

* understand general and specific aspects of texts
* identify and integrate relevant information and ideas from the texts
* convey information accurately and appropriately.

Higher-scoring responses were able to identify the relevant information required for responses from the aural and written texts. Some students seemed to understand the listening passages well but did not always respond specifically to the focus of the questions. It is important that students develop good comprehension skills and ensure that they utilise them specifically in their response.

Question 1a.

* (이미지1)해녀의 중요성을 기념하기 위한 동상이 제주도에 세워짐. ([from image] A monument has been built on the island to celebrate the importance of haenyeo.)
* 세계적으로 보존가치가 있는 여성중심의 해양문화 공동체로서 유네스코 인류무형문화 유산으로 지정됨. (The haenyeo culture was inscribed on the UNESCO Representative list of the Intangible Cultural Heritage of Humanity in recognition of the value of preserving this female-centred marine cultural community.)
* 제주특별자치도의 대표적 캐릭터로 지정됨. (Haenyeo was designated as the character to represent the Jeju Special Self-governing Province.)

Question 1b.

* 동료: 다른 안전장치가 없으므로 공동작업이 특히 중요하다. (Colleagues: because they have no other special safety measure, working in groups is particularly important.)
* 숨비소리: 숨을 참았다가 물밖으로 나오면서 내는 소리로 서로의 안위를 확인한다. (Sumbisori: they confirm each other’s safety by letting out a sound as they resurface after holding their breath underwater.)
* 테왁: 물에 떠 있을 때 붙잡고 있을 수 있다. (Taewak: they hold on to this buoy device when floating.)
* 상군 중군 하군: 능력에 따라 잠수 시간과 작업 수심을 제한하였다. (The diving depth and time are limited for junggun and hagun divers.)

Question 1c.

* 보호의 기능(바람을 막아주고 모닥불을 지펴 체온을 올린다.) (Protection: bulteok shelters haenyeo from cold winds and warms them with a bonfire.)
* 휴식의 기능(함께 음식을 먹고 옷을 갈아입고 이야기하며 쉰다) (휴식이나 쉼의 뜻이 들어가면 답으로 인정) (Break time: Haenyeo share food, change clothes, talk and rest / take a break here.)
* 학습공간의 기능(물질의 실용적인 정보와 기술이 전수된다.) (Learning: practical information and skills about diving and harvesting are shared and transferred here.)
* 회의장의 기능(작업에 관한 규정이나 마을의 대소사를 논의한다.) (Discussions and decision-making: haenyeo discuss rules about their work and various village issues.)
* 불턱은 환경과 인간이 함께 어우러지는 해녀정신이 담긴 전통적인 공간으로서 오늘날까지 이어져 내려오고 있는 해녀공동체의 다양한 문화의 산실이며, 이것이 바로 그 핵심가치라고 할 수 있다. (Bulteok is a traditional communal space that represents the haenyeo spirit of humans living in harmony with the environment. It’s the cradle of haenyeo’s diverse community cultures that continue to live and grow today.)

Question 1d.

자연과 인간이 공존하는 아름다운 문화라 할 수 있는 이유는: (Why it is a beautiful culture where humans and nature coexist:)

* 산소공급장치를 사용하지 않기에 많은 양을 수확할 수 없다. (Haenyeo don’t use oxygen devices and therefore cannot harvest big amounts at a time.)
* 남획을 방지하기 위해 작업시간을 정해놓고 엄격히 지키고 있다. (They strictly observe working hours to prevent overfishing.)
* 산란기에는 조업을 할 수 없도록 금어기로 지정한다. (They abide by a closed fishing period during the spawning season so that no one may enter the water.)
* 어린 개체를 보호하기 위해 잡을 수 있는 크기를 정하고 소라나 전복의 종묘를 뿌려 개체수 보존을 위해 노력한다. (They practise size-selective fishing to protect juvenile sea life and release conch and abalone seeds in the village fishery to help preserve the sea life population.)
* 첨단장비와 특정기술을 사용하지 않음으로써 작업과정에서의 오염발생을 최소화한다. (They self-prohibit the use of advanced tools and certain technologies to minimise sea contamination in the work process.)
* 바다쓰레기를 청소하고 바닷속 잡초를 제거하면서 바다밭 환경보호를 위한 노력을 끊임없이 하고 있다. (They protect the sea field by regularly cleaning the coast and removing weeds from under the sea.)

