

2021 VCE Korean Second Language oral external assessment report

General comments

The 2021 Korean Second Language examination assessed the *VCE Korean Second Language 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 Second Language examinations webpage](#). Students and teachers are also reminded that a [series of videos](#) has been produced to help with preparation for second language oral examinations.

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 that 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.

Specific information

Section 1 – Conversation

Section 1 of the examination involves a general conversation between the student and the two assessors about the student's personal world and their interactions with the Korean language and culture as learners. It is an organic conversation about the student's personal world.

Most students performed well in the conversation relating to their personal world and the Korean-speaking communities. They were well prepared and demonstrated very good pronunciation. Responses that received high scores used an outstanding range of vocabulary and grammar structures and were cohesive and comprehensive. Students were able to use complex grammatical structures with minor errors. They handled all questions, successfully carrying the conversation forward with spontaneity and good repair strategies. They elaborated on their ideas and opinions well, were confident, and their responses were always relevant to the questions.

Responses that did not score well demonstrated partial information and lack of preparation. Students presented minimal information and could not elaborate on their ideas and opinions effectively. They used simple vocabulary repeatedly and inaccurate sentences frequently. They lacked good presentation skills, such as using a confident voice and clear pronunciation.

Section 2 – Discussion

Following the conversation, the student discusses their chosen subtopic and the supporting visual material that they have brought with them. The specifications require the student to explore aspects of the subtopic, including information, opinions and ideas. It is important to carefully consider the choice of subtopic and supporting image when preparing for this section of the examination. Images that include rich information provide more opportunity for students to offer a greater depth and range of information, ideas, opinions and reflections about the subtopic.

While the quality of the visual stimulus was not assessed, students who selected images that were easy to share with the assessors found it easier to communicate their ideas. Students are reminded that it is not the image that is being assessed – it is the quality of the discussion. Students should therefore select an image that adequately enables them to integrate that image into a discussion about their selected subtopic.

Most students demonstrated their ability to discuss their subtopics comprehensively. Their information, ideas and opinions were clear and logical. They used the image as a prompt effectively and skillfully to support the discussion on the subtopic. High-scoring responses enabled the assessors to move to the next question seamlessly. Excellent responses were always relevant to the image and the assessors' questions. Students had prepared well to show the breadth and depth of the information that could carry the discussion smoothly, which made the discussion rich and interesting. They responded successfully to questions they might not have expected. In addition, their vocabulary and grammar were outstanding with few errors.

Responses that did not score well presented ideas and opinions superficially. Students were not able to demonstrate how their information effectively and cohesively related to the subtopic. In some cases, the subtopics they chose were not relevant to 'the Korean-speaking communities' or 'The world around us'.

Students are advised to choose the most interesting subtopic they can present easily and an image highly related to the subtopic. They are expected to bring one image only, and can keep referring to the image during the discussion.

Students should not write any notes on the front or back of the image.