2024 VCE Korean Second Language written external assessment report

General comments

In the 2024 VCE Korean Second Language written examination, students demonstrated that they could understand and explain details from both written and listening texts. Most did well, using the correct language in their answers.

* Section 1, Part A: students answered in English, with most providing the correct response.
* Section 1, Part B: students needed to answer in full sentences in Korean. Almost all used Korean, but some did not respond in complete sentences.
* Section 2, Part A: most students did well, but some misunderstood Question 3c.
* Section 2, Part B: performance was good, but some students did not rephrase their answers from the stimulus or refer to the image.
* Section 3: Question 5 was the favourite. Students wrote in a detailed, cohesive manner, bringing in novel ideas.

Students who were awarded higher scores:

* wrote specific and succinct responses
* demonstrated a sound understanding of the listening and reading texts
* identified and communicated the required key points accurately and clearly
* used the most appropriate words to demonstrate a good understanding of the questions and responded succinctly with the appropriate vocabulary and spelling
* demonstrated an understanding of the stimulus text and successfully incorporated the visual stimulus into their answer for Section 2, Part B. Students rephrased the content from the stimulus text, correctly addressing all key components included in the description task
* demonstrated highly effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task for Section 3.

Students are advised to:

* improve their handwriting. They might be disadvantaged if assessors cannot decipher their handwriting
* respond within the space provided
* not repeat the same answer in different questions
* use the allocated marks to guide the length of their response. They should not try to include more information than is warranted by the marks
* respond in complete sentences in Korean in Section 1, Part B. Students will not be awarded full marks otherwise
* read the questions carefully and ensure that they address all aspects of them. The information contained in the response needs to be relevant to the question
* write concisely and accurately rather than writing long-winded answers
* not extend their understanding beyond what is in the text.

Specific information

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.

* lucky draw for the latest mobile phones or tablets
* invitation of a celebrity/idol who is a graduate of the school

Question 1b.

* utilising the most of commuting time
* setting priorities
* incorporating exercise into busy schedules / (finding) a role for exercise
* participating in various activities / extra curriculum for a balanced life

Question 1c.

* enhances study productivity (makes studying easier)
* fosters self-discipline (self-regulation) skills
* maintains physical and mental wellbeing
* expands the social network by meeting a variety of people

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.

* 올해 초 한 보고서에 따르면 새롭게 등장한 기술 때문에 미국과 유럽 내 일자리 중 25%가 인공지능으로 대체될 것이다. (Because of emerging technologies, a report earlier this year predicted that 25 per cent of jobs in the US and Europe will be replaced by artificial intelligence.)
* 인공지능과 같은 신기술로 반복적이고 단순한 많은 업무들을 해결할 수 있다. (New technologies such as artificial intelligence can solve many repetitive and simple tasks.)
* 새로운 기술의 등장으로 ‘프롬프트 엔지니어’와 같은 이전에 없던 새로운 직업이 등장하게 되었다. (The emergence of new technologies has led to the creation of new jobs that never existed before, such as ‘prompt engineers’.)

Question 2b.

* 인공지능 앱이 사람을 대신해서 질문을 만들어 준다. (A prompt engineer creates questions for AI apps on behalf of people.)
* 인공지능 기술을 사용한 다른 앱이 최고의 결과를 제공하도록 교육시킨다. (trains other apps using artificial intelligence technology to provide the best results)
* 이런 새로운 기술에 익숙하지 않은 사람들을 도와 준다. (helps people who are unfamiliar with these new technologies)

Question 2c.

문제 (Problems)

* 농촌 고령화로 인한 일손 부족 (labour shortages due to rural ageing)
* 기후 변화 때문에 생긴 식량 부족 문제 (food shortages due to climate change)

해결 (Solutions)

* 스마트 팜 기술로 시스템 자동화. (automating systems with smart farm technology)
* 스마트 팜 기술로 데이터 학습 후 미래를 위해 농부에게 최적의 정보 전달. (Smart farm technology creates and learns data about what makes the vegetables grow best, and passes it on to the farmer to help them in the future.)

Section 2

Part A – Reading, listening and responding in English

Question 3a.

* living a long life
* being healthy
* becoming rich
* living a generous life / sharing with others
* having peace of mind / comfortable lives
* being treated fairly

Question 3b.

