2023 VCE Korean Second Language written external assessment report

General comments

In the 2023 VCE Korean Second Language written examination, students showed their capacity to understand and convey general and specific aspects of both the written and listening texts. Most students performed well and presented their answers appropriately. High-scoring responses were typically relevant and appropriate.

Students should note that in both Sections 1 and 2, questions in Part A needed to be answered in English and in Part B in Korean. Students were not awarded marks for answers in the wrong language or for anything written in the note-taking space.

Students must read the instructions carefully and ensure that they respond to the keywords in the question in order to gain full marks. It is also important for students to write legibly, as they might be disadvantaged if the assessors cannot decipher their hand writing.

In Section 1 – Part A, students generally achieved high scores. However, some English words chosen were vague and inappropriate and did not deliver a clear or correct response. Students should select the most appropriate words to show a good understanding of the questions and respond succinctly with the appropriate vocabulary.

In Section 1 – Part B, students showed good understanding of the language and expressed it well in their responses. Despite some lengthy responses, most students received full marks if they included important keywords in complete sentences. Students also scored highly if they used ‘whereas’ or ‘while’ for Question 2a., as the question asked them to ‘compare’.

In Section 2 – Part A, responses that scored highly extracted precise and concise information rather than general knowledge and assumption about the texts. Students should not extend their understanding beyond what’s in the text. For example, where the text states that the ‘countryside is well developed in China’, some answers assumed that Joseon was not developed (which is not in the text). Students should also attempt to respond comprehensively to the questions, especially Questions 3d. and 3e., which require cohesive answers from both reading and listening texts.

Section 2 – Part B, Question 4 responses scored highly when students addressed the audience properly and included the purpose of the writing. Students needed to write an email in a persuasive style which included the background and details of the event. As the email was addressed to an adult audience, students needed to apply the honorific speech form to the email, and include the correct date format, such as year/month/day in their email. Higher scoring responses paraphrased the information from the stimulus text well and did not just repeat the information.

The most popular question in Section 3 was Question 5, which was an article of evaluative writing. Students developed their writing well in terms of structure, sequence and depth. High-scoring responses correctly applied the characteristics of each type of writing: they included knowledge and factual information for evaluative and informative writing and original and creative ideas, personal opinions, feelings and impressions for personal and imaginative writing. Students used a variety of vocabulary including analytical and emotive language, and used grammar accurately and appropriately, with minor mistakes.

Students are advised to:

* read a wide selection of Korean texts, which include old and contemporary information covering all subtopics that relate to the prescribed themes and topics in the study design
* practise writing answers concisely and avoid writing unnecessary information or inferring beyond what is required by the question
* practice identifying the keywords in a question to ensure that they understand correctly what the question requires for an answer
* avoid repetitive information in their writing and try to present original and creative responses rather than stereotypical information in a standardised format
* understand the characteristics of different writing styles and text types and demonstrate the different styles of writing depending on the text type and audience
* pay more attention to grammar and the use of particles and verb conjugation with honorific form.

Specific information

Note: 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.

Section 1

Part A – Listening and responding in English

This section assessed the students’ capacity to understand and convey general and specific aspects of texts.

Question 1a.

An example of a correct response is:

* avoid using abbreviations in formal/professional/official settings
* avoid using abbreviations that contain immoral/negative meanings
* use abbreviations carefully so as not to hurt another person’s feelings.

Question 1b.

An example of a correct response is:

Advantages

* vocabulary and expressions are enriched
* among peer groups, the use of abbreviations can deepen bonds.

Disadvantages

* possibility of destroying Korean language use
* communicating with others and (older) generations can be a bit difficult.

Question 1c.

a mirror

Question 1d.

An example of a correct response is:

* it reflects the lives of people who want to do everything quickly in Korean society, which has become especially accustomed to a fast life
* it reflects the changing trend of the Korean language.

Part B – Listening and responding in Korean

In this part of the examination students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in Korean. The information presented in the response needed to be relevant to the question. Students were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in Korean were awarded full marks.

Question 2a.

An example of a correct response is:

* 이전에는 사냥하는 사람을 막는 데 인원이 부족해서 어려움이 있었지만, 요즘에는 드론으로 감시하여 사냥을 효과적으로 막고 있다.   
  (Although there were people who stop animal poaching, the lack of staff often led to issues. However, drones are being used for surveillance to try and stop poaching.)
* 이전에는 텔레비전과 신문에 광고를 내서 동물보호의 목소리를 냈는데, 지금은 소셜 미디어가 동물보호에 대한 사람들의 인식을 향상시키는 데 큰 역할을 하고 있다.   
  (Animal protection used to be promoted in TV and newspaper commercials, but social media now plays a significant role in raising public awareness of the issue.)
* 인간들의 사냥으로 타스매니아 타이거가 멸종되어 생태계 균형을 맞추기 위해 인간이 몇몇 동물을 죽였는데, 이제는 복제 기술을 도입하여 생태계 균형을 맞출 수 있다.   
  (There was an effort to reduce the population of some species to balance nature, but now humans are trying to clone them, to reintroduce the Tasmanian tiger to restore the balance of nature.)

Question 2b.

