2024 VCE Korean First Language written external assessment report

General comments

Students generally demonstrated knowledge and comprehension of the examination structure and managed their time well. Most students achieved moderate results.

Students are advised they:

* are permitted to consult dictionaries during reading time and during the examination
* should make thorough notes while the two listening texts are being played
* should be guided by the space provided and number of marks allocated for each answer in Section 1 when judging how much they should write in their response
* should be aware that visual texts within the written texts also contain information that needs to be utilised when developing a response
* should pay careful attention to the audience, purpose, writing style and text type required for responses in Sections 2 and 3
* should pay particular attention to the task verb in the questions: for example, 설명하다 (explain), 기술하다 (describe), 비교하다(compare), 분석하다(analyse), 서술하다 (discuss), 평가하다 (identify).

Specific information

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

Section 1: Reading, listening and responding

Responses in this section were assessed on how well they:

* showed an understanding of general and specific aspects of texts
* identified and integrated relevant information and ideas from the texts
* conveyed information accurately and appropriately.

High-scoring responses were able to identify the required relevant information from the aural and written texts. Some responses showed a good understanding of the listening passages, but did not always respond specifically to the focus of the questions. In addition to developing the ability to understand texts, students should practise identifying the focus of questions and ensure they specifically address that focus in their responses.

Question 1a.

Both of:

* 일제강점기에 경성의 인구 증가로 인한 주택난 해소를 위해 누동궁 터를 작은 필지로 나누어 대규모 한옥 단지를 건설했다. (Due to shortage of houses at that time because of migration.)
* 다른 한옥마을들에 비해 비교적 가난한 양반이나 식민 통치로 인해 경제적으로 피폐한 조선의 서민들을 위해 익선동의 한옥을 건설했다. (Also built hanok in Ikseon-dong for those who were poorer and had suffered from colonial rule.)

Question 1b.

All of:

* 익선동 한옥마을은 좁은 골목길로 이루어져져 차가 다닐 수 없을 정도로 작은 한옥들로 지어졌다. (Ikseon-dong hanok villages have small hanoks along alleyways too narrow for cars to get through.)
* 종로의 후미진 뒷골목에 있어서 큰 길에서 잘 보이지 않는다. (Located in the smaller backstreets of Jongro so is not visible from the main roads.)
* 지하철 1,3,5호선이 만나는 교통의 요지에 있다. (It is in the transportation hub where three train lines, numbers 1, 3 and 5, meet.)
* 100년 전 한옥 거리의 모습을 그대로 보존하고 있다. (It preserves the hanok village scenes from a century before.)

Question 1c.

All of:

* 마당을 축소하여 ㄱ자, ㄷ자, ㅁ 자의 구조로 지었다. (The courtyard size was reduced and was built in the shape of ㄱ, ㄷ, and ㅁ.)
* 넓은 땅을 작은 필지로 나누어 전통한옥에 비해 대지의 크기가 작아 대규모 단지로 건설했다. (A large lot was subdivided into a large-scale housing complex; therefore, the lot size of individual houses is smaller than the traditional hanok.)
* 한옥의 규모가 작아서 길에 맞닿은 담장 위에 창문을 설치했다. (Ikseon-dong hanoks have windows installed directly on the walls adjoining the streets.)
* 대청 마루에 유리 문을 달아 현관이나 거실로 사용했다./ 당시 유행했던 서양식 주거 양식인 문화주택의 편리함과 위생적인 면을 추구했다. (They installed glass sliding doors on the raised floors, which can function as a front door and a living area. / They incorporated the convenience and hygienic features of the Western houses that were popular at the time.)
* 공간을 효율적으로 활용하기 위해 안채, 사랑채, 행랑채를 집중적으로 배치하여 동선을 간편화 했다. (Anchae, Sarangchae and Haengrangchae rooms were connected through a corridor for a more functional use of space.)
* 함석 차양을 달아 비와 햇볕을 차단했다. (Steel awnings were added to block out rain and sunlight.)

Students answered this question reasonably well. High-scoring responses were able to identify all the characteristics of Jeong Se-Gwon’s urban hanok. Lower-scoring responses did not accurately or clearly identify the characteristics of Jeong Se-Gwon’s urban hanok. Some responses gave the characteristics of Ikseon-dong hanok villages rather than those of Jeong Se-Gwon’s urban hanok.

