



2013 Languages: Korean Second Language GA 3: Examination

Oral component

GENERAL COMMENTS

Overall, students performed well in the Korean Second Language oral examination. It was evident that most students performed better in the Conversation section than in the Discussion section. A number of students presented an excellent performance in both sections and were able to effectively maintain their communication with assessors. During the Discussion, in particular, they were able to present more elaborate responses because they'd compared and contrasted various aspects of their selected texts. These high-scoring students did not display any hesitation or uncertainty and also used excellent repair strategies, such as asking for clarification or requesting that questions be repeated.

Students are reminded to

- be prepared to be asked some unexpected questions
- think carefully about the intention of questions before responding
- provide in-depth responses that include details, reasons or examples
- become familiar with the assessment criteria as part of their examination preparation
- use repair strategies when necessary; for example, self-correction and asking for clarification.

SPECIFIC INFORMATION

Section 1 – Conversation

Students were required to respond to a variety of questions relating to their personal worlds, including school and home lives, family, friends, interests and aspirations. Students' performance was assessed on three criteria: communication, content and language.

Communication

The students' performance was assessed based on their skill in maintaining and advancing the exchange appropriately and effectively. There were three specific areas of focus: capacity to link with assessors, effectiveness of communication and repair strategies and the degree of support necessary to maintain the exchange.

High-scoring students were able to exchange information and ideas with assessors in a confident manner. Effective communication strategies were used, including body language, facial expressions and eye contact. These students also used fillers frequently in order to engage with assessors.

Content

The students' performances were assessed on relevance, breadth and depth of information, ideas and opinions. There were three areas of focus: relevance of information or ideas, range of information or ideas, and the capacity to elaborate on ideas or opinions with reasons, examples and evidence.

Most students were able to share relevant information and ideas with assessors. However, weaker students tended to present quite short and simple responses without elaborating on them. Occasionally, some students presented detailed and lengthy responses that were not relevant to the questions. It is important for students to listen carefully to the questions and take time before responding.

Language

Students' performances were assessed based on their language skills to use Korean in three areas of focus: accuracy of vocabulary and grammar; range and appropriateness of vocabulary and grammar; clarity of expression including pronunciation, intonation, stress and tempo.

Most students' use of vocabulary, grammar and pronunciation was very good. However, students are reminded that they must use correct intonation and stress in their spoken Korean to ensure clarity.



Section 2 – Discussion

This year, two contrasting sub-topics were presented by students for Discussion. The first sub-topic, Unification of South and North Korea, enabled students to explore historical issues within the Korean peninsula. Students who selected this sub-topic studied various texts: films *Korea* (코리아) and *Dreams Come True* (꿈은 이루어진다), a poem 'Spring' (봄은), a novel *Rainy Season* (장마). The second sub-topic, Paternal Love, enabled students to explore family issues. For this sub-topic, students introduced various texts, such as a film *Miracle in Cell No.7* (7번 방의 선물), poems 'Home' (가정) and 'Father's Heart' (아버지의 마음), a song *Father* (아버지) and a novel *The Suffering of Two Generations* (수난이대).

Students are reminded that the focus of the Detailed Study is to explore aspects of the language and culture of Korean-speaking communities. According to the *VCE Korean Second Language Study Design*, students are expected to demonstrate their knowledge and skills to

- compare and contrast aspects of life in Korean-speaking communities
- identify and comment on culturally specific aspects of language, behaviour or attitude
- present an opinion on an aspect of the culture associated with the language
- identify similarities and differences between texts and find evidence to support particular views
- show an awareness that different social contexts require different types of language
- select and make use of relevant reference materials.

The students' performances were assessed with three criteria: communication, content and language.

Communication

The students' performances during their discussions were assessed on their skills in maintaining and advancing the exchange appropriately and effectively as well as their capacity to support and elaborate on information, ideas and opinions with reasons; for example, evidence and/or new ideas.

During the one-minute introduction of the students' chosen sub-topic, quite a number were unable to link with assessors effectively. These students appeared to over-concentrate in remembering their presentation, rather than conveying meaningful information with a natural flow. Consequently, their use of communication strategies, such as body language and facial expressions, was limited.

Content

The students' performances were assessed on their capacity to present information, ideas and opinions on a chosen topic. There were three areas of focus: relevance of information or ideas, range of information or ideas, and the capacity to support or elaborate on ideas or opinions with reasons, examples and evidence.

Some students demonstrated excellent knowledge and understanding of their Detailed Study. It was evident that these students had prepared thoroughly for the discussion on their chosen sub-topic and the texts they had studied. They were able to present critical responses by identifying and comparing relevant aspects of information from the texts. Moreover, their ideas were well supported with evidence from the texts.

Language

The students' performances were assessed based on their language skills in using Korean in three areas of focus: accuracy of vocabulary and grammar, range and appropriateness of vocabulary and grammar, and clarity of expression including pronunciation, intonation, stress and tempo.

Most students demonstrated a high standard of Korean language skills during the discussion. They displayed confidence in using appropriate vocabulary, accurate grammar and personal expressions. However, some students underperformed during the Discussion compared to the Conversation. It could be that these students' lack of preparedness for the Detailed Study affected their performance not only in content but also in their language skills. Therefore, students are strongly encouraged to devote their time thoroughly to the Detailed Study to maximise their performance on all the assessment criteria.