문화유산으로서의 보존을 위한 계승 방안으로는 해녀 보조금을 지원하고 안전한 작업환경 마련 등을 더 강구해야 할 것이다. 설립된 해녀학교를 통하여 젊은 해녀들을 적극 양성하여 고령화 문제를 조속히 해결하고, 문화탐방과 같은 현장체험교육을 활성화시켜 해녀에 대해 널리 알리고 보호하는 인식을 확산시키는 데 힘써야 한다. 나아가 해녀박물관이 갖고 있는 다양한 해녀문화 콘텐츠를 통하여 자연과 공존하는 아름다운 해녀문화의 가치를 전파하고 원시적인 채집전통을 전수하는 일 또한 멈추지 말아야 할 것이다.

(How to preserve and develop the haenyeo culture as a cultural heritage of humanity: There should be continued efforts to provide subsidies for haenyeo and ensure that they work in a safe environment. It is important to nurture young divers at the haenyeo schools and promptly address the haenyeo ageing problem. Field-based experience programs such as cultural tours will help to raise awareness about haenyeo and how to protect them. And the Haenyeo Museum’s various cultural contents can be used to spread the value of human-nature coexistence embodied by the beautiful haenyeo culture and to pass on the traditional method of sea harvesting.)

Section 2 ‒ Reading, listening and creating text

The assessment criteria for this section were:

* the capacity to identify, integrate and synthesise relevant information and ideas from the texts
* appropriateness of structure and sequence
* accuracy, range and appropriateness of vocabulary and grammar (including punctuation and, where relevant, script).

Question 2

Students were required to demonstrate an understanding of the two stimulus texts provided and respond to the task using their capacity to identify and synthesise pertinent information and ideas from the texts. The formal letter text type required salutation, greeting, body (content), date and sign off as well as the correct register, style and layout.

* Writing style: persuasive
* Text type: formal letter
* Audience: the campaign manager
* Context: Australia’s diverse ethnic composition, including First Nations Peoples

High-scoring responses combined and integrated the relevant information and main ideas from the two texts effectively and logically to successfully create an original persuasive text. Students demonstrated very effective structuring and sequencing of information and ideas across the response text. Students should make sure that they practise writing extended responses within a specified timeframe, as some students did not complete their response with appropriate detail.

The following are relevant information and ideas from the two texts that could have been discussed in the formal letter.

* Text 2A
* 각자의 다양성을 인정하고 존중하는 다문화 (multiculturalism that acknowledges and respects everyone’s diversity)
* 다양한 이민자들이 모여서 다양한 문화를 보여주는 프로그램들 (programs where immigrants from diverse backgrounds get together and introduce their various cultures)
* 다언어안내 (services in multiple languages)
* 정부의 적극적인 지원 (the government’s active support to promote diversity)
* 사람들이 서로 존중하며 어우러지는 조화로운 모습 (examples of people being inclusive in a mutually respectful way)
* Text 2B
* 호주 원주민들의 참여와 기여 (participation and contribution of indigenous Australians)
* 호주의 오랜 역사를 보여줌 (reflecting on Australia’s long history)
* 호주 국가처럼 ‘하나된’ 모습 (moments of ‘unity’ as reflected in the lyrics of the national anthem)
* 다양한 원주민들의 언어와 문화 소개 (introducing various indigenous languages and cultures)
* Welcome to Country 선언 (the ‘Welcome to Country’ statement)

Section 3 – Writing in Korean

Both task options were selected by students, though Question 3 (the interview script) was the more popular of the two. Students who scored highly in this section demonstrated an ability to effectively structure their text, to logically sequence the information they were seeking to convey, to use the appropriate characteristics of the text type and writing style, and to include a range of vocabulary and sentence structures.

Question 3

From late June 2023, the Republic of Korea has been implementing a standardised system for age counting. You turned 18 this year. Write an article for your local newspaper about the advantages and disadvantages of adopting the internationally recognised age counting system.

* Writing style: evaluative
* Text type: article for a local newspaper
* Audience: public

Students who scored highly presented at least two advantages and disadvantages of adopting the internationally recognised age-counting system, and discussed them rationally and objectively, using evidence to support the contrasting sides or alternatives. Students needed to include evaluative language such as impersonal expressions and use of the third person, and to organise the piece of writing as an article through characteristics such as topic, structure (introduction, body, conclusion), content, title, author (fictional name), register, style and layout.

Question 4

A sporting organisation in Melbourne is recruiting volunteers to assist with the operation of its annual international tournament. You applied to the organisation and were invited for an interview. Write a script for this interview in which you and the interviewer discuss your suitability for the position.

* Writing style: personal
* Text type: script for an interview
* Audience: the persons concerned

Question 4 was the most popular choice. Using the appropriate text type in examinations is important and students are encouraged to carefully review the requirements for various responses. In this question, students were required to write the script of an interview. Some did not fully appreciate the text type requirements for their responses. It is advised that students practise writing in the various text types and learn the features of each.