An example of a correct response is:

* 인공지능으로 에너지 사용을 줄일 수 있다.   
  (AI can reduce energy use.)
* 인공지능으로 재활용을 통한 환경쓰레기를 줄일 수 있다.   
  (AI can reduce environmental waste by recycling.)
* 로봇으로 바다를 청소하고 관리할 수 있다.   
  (Robots have been invented to manage and clean the sea.)
* 로봇으로 환경의 소중함을 알게 하는 [프로그램이 있다](https://www.google.com/search?newwindow=1&sca_esv=580758711&rlz=1C1GCEA_enAU1079AU1081&sxsrf=AM9HkKkpqWpKF-J1VV-Ly2edg736sJeJoQ:1699511559515&q=%ED%94%84%EB%A1%9C%EA%B7%B8%EB%9E%A8%EC%9D%B4+%EC%9E%88%EB%8B%A4&spell=1&sa=X&ved=2ahUKEwiUj6_2pbaCAxUTcmwGHT0RCK0QkeECKAB6BAgIEAE).   
  (A program that helps people learn about the importance of the environment through robots.)

Section 2

Part A – Reading, listening and responding in English

Question 3a.

An example of a correct response is:

* even the countryside was well developed
* bricks were used for building houses
* working efficiently by using a variety of machines
* reusing broken roof tiles/giwa practically
* designing the tiles/giwa beautifully
* so many carts and horses (in Sanhaegwan).

Question 3b.

An example of a correct response is:

* Moon Sundeuk was the first Joseon person to travel to the Philippines and Macau
* the first marine research book was written based on Moon Sundeuk’s story
* Moon Sundeuk was the first Filipino interpreter/translator.

Question 3c.

An example of a correct response is:

* overcame hardships
* accepted unfamiliar cultures and customs with an open mind and without prejudice.

Question 3d.

An example of a correct response is:

|  |  |  |
| --- | --- | --- |
|  | The trip to Yeolha | Moon Sundeuk’s drifting |
| Authorship | The writer himself / Park Jiwon | Someone else / Jeong Yakjeon |
| Countries mentioned in the text | Only China | Japan, the Philippines, Macau (including China) |
| Text type | A (trip) diary | An article |
| Mode of travel | On foot | By sea/waves/boat. |

Question 3e.

An example of a correct response is:

* the social class was divided into Yangban (aristocratic/noble) and other classes / it was a closed-class society
* only men could travel
* only Yangban could write / other classes except Yangban couldn’t write
* there was little contact with foreign cultures, especially the Philippines and Macau. / Joseon people had only heard of Japan and China
* Joseon did not have efficient techniques/machines for construction.

Part B – Reading and responding in Korean

Students were required to demonstrate an understanding of the stimulus text and to address the requirements of the task by conveying the relevant information from the text that was appropriate for the audience and the prescribed writing style and text type.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published on the VCAA website. Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment.

It was possible to achieve a high score for this question without exceeding the specified word/character limit, which is shorter than the limit specified for Section 3.

Question 4

Possible answers include (any four of):

* 학생들과 지역 커뮤니티를 연결하는 활동을 목표로 하는 행사임.   
  (The event aims to improve students’ engagement with local communities.)
* 음식을 통해 문화의 다양성을 체험한다는 목적의 행사임.  
  (The purpose of the event is to explore cultural diversity through food.)
* 비디오 길이는 7분 이내로.  
  (The video must not exceed 7 minutes.)
* 어른 한 명을 포함해서 세 명이나 네 명으로 팀을 구성.  
  (A group is formed by three to four people including an adult.)
* 비지니스졸업생회의 기부금으로 2000 달러 상금.  
  (The winner gets $2000 funded by the Business Alumni Association.)
* 우승팀은 학생들의 투표에 의해 결정됨.  
  (The winner is determined by students’ vote.)
* 모든 참가팀에게 참가상품이 주어짐.  
  (All participating teams get free gift bags.)

Section 3 – Writing in Korean

In this part of the examination, students were given a choice of four questions, each requiring a different text type and a different style of writing: an evaluative article, an informative report, a diary entry and an imaginative story.

Most responses reflected the appropriate style, text type features and audience specified in the task, but with a varying degree of relevance, comprehensiveness, sophistication and accuracy. The essay questions included some familiar concepts many students would have come across during Units 3 and 4. To some extent, this created an opportunity for students to present their in-depth knowledge. Responses that did not score well simply reproduced the work they had previously done elsewhere during the course of their study, which in many cases did not address the question effectively.

Question 5

Students were expected to evaluate the pros and cons of the culture of reviewing in an article for a youth culture magazine. Many students chose this question and answered it very well. There were some captivating and thoughtful opinions detailing possible options, with most concluding that a balance of advantages and disadvantages was the most relevant outcome for all concerned. High-scoring responses presented the most relevant information and a natural flow of sentences, whereas responses that did not score well seemed to have misunderstood the question, evaluating the culture of consumption or capitalism instead of the culture of reviewing.

Question 6

Students were required to write an informative report on the characteristics of today’s youth. Most students performed well, providing rich information about the characteristics with a variety of examples. Students who chose this topic wrote about individualism or egoism, freedom, fairness, technology-centered life and so on. However, many students did not apply the past tense in reporting the results of the research conducted for their assignment.

Question 7

Students were required to write a personal piece of writing in the form of a diary entry, reflecting on their feelings about their sibling going to Korea to study. Students were expected to include feelings, emotions and opinions in the diary entry. The emotions could have included happiness, excitement and the wish to be popular, or students may have felt anxiety, sadness and worry. Students also needed to include the correct date format, such as year/month/day. High-scoring responses used rich emotive and subjective language to express their feelings and reflect on how they felt about their sibling’s decision.

Question 8

Students were required to create an imaginative story inspired by an image showing a parcel delivery for a writing contest. Students could have explored possibilities such as wrong delivery, quick delivery or surprise delivery and so on in their response. For a creative story, students needed to include a plot and narrative arc to make it interesting to attract the young audience. Responses that included literary features and language, such as descriptive writing (adjectives and adverbs) and imagery scored highly. Low-scoring responses included stories that were not relevant to the image, or were not imaginative or creative enough.