

2020 VCE Korean Second Language oral examination report

General comments

2020 was the first year this study was delivered according to the newly accredited *VCE Korean Study Design 2020-2024* and examination specifications. It is important that students and teachers familiarise themselves with the [specifications for oral examinations](#), available on the VCE Korean examinations webpage of the VCAA website. Students and teachers are also reminded that a [series of videos](#) has been produced to help with preparation for the oral examinations; these are also available on the VCE Korean examinations webpage of the VCAA website.

Students who scored well presented a wide range of information, ideas and opinions on their topics. They used effective repair strategies to continue the conversation and to keep the discussion flowing naturally. These students spoke confidently and fluently with clear diction and moderate tempo.

Some students relied on responses that appeared to have been memorised. These students should practise the skills needed to carry the conversation forward with a combination of learned information and spontaneous responses. Their selection of vocabulary was limited and inappropriate, and poor pronunciation compromised clarity and understanding, leading to poor communication.

Common grammatical errors were in the use of particles, such as *-은/는/이/가/을/를/에/에서*, as well as subject–verb agreement. To improve grammatical accuracy and vocabulary, students should regularly read everyday texts such as news articles and books, as well as practise speaking Korean every day.

It should be noted that during the oral examination:

- students may be asked a variety of questions of 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.

Section 1 – Conversation

In general, students handled the requirements of Section 1 well. Most students presented appropriate responses to questions and comments, focusing on their personal experience. Students who scored highly carried the conversation forward spontaneously in a confident manner. These students were able to elaborate on information by including relevant reasons or examples in depth. Students who did not score as well tended to present answers without elaboration, hesitated frequently and paused for a long time throughout the conversation, which hindered the natural flow of communication. Their use of language was not always appropriate.

Section 2 – Discussion

Students chose a variety of subtopics from the two themes: 'The Korean-speaking communities' and 'The world around us'. Generally, students brought an image relevant to their subtopic. Almost all students referred to the image to develop their discussion about the subtopic. Students are reminded not to write notes on the back of the image. Some students repeated a one-minute introduction as they did at the beginning of the assessment. The format of Section 2 does not require a one-minute introduction.

High-scoring students demonstrated the ability to elaborate on complex information and explore aspects of the subtopic. They articulated and defended ideas and opinions clearly and logically. They were able to show initiative during the discussion and responded to a range of question types flexibly.

Students who did not score well did not convey information about their chosen subtopic as effectively. They did not link their ideas with the subtopic relevantly and comprehensively. They relied too heavily on prepared responses, which were repetitive for different questions.

Students should ensure that they present sufficient information and knowledge of their chosen subtopic. Students are advised to broaden their vocabulary, increase grammatical accuracy and improve the clarity of expression, including pronunciation and tempo. Moreover, students need to be able to present and respond to different aspects or perspectives relevant to their subtopic.