Question 1d.

All of:

**역사적 가치 (Historical value)**

* 익선동 한옥 마을은 식민지 조선의 건축 양식과 도시형 한옥 양식을 볼 수 있다 (architectural style)

익선동에서 한옥을 개조하여 직업 현장으로 삼은 후손들이 현재 자신이 가진 직업과 삶으로 자신의 정체성을 확인하고 조상들의 전통을 계승할 수 있는 계기를 마련해 주었다 (Descendants who renovated hanoks in Ikseon-dong as workplaces have found their identity through their professions and lives, creating an opportunity to continue their ancestors’ traditions.

* 일제강점기에 지어진 도시형 한옥 마을이 한옥밀집지역으로 지정되어 보존, 계승될 수 있다 (preserve traditional characteristics from the Japanese colonial period)

**문화적 가치 (Cultural value)**

* 100년 전 거리를 그대로 보존함으로써 거주민들의 생활양식을 볼 수 있다 (preserving historical streetscapes)
* 과거에 머물지 않고 현대에 와서 카페, 식당 등으로 개량하여 현재까지 사용 가능한 한옥을 보존하고 있다 (transforming traditional hanok into tourist attractions)

**경제적 가치 (Economic value)**

* 정세권이 대규모 한옥 단지를 건설함으로써 얻어진 수익으로 조선의 경제적 독립에 이바지했다 (historical economic benefits)
* 도시형 한옥을 다양한 형태로 변신시켜 내, 외국인들의 관광지 역할을 함으로써 현재와 미래의 경제적 가치를 지니고 있다. (Today, it is considered a 'hot place' for young people.)

This question was not answered well. Responses overall lacked an appropriate evaluation of the Ikseon-dong hanok village when providing its historical, cultural and economic value. Higher-scoring responses provided many of the relevant points and mostly conveyed information accurately and appropriately. Lower-scoring responses demonstrated minimal information and included ideas that were irrelevant or unrelated to the question.

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

In this question, students were required to write a formal letter from the perspective of a professional gamer to the president of the local sports association to persuade them that eSports are a modern form of competition that is good for both individuals and the nation. The kind of writing required was persuasive.

Students had to show an understanding of the two stimulus texts given and address the task by utilising their ability to recognise and combine relevant information and ideas from the texts. The formal letter text type required a salutation, greeting, body (content), date, and sign-off and needed to be written using the correct register, style and layout.

High-scoring responses effectively:

* synthesised and integrated key information and main ideas from both texts, creating a new text that was cohesive and persuasive
* demonstrated excellent control of language
* demonstrated strong organisation and sequencing of ideas, accurately identifying key points from the source texts and combining them to form an original persuasive composition of a formal letter
* utilised a broad range of sophisticated vocabulary, and complex and accurate grammatical structures.

Low-scoring responses demonstrated:

* minimal information, and ideas that were largely irrelevant or unrelated to the question
* insufficient characteristics of the kind of writing and format required
* inconsistent structuring and sequencing of information and ideas
* poor range of vocabulary and grammatical structures
* poor awareness of the requirements of the question.

Relevant information and ideas from the two texts that could have been discussed in the letter are listed under Text 2a. and Text 2b.

Text 2a.

