2024 VCE Korean Second Language oral external assessment report

Section 1: Conversation

What students did well

In the 2024 examination, students:

engaged in a general conversation about their personal world and interactions with the language and culture as learners. Various topics, including K-culture, school life, their views on technology, and future aspirations, were discussed at a general conversation level

provided a range of relevant information, ideas and opinions with an appropriate depth

elaborated on, clarified and defended ideas and opinions. Most students responded appropriately and conveyed relevant information in a timely manner when more in-depth discussions were requested. In such cases, information was often derived from their personal life, such as their family and personal experiences

responded confidently and could advance the conversation, including using appropriate repair strategies as needed. Many students projected genuine interest and enthusiasm in advancing given topics. When repairing was attempted in the course of conversing, most students performed it in a culturally acceptable fashion. For example:

* 방금 제가 말씀드린 내용에 대해 더 자세히 설명해 드려도 될까요? (Can I give you a more detailed explanation of what I just said?)
* 죄송하지만 그 단어가 뜻인지 알려 주실 수 있을까요? 그런 단어가 익숙하지가 않아서요. (Excuse me, but could you explain the meaning of the word […] you just mentioned? I am not familiar with the word)
* in some cases, students tactfully changed the discussion topic when they did not have enough information to answer the assessor’s question

used appropriate vocabulary. Students mostly used the correct registers, terms and expressions for the given context and discourse, such as media, hobbies and foods

used appropriate grammar and sentence structures. Students made occasional errors in grammar or sentence structures, but those errors did not affect their intended meaning

used appropriate expression, including pronunciation, intonation, stress and tempo. In addition to appropriate delivery skills, some students also demonstrated a good use of gestures.

Areas for improvement

In preparation for the examination, students could:

practise answering a range of questions to be able to advance the conversation

build confidence through practising interactions in Korean. Some students were nervous at first. However, they became more confident as the conversation progressed and were able to elaborate on the information, ideas and opinions Some students required assessors to rephrase the question

practise using repair strategies to advance the conversation when needed. Various repair strategies were tried. A few of those trials were not successful, usually because the student lacked contextual or linguistic knowledge.

Section 2: Discussion

What students did well

In the 2024 examination, students:

demonstrated in-depth knowledge of their subtopic and chose interesting topics, such as MZ generation trends and Korean-ness through traditional games. They used the image skilfully to introduce and support the discussion of the subtopic

engaged in a discussion using relevant information, ideas and opinions

communicated effectively with assessors throughout the discussion, including the use of repair strategies. Some students responded thoughtfully to the assessor’s questions when unsure of their intent or meaning

used appropriate vocabulary. Most students seemed to have researched their subtopic-specific vocabulary for their subject matter, for example, trendy fashions, cosmetics, 강강수월래 (Ganggangsullae)

used appropriate expression, including pronunciation, intonation, stress and tempo. Most students demonstrated appropriate delivery skills and demeanours for topic discussions.

Areas for improvement

In preparation for the examination, students could:

choose an appropriate subtopic to suit their ability and interests and an image that supports discussion of the selected subtopic. A few students discussed subtopics by providing only factual information and without including their personal views or reasoning

convey information learnt from sources but also express an opinion with an original perspective on the subtopic. Environmental issues seemed to be popular topics. However, some of the responses appeared to be pre-learnt – students could not elaborate and defend ideas and opinions effectively as they had not done enough research on the subtopic. Rather than choosing a big subject, it is recommended that students choose a more specific and narrowed-down subtopic

use an image to support the discussion of the subtopic. A very small number of students did not bring an image, which did not enrich the discussion

avoid relying on pre-learnt responses that do not address an assessor’s question

practise describing the relevance of the image to the subtopic. Students are advised to prepare an overview of the subject matter. In addition, mentioning their personal exposure or research process would help to validate their opinions.