* It began with visiting and bringing comfort to sick teachers.
* It began with contacting their retired teacher.
* It began to continue a culture of respecting teachers.

Question 3c.

* Students write letters to their teachers.
* Students send video messages to their former teachers.
* Students and teachers have a concert/performance together on the day. / Students and teachers have a sports event on the day.

Question 3d.

* the date of Teacher’s Day and King Sejong’s birthday is the same
* receiving gratitude from students/people
* establishing policies for a safe/good environment
* teaching/education
* researching
* writing manuals/books/teaching materials
* supporting their students/scholars to focus on their study
* loving the people/students

Part B – Reading and responding in Korean

In Part B, students were required to demonstrate an understanding of the stimulus text/s and to address the requirements of the task by conveying the relevant information from the text/s that was appropriate for the audience and the prescribed writing style and text type.

The reading text included a visual stimulus. Responses that scored highly were able to successfully incorporate information from the visual stimulus.

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

Text type: speech

Type of writing: personal

Audience: youth

Points from the text to be included in student responses:

* 살고 있는 지역에서 익숙한 것에 대하여. (Being familiar with the local area and local youth issues was a great help.)
* 사진 기술에 대하여. (Photography skills were vital for carrying out the task [from the image].)
* 글쓰기 솜씨에 대하여. (Strong writing skills were vital.)
* 온라인 워크샵에 대하여. (Participating in the online workshops was not easy/helpful.)
* 디지털 콘텐트 매니지먼트와 영상제작에 대하여. (Digital content management and multimedia production were involved.)

Responses that achieved higher scores:

* included five points in their response
* included their personal experience of the difficulties and rewards they encountered
* manipulated language to successfully convey the original meaning with minimal reliance on the language in the stimulus text
* successfully integrated their reading comprehension and writing skills
* met all the requirements of the task effectively, including the specified audience, purpose, style of writing and text type
* organised information and ideas logically and clearly throughout the response
* displayed a very good range of grammatical features and vocabulary.

Areas for improvement:

* Students should integrate the image inserted in the text into their response, as the image is the visual stimulus.
* Students should use the right format of a speech, including appropriate register and greetings.
* Students should incorporate personal feelings and thoughts, as this is personal writing.
* Students should link to the key information from the stimulus text but should not simply copy and paste from it.

Section 3 – Writing in Korean

Questions 5–8

Question 5

Text type: letter

Type of writing: persuasive

Audience: a school principal

High-scoring responses may have:

* addressed their principal by using letter features and correct greeting conventions
* addressed all relevant key components of the task, such as community bond, organic vegetables and fruits
* employed a persuasive tone suitable for persuasive writing
* been well structured to allow for the logical development of arguments.

Areas for improvement:

* Students should demonstrate highly effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task.
* Students should improve the conclusion in a variety of ways rather than repeating the points already stated in the main body.

Question 6

Text type: story

Type of writing: imaginative

Audience: competition committee

High-scoring responses may have:

* created an interesting story that included the features of imaginative writing, such as a creative plot and lessons
* used a wide variety of onomatopoeia and mimetic words to convey a creative and vivid story.

Areas for improvement:

* Students should embrace their imagination beyond what the picture depicts, as the image serves merely as a spark for inspiration.
* Students should avoid incorporating too many characters as this task only requires a short story.
* Students should incorporate descriptive, vivid, emotional and subjective language.

Question 7

Text type: blog post

Type of writing: informative

Audience: peer youth

High-scoring responses may have:

* contained rich information about the results of interviews with people of different ages
* included a variety of leisure activities that people might enjoy.

Areas for improvement:

* Students need to read the question carefully and identify what they are expected to write. The question asked about leisure activities that Korean immigrants participate in, not the difficulties they have faced since migrating to Australia.
* Students need to include a wide range of information to provide a comprehensive response.

Question 8

Text type: report

Type of writing: evaluative

Audience: school students

High-scoring responses may have:

* produced a balanced report by including several points about advantages and disadvantages
* used the correct features of a report
* wrote a well-structured report with paragraphs.

Areas for improvement:

* Students should list both aspects equally to produce an evaluative piece of writing.
* Students should present information clearly and concisely.
* Students should avoid using the first-person pronoun to maintain the objectivity of evaluative writing.