* 온, 오프라인 대회 개최로 게임에 대한 부정적인 견해에도 불구하고 온라인 게임은 e 스포츠로 자리잡음. (Despite negative views towards gaming since hosting on and offline competitions, online games have established themselves as eSports.)
* 2018년 시장 규모가 국내는 1,000억원, 글로벌은 1,350억달러에 이를 만큼 놀라운 성장을 이룸. (In 2018, the industry achieved remarkable growth with market shares of 100 billion won in Korea and 135 billion dollars globally.)
* e 스포츠는 신체 활동 중심으로 인식되던 스포츠의 개념을 두뇌 활동으로 확장시키는 단계에 도달. (eSports have reached a critical point of expanding the concept of sports from physical activities to brain activities.)
* 2022 항저우 아시안 게임에서 대한민국 선수들은 금 2개, 은 1개, 동 1개를 획득하여 국위를 선양하였고, 롤 종목 우승팀은 e스포츠 사상 첫 병역특례 대상자들이 됨으로써 게임과 프로게이머에 대한 인식의 변화가 이루어지는 또 하나의 계기가 마련됨. (At the 2022 Hangzhou Asian Games, Korean players won two gold, one silver, and one bronze medal, promoting Korea’s national prestige. The winning team of League of Legends was given the special privilege of military service exemption for the first time in the history of eSports, which served as a momentum for changing attitudes towards gaming and pro-gamers.)
* 게임산업이라는 좁은 울타리를 넘어서 엔터테인먼트 산업이라는 더 큰 영역으로 확산될 뿐 아니라 장차 올림픽의 정식 종목으로 채택되는 가능성에 기대를 가지고 있음. (There is some anticipation that eSports will exceed the narrow constraints of the game industry and expand into a greater domain of the entertainment industry, and that one day it will be selected as an official Olympic event.)
* 2015년 이래 성장을 거듭해온 e 스포츠 산업이 2020년 이래 잠시 주춤하는 양상을 보이고 있음. (The eSports industry has seen significant growth from 2015 onwards, but its growth trajectory has begun to slow down in recent years, especially since 2020.)

Text 2b.

* 게임에 특별한 재능이 있다는 점에 대한 부모의 이해와 동의, 그에 따른 지지가 중요. (It is important for parents to understand and agree that they have a special talent in gaming and support them.)
* 학업도 게을리 하지 않고, 게임을 할 때도 정한 시간을 지켜서 생활에 질서를 깨뜨리지 않으려고 애씀. (One does not neglect their studies, limits their time gaming and keeps to a good routine.)
* 세계적인 프로게이머가 된 이후에도 하루 10시간 이상 연습에 집중하고, 체력을 유지하기 위한 노력도 게을리 하지 않고 있음. (Even after becoming a world-famous pro-gamer, you need to have a focused practice for up to 10 hours a day and not neglect looking after your physical fitness.)
* e스포츠라는 분야가 단지 미래가 불투명한 청소년들이 빠져들어가는 잘못된 길이 아니라 21세기에 주목받아 마땅한 유망한 산업 분야라는 점에서 국가와 대중의 관심, 인식의 변화와 제도의 확충이 필요. (eSports is no longer seen as ‘a lost way’ that young people without good prospects seek as an escape, but a promising industry that is worthy of our interest in the 21st century. It deserves the interest and changes in attitude from the government and the public, and to this end expansion of the relevant system is necessary.)

Section 3: Writing in Korean

In Section 3, Question 3 received the most responses. This involved writing a script for a speech to the school assembly. High-scoring responses in this section exhibited proficiency in:

* structuring the text effectively
* logically organising the information they aimed to communicate
* utilising the appropriate features of the text type and the required kind of writing
* incorporating a diverse range of vocabulary and expressions.

Question 3

In this question, students were required to write the script for a speech to the school assembly based on their personal experiences. The speech script text type required a greeting, a title and topic, and speech-appropriate register and style.

The highest-scoring responses were engaging and demonstrated that students had carefully read the question and planned their response. High-scoring responses demonstrated familiarity with and utilisation of the correct and appropriate writing conventions for the text type, and used appropriate language.

Lower-scoring responses demonstrated insufficient characteristics of the kind of writing in the required format – a script written from personal experience. Some responses emphasised factual and objective information rather than emphasising ideas, opinions, feelings and impressions as is required in personal writing. Some demonstrated an integration of their ideas in a very logical, relevant way with refined language skills; however, the response was not based on personal experiences. Students are reminded of the importance of reading each question carefully.

Question 4

In this question, students were asked to write an imaginative short story based on the provided single frame illustration of a web cartoon. The short narrative text type required a title/topic, author, creative content, and an appropriate structure, register style and layout. The story needed to be pertinent to the illustration's subject matter and could include:

* description of person, place (setting), emotion and atmosphere
* careful selection of language such as adjectives and adverbs (or their equivalents)
* techniques such as juxtaposition of different sentence lengths
* structure and sequencing, to add to the overall effect by conveying the required emotion
* clear structure, including plot development and a resolution or conclusion.