2022 VCE Korean Second Language oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections: a conversation of approximately seven minutes and a discussion of approximately eight minutes.

In both sections, students were assessed in:

* content and communication (relevance, depth and range of information, ideas and opinions; capacity to elaborate and reflect on information, ideas and opinions; capacity to interact with assessors; and effective communication)
* language (appropriateness of vocabulary, grammar and sentence structures; and clarity of expression, including pronunciation, intonation, stress and tempo).

An increasing number of students from non-Korean background sat the examination this year. Most of them enjoyed K-pop culture, and their Korean conversation skills were relatively good. They had little or no difficulty conversing on everyday topics.

Students who achieved high results were able to converse and were able to elaborate on information and ideas, especially in the discussion section.

Despite good language skills, a few students were not well prepared for in-depth discussions on their subtopics. They appeared not to have researched their subtopic effectively in order to be able to elaborate on information and opinions clearly.

Specific information

Section 1 – Conversation

This section was 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. Students were able to support their personal reflections by referring to any of the relevant subtopics studied in class from the two prescribed themes, ‘The individual’ and ‘The Korean-speaking communities’.

Students who engaged in higher-scoring conversations:

* demonstrated an excellent level of understanding by responding readily and communicating confidently, and carrying the conversation forward with spontaneity
* provided an excellent range of information, ideas and opinions clearly and logically with highly relevant responses
* clarified, elaborated on and defended information, ideas and opinions very effectively
* used sophisticated vocabulary and structures accurately and appropriately; used language naturally
* demonstrated excellent pronunciation, intonation, stress and tempo.

Generally students understood most of the questions asked by the assessors during the conversation. While some students communicated confidently and gave informative answers, others gave short and insufficient answers.

Content and communication

Most of the students seemed to understand the questions and provided answers that were relevant, expressing their own ideas and opinions effectively. Some elaborated successfully on the information and their views and interpretations of the topics, and interacted with assessors appropriately. However, in some cases the conversation could not be carried forward because the students’ answers contained too little information to allow further relevant questioning. Most students had good strategies for continuing conversations. Lower-scoring conversations usually included meaningless repetitions, loss of knowledge in the subject matter, or habitual non-idiomatic verbal fillers such as umm, err etc.

Language

Students used words and terms mostly at an appropriate level and answered using simple sentences without structural errors. Some students had occasional issues with voice projection, enunciation and speed of speech. This caused them to use words and grammar less accurately and to have difficulty in understanding more complex questions. High-scoring students demonstrated more thoughtful opinions, ideas and elaboration with less need for the assessors’ leads. They seemed to demonstrate more open attitudes, which made it easier to talk to them.

Students should practise repair strategies to keep the conversation going when they don’t understand the question or do not have enough information to reply adequately. Occasionally, some students used more written Korean sentence structures than spoken ones, which showed their main source of learning was more through writing.

Section 2 – Discussion

During the discussion, students were expected to respond to questions on their chosen subtopic and their supporting visual material. Both had to relate to either of the prescribed themes, ‘The Korean-speaking communities’ or ‘The world around us’. The focus of the discussion was on exploring aspects of the subtopic, including information, opinions and ideas.

Students who engaged in higher-scoring discussions:

* provided an excellent range and depth of information, ideas and opinions with an original perspective on the subtopic
* elaborated on complex information and defended ideas and opinions clearly and logically with highly relevant responses
* used the visual material skilfully to support the discussion on the subtopic
* communicated information, ideas and opinions very confidently and carried the discussion forward with spontaneity.

Some students demonstrated a near-expert level of knowledge and interests in their subtopic, such as in arts or cuisine, which showed the importance of choosing the topic from their personal interests.

High achievers were well prepared for their topic, applied appropriate terms and grammatical skills, maintained good voice projection and eye contact, and demonstrated good interactive skills.

Content and communication

Students who scored highly had prepared well and were able to discuss their subtopics comprehensively. Most had chosen their own unique subtopics and had undertaken comprehensive in-depth research, which made the discussion rich and interesting. They were able to communicate ideas and opinions with confidence and carry the conversation forward with ease. The visuals that students presented usually helped them with the topic introduction and overall messages. Some students used it more effectively to explain or evidence some facts to support their report. Some excellent visuals were prepared and presented by the students, representing their enthusiasm and knowledge in their chosen topic.

Some topic choices seemed more influenced by the subject teacher, which often resulted in less originality, personal opinions or research efforts. Students who scored less well seemed to have not done enough research on their subtopic. Quite a few students chose the abstract topic of ‘happiness’, and presented almost identical arguments for the subtopic, rather than providing original viewpoints. They seemed not to be confident enough about their chosen subtopic, making the discussion less enthusiastic. In other cases this was evident by a student’s false start to the given question, repetition of the same sentences, hesitant responses or less-confident gestures. Some students seem to have depended on Google to prepare for the discussion, and were unable to provide any research reference, which made it hard to identify the authenticity of the information they presented.

Language

Most of the students used honorific registers appropriately, although the quality and expression of their language were not as fluent during the discussion as in the conversation. A few students did not seem to know the accurate meaning of the expressions or vocabulary they were using, especially in Chinese-driven terms.

More information

Refer to the [VCE Korean Second Language study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/koreansecondlanguage/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Korean-Second-Language.aspx) for full details on this study and how it